Parent/Student
Digital Learning Handbook
2020-2021

OUR LADY OF THE LAKE CATHOLIC SCHOOL

Principal: Mrs. Corrine Buich

Dear Families of OLL,

What a profound change we've experienced in such a short time. Within a few short days in March, 2020, our staff created a fully remote method of instructional delivery and carried our students to end the year through digital learning. There were many lessons learned along the way, highlights, successes, and roadblocks to overcome.

Moving forward, the ability to transition to and from Digital Learning will be a necessary part of life in our community. Digital Learning can be defined as instruction where the student and teacher are in different locations. It's important to note that Digital Learning includes a range of methods and strategies, and that cooperation between home and school is imperative.

Our teachers will connect with each of their students on a daily basis, prioritizing their time together to focus on the most important, relevant learning. For this to be effective, teachers and parents must work as a team to co-facilitate learning, design consistent routines, and establish a learning environment in which students can thrive.

This handbook is designed to provide you with information and resources that will guide our partnership until school returns to a more traditional model. Your cooperation, patience, support, and grace is much appreciated as we move forward together.

Respectfully,

Corrine Buich,

Principal

Our Lady of the Lake Catholic School

Guidance from the Archdiocese of Portland in Oregon and the Oregon Department of Education: *The guidance below can help us all make the best of new and sometimes unfamiliar distance learning environments. It can help you be ready for some of the more practical aspects of learning from home.*

1. Establish routines and expectations
It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Chunk your days into predictable segments. Help students get up, get dressed and ready to learn at a reasonable time. Everybody make your bed! Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in.

2. Choose a good place to learn
Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety.

3. Stay in touch
Teachers will mainly be communicating regularly through our online platforms and virtual learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with classroom and support teachers, and school leaders but understand it may take a day or two for us to respond. If you have concerns, let someone know.

4. Help students 'own' their learning
No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. While in school, your child usually engages with others students and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.

5. Begin and end the day by checking-in
In the morning, you might ask:
- What classes/subject do you have today?
- Do you have any assessments?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:
- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These brief grounding conversations matter. Checking in students to process instructions they received from their teachers, and it helps them organise themselves and set priorities – older students too. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.

6. Establish times for quiet and reflection

For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day. Noise-cancelling headphones are an idea. Reading is fundamental.

7. Encourage physical activity and exercise

Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged. You may want to think about how your children can pitch in more around the house with chores or other responsibilities.

8. Manage stress and make the most of an unusual situation

We are going through a time of major upheaval to our normal routines and ways of life, and there's a great deal of anxiety in the world right now. Emotions may be running high, and children may be worried or fearful. Parents may be stressed as well and children are often keenly aware of trouble. Children benefit when they get age-appropriate factual information and ongoing reassurance from trusted adults. In these circumstances, it's often possible to reframe challenges as opportunities.

9. Monitor time on-screen and online

Distance learning does not mean staring at computer screens seven and half hours every day. Teachers will aim to build in variety, but it will require some trial and error before everyone finds balance between online and close-space offline learning experiences. Work together to find ways to prevent 'down time' from becoming just more 'screen time'.

10. Connect safely with friends, and be kind

Help your children maintain contact with friends through social media and other online technologies. But monitor your child's social media use. Remind your child to be polite, respectful and appropriate in their communications, and to follow school guidelines in their interactions with others. Report unkindness and other problems so that everyone maintains healthy relationships and positive interactions.

Full time Digital Schedule
- Instruction will occur 5 days a week.
- Families should expect their child(ren) to follow a regular, yet flexible school schedule routine over the course of each day, Monday-Friday. This schedule may include dedicated work periods like core instruction, specialists, meal/physical activity breaks, and downtime opportunities.
- A weekly schedule will be shared with parents outlining synchronous learning via email and posted in Google Classroom. This schedule will outline when students will need to log on at specific times so you may plan your week around these times and commitments.
- A daily agenda will be shared with details of the synchronous and asynchronous schedule, posted each morning for grades K-5. This will provide a user friendly breakdown of the assignments/expectations for the day.

- Weekly announcements and teacher/administration videos or letters will be emailed and posted to the OLL Website.
- Elementary teachers will communicