

Distance Learning Plan

Christ the King School



Introduction

Christ the King School

Distance Learning Plan

We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine of daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in-person feedback, community and extracurricular events, and so on). However, we do contend that quality learning can occur from a distance.

The purpose of this document is to describe the actions Christ the King will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Learning Plan (DLP) to accomplish three goals PK–8 within a flexible framework:

- Live Student-Teacher Contact Time
- Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

It is our intention with the DLP that we continue to live our mission, vision, and strategic plan, which together assert that we will consider the well-being and growth of the whole child. The act of creating this DLP provides us with a unique opportunity to reinforce what we assert through our founding documents.

If Christ the King School's campus is closed and this DLP is implemented, the Principal will send email communications to both parents and faculty/staff announcing a timeline for implementation. An exact date will be designated when distance learning will begin for CKS students.

The Principal will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when CKS might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made with close consultation with the Archdiocese of Seattle, School Commission and Department of Health.

We hope that implementation of this DLP will never be necessary. However, in the event of school closure, it is important that this DLP describes Christ the King Catholic School's approach to distance learning, the channels we will use for communication, the online platforms we will employ by grade, the roles, responsibilities, and expectations Christ the King Catholic School has for faculty, parents, and students, guidelines for how parents/guardians can support their children's learning, and a host of other priorities and considerations tailored to make the best of challenging circumstances.

We hope to create a DLP that ensures equity. This includes doing our best to provide students with devices if they do not have access to a computer at home. We also will be happy to help families access online tutorials as we are able through email and phone contacts. While we will not be able to help families troubleshoot all problems, we will do our best to make sure all students have equitable access where we have control.

Technology Systems to Support Distance Learning

With regard to the school's core technological and communications systems, Christ the King School offers the following FAQs to describe how we will communicate and manage learning in the event this DLP is implemented.

How will Christ the King School communicate with parents, students, and faculty/staff in the event of an extended campus closure?

Christ the King will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation. The table below describes these systems:

Channel	Audience	Description & Access
Apps used in Middle School	6 th – 8 th Grades	The following are all student engagement platforms: <ul style="list-style-type: none"> • Nearpod: https://nearpod.com/ interactive games and boards • Classmarker.com: a quiz maker • Remind: https://www.remind.com/ • Two-way messaging between teacher and student • Quizlet: https://quizlet.com/ Flashcards and games • Kahoot! https://kahoot.com/ games-based learning platform
Class Pages	All Grades	https://school.ckseattle.org/class-pages All teachers have class pages. K-5 post homework and assignments on their class pages. Specialists post assignments on Specialists tab on homeroom pages.
Email	Faculty, Staff, Parents	Email will be used for all major communications and announcements, including those from the Principal and teachers. Faculty will use email to communicate, although they will use other platforms to communicate with students as well. Please ensure email is up to date with school office.
Epic	K-3 Grades	A digital library for students with over 35,000 titles. https://www.getepic.com/
Go Guardian	6 th -8 th Grades	Google Classroom will continue to be the platform used by our middle school students.

Google Classroom	6 th -8 th Grades	Google G-Suite (Docs, Google Classroom, etc.) will continue to be the platform used by our middle school students. https://gsuite.google.com/
Google G-Suite	6 th -8 th Grade	Google Meet is an online video conferencing platform that allows for live group meetings hosted by teachers https://meet.google.com/
Google Meet	Students across all grades	IXL is a learning site CKS subscribes to that provides personalized learning to students across subjects and incorporates the Common Core State Standards into practice problems. Students have unique logins. https://www.ixl.com/
IXL	K-5	Khan Academy is an online tool that produces short video lessons and practice problems for student learning across subjects and grade levels, through the college level. https://www.khanacademy.org/
Khan Academy	K-8	PowerSchool is our online Student Information System. Teachers input standards-based grades into this platform. Students and parents have visibility at all times to the grades. https://ps.archseapsc.org/public/home.html
PowerSchool	K-8	SeeSaw is a student engagement platform that allows teachers and students to post assignments in creative ways and teachers to share activities with students. Each student has their own SeeSaw login through their homeroom teacher. https://web.seesaw.me/platforms
SeeSaw	K-5	Storyline Online is an award-winning children's literacy website with actors reading children's books aloud. https://www.storylineonline.net/library/
Storyline Online	K-6	

How will Christ the King School ensure that students have access to these tools?

Our middle school students will each take home their one to one Chromebook for distance learning use. For K-5 most of our technology tools are not device-specific, which means students will be able to access learning through nearly any electronic device. Students will be asked to utilize home electronic devices to access these tools. If your family does not have access to laptop, computer, or tablet, please email the vice principal at kwatkins@ckseattle.org, and the school will supply you with a device. If you do not have wireless, we recommend using a hotspot and data from your phone. <https://www.pcmag.com/how-to/how-to-turn-your-phone-into-a-wi-fi-hotspot>

Nine Distance Learning Guidelines for Teachers

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback, how to design lessons and assignments that are authentic and meaningful, and how to ensure students continue to collaborate and communicate with others. The eight guidelines provided below are intended to help teachers across all grade levels reflect on challenges they'll confront in shifting to distance learning.

1—At Christ the King School, we know our students and they know we care

Our commitment is to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to implementation of this DLP, your students may be stressed or worried. A critical focus of our school is the social emotional wellness of every student. CKS believes a child is only able to learn if s/he is feeling safe, supported and happy. This aspect has been equally as important as it is to ensure they are learning and progressing academically every day. Here are some of the things Christ the King School does to ensure joy, happiness and normalcy for our students:

- *Daily Google Meet* with their class and teachers ranging from 45 minutes to 3 hours depending on the grade level.
- *Class Meetings* via Google Meet to recreate a morning routine similar to the classroom
- *Service Projects*, remote, for our middle school students
- *Friday Fun Days*—such as *bring your pet to school day* or *crazy hat day*
- Teacher hosts weekly *teatime* via video with 3-4 students a week
- *Aides tutor* students daily via Google Meet for extra academic or emotional support
- *Virtual playdates* and *recess* for things like show and tell, birthday parties, and socializing
- *Virtual homework club* for students who want to log on and work on homework with a staff member present for questions
- *Virtual field trips* to museums, National parks etc.
- *Parent coffee with the principal* weekly via Google Meet
- *After school enrichment* opportunities for all ages
- *Specialist* teachers including PE, music, art, library also provide curriculum and support
- The special aspects of *8th grade year*—ceremonies, traditions, even graduation are all being recreated vs cancelled

2—Evaluate your students' conditions for distance learning

While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Determine which students will need to sign out a device. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

3—Stick with the familiar

Especially in the first weeks after moving to this DLP, teachers should continue using existing communication channels and learning management systems. In other words, **stick with what is familiar to your students**. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences.

NINE DISTANCE LEARNING GUIDELINES FOR TEACHERS (CONTINUED)

4—Less is more

Should Christ the King School implement this DLP, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

5—Seize the moment; embrace new opportunities and possibilities for your students

Years or decades from now, how will your students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, and media/government responses.

6—Design asynchronous learning experiences

When school is closed and students are learning from various locations, teachers can still connect with them asynchronously (not all students at the same time). For example, Middle School teachers can use familiar discussion forums/thread or tools to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time. Elementary teachers might post some of their lessons as short videos to be viewed by students at a time that works best for the families.

7—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. If Christ the King School's campus was closed, students will be able to gather for synchronous learning times via Google Meet in grades K-8. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning. This is a good time for discussion, class meetings, sharing, show and tell, and more. In addition to classroom teachers fostering learning, some students with learning needs receive tutoring via video conferencing.

8—Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to **think differently about the frequency and end goal of assessment** instead of forcing a traditional assessment method that doesn't fit distance learning. Teachers will be focusing on the essential standards and introducing standards to the students during distance learning. Teachers will be flexible with due dates; however, a lack of turning in work may result in an incomplete for the class. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

NINE DISTANCE LEARNING GUIDELINES FOR TEACHERS (CONTINUED)

9—Meet the unique communication needs of distance learning

As teachers, students and families adjust to the challenges and opportunities that distance learning presents, it will be critical to make school-home communication a top priority. We are partners in the education of our students, and distance learning will emphasize this reality. The school administration will continue connecting with families via regular communication modalities (weekly emails, website updates, phone conversations, weekly remote coffee hour) and will work with teachers to establish protocols and guidelines for communication related to instruction and student learning. Preschool conferences on the school calendar will proceed, using remote platforms. Teachers will provide feedback during Office Hours, Google Classroom check-ins, Google Meet video call sessions and Report Cards to communicate about individual student progress during distance learning, with the awareness that learning is happening in different ways and may require additional explanation and check-ins with individual students.

The guidelines above are modeled directly on the DLP of the American International School of Japan and 'Iolani School, with our gratitude.

Ten Guidelines for Parents Supporting Distance Learning

The transition to distance learning may be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

1—Establish routines and expectations

From the first day that Christ the King School implements its DLP, parents need to establish routines and expectations. We encourage parents to set regular hours for their children's school-work. We suggest students begin their studies at 8:00 a.m. Keep normal bedtime routines for younger children and expect the same from your older-aged students, too. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

2—Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if this DLP is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

3—Monitor communications from your children's teachers

Teachers will communicate with students/parents through email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. We also encourage parents to have their 5th-8th aged children explain the online platforms their teachers are using.

4—Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal), but they should, nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

TEN DISTANCE LEARNING GUIDELINES FOR PARENTS (CONTINUED)

5—Take an active role in helping your children process and own their learning

In the course of a regular school day at Christ the King, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your child own their work; don't complete assignments for them, even when they are struggling.

6—Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

7—Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. It is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

8—Remain mindful of your child's stress or worry

One thing is for certain: Christ the King will only implement this DLP if a serious emergency has occurred. Should this happen, it is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to your child's teacher or contact us should you feel your child needs a counselor if they are expressing extreme worry.

9—Monitor how much time your child is spending online

Christ the King does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Administrators or teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

10—Keep your children social, but set rules around their social media interactions

There's always excitement and uncertainty when there is a significant change to a routine, like school. Once Christ the King implements this Distance Learning Plan the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as Snap Chat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others.

Roles & Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of students and parents are delineated below.

Student Roles and Responsibilities	
<ul style="list-style-type: none"> • Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule or establishing an 8:00 a.m. start) • Identify a comfortable, quiet space in your home where you can work effectively and successfully • Regularly monitor online platforms check for announcements and feedback from your teachers • Complete assignments with integrity and academic honesty, doing your best work • Do your best to meet timelines, commitments, and due dates • Communicate proactively with your teachers if you cannot meet deadlines or require additional support • Collaborate and support your CKS peers in their learning • Comply with Christ the King School's Technology Use Agreement, including expectations for online etiquette • Proactively seek out and communicate with other adults at CKS as different needs arise (see below) 	
For Questions About...	Contact
A course or assignment	The relevant teacher
A resource	The relevant teacher
A technology-related issue or problem	The vice principal, Karen Watkins kwatkins@ckseattle.org
A personal, academic, or social-emotional concern	Your child's teacher or Karen Watkins kwatkins@ckseattle.org
Enrollment	Advancement Director Amy Hall ahall@ckseattle.org
Communications	Amy Hall ahall@ckseattle.org
Family Needs	Amy Hall ahall@ckseattle.org
Discipline	Principal Joanne Cecchini jecchini@ckseattle.org
Classroom Challenges	Principal Joanne Cecchini jecchini@ckseattle.org

ROLES & RESPONSIBILITIES DURING DISTANCE LEARNING (CONTINUED)

Parent Roles and Responsibilities	
<ul style="list-style-type: none"> • Establish routines and expectations • Define the physical space for your child’s study • Monitor communications from your children’s teachers • Begin and end each day with a check-in • Take an active role in helping your children process their learning • Establish times for quiet and reflection • Encourage physical activity and/or exercise • Remain mindful of your child’s stress or worry • Monitor how much time your child is spending online • Keep your children social, but set rules around their social media interactions 	
For Questions About...	Contact
A course or assignment	The relevant teacher
A resource	The relevant teacher
A technology-related issue or problem	The Vice Principal Karen Watkins kwatkins@ckseattle.org
A personal, academic, or social-emotional concern	Your child’s teacher or Karen Watkins kwatkins@ckseattle.org
Enrollment	Advancement Director Amy Hall ahall@ckseattle.org
Communications	Amy Hall ahall@ckseattle.org
Family Needs	Amy Hall ahall@ckseattle.org
Discipline	Principal Joanne Cecchini jcecchini@ckseattle.org
Classroom Challenges	Principal Joanne Cecchini jcecchini@ckseattle.org

Preschool Considerations

After receiving initial notice from the Principal about school closure and timelines, families will receive a daily email from their homeroom teacher with specific information.

- The primary tools for communication between teachers and families will be daily email lessons, video lessons and assignments emailed to families and posted on online platforms.
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Resources will vary by class and lesson, but will include links to videos, graphic organizers, uploaded material to read and engage with, and reading materials including eBooks.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in Preschool will need more adult support at home.
- Please see the Preschool options of activities as a menu of choices to choose from throughout the day and complete to your family's availability.

Preschool: Approximate Daily Time Frames for Learning

Preschool	
5-10 minutes	Social-Emotional Learning
20-40 minutes	English Language Arts
10-20 minutes	Mathematics
10-15 minutes	Science or Social Studies
5-10 minutes	Religion, Prayer
10-15 minutes	Art, Music or Library
15-30 minutes	PE
30 minutes+	Optional Enrichment Activities

K-5 School Priorities & Considerations

After receiving initial notice from the Principal about school closure and timelines, families will receive a daily email from their homeroom teacher with specific information.

- The primary tools for communication between teachers and families will be daily email lessons, live Meet lessons, video lessons and assignments emailed to families and posted on online platforms,
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Resources will vary by class and lesson, but will include links to videos, graphic organizers, uploaded material to read and engage with, independent research material via online sources, and reading materials including eBooks.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K–2 will need higher levels of support than students in grades 3–5 and 6-8.

Elementary School: Approximate Daily Time Frames for Learning

Kindergarten to Second Grade	
10-15 minutes	Social-Emotional Learning
45-60 minutes	English Language Arts
20-40 minutes	Mathematics
20-30 minutes	Science or Social Studies
10-15 minutes	Religion, Prayer, Faith Formation
15-20 minutes	Art, Music, Library, or Spanish
30 minutes	PE or Exercise
30 minutes+	Optional Enrichment Activities

Third Grade – Fifth Grade	
15-25 minutes	Social-Emotional Learning
60-70 minutes	English Language Arts
45-50 minutes	Mathematics
20-30 minutes	Science or Social Studies
10-15 minutes	Religion, Prayer, Faith Formation
15-25 minutes	Art, Music, Library or Spanish
30 minutes	PE or Exercise
30 minutes+	Optional Enrichment Activities

Middle School Priorities & Considerations

After receiving initial notice from the Principal about school closure and timelines, families and students will receive an email from their homeroom teacher as well as class teachers with class instructions on google classroom.

- The primary tool for communication between teachers and families is email and Google Classroom.
- The primary tools for communication between teachers and students are our Middle School Google Classroom platform and Google Meet. Students will receive an invitation to Google Meet, should this be necessary.
- Learning experiences are designed to be completed independently or in collaboration with other students. A parent/guardian should not be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online, and reading materials including eBooks.
- Students are encouraged to be proactive in reaching out to teachers via email when they have questions or assignments are unclear.
- A virtual meeting with a teacher is always available to support students with academic, social, or emotional needs. Please initiate contact by email.

Middle School: Approximate Daily Time Frames for Learning

Sixth-Eighth Grades	
10-15 minutes	Social-Emotional Learning
60-90 minutes	English Language Arts
60-80 minutes	Mathematics
60-75 minutes	Science or Social Studies
10-15 minutes	Religion, Prayer, Faith Formation
15-25 minutes	Art, Music, Library or Spanish
30 minutes	PE or Exercise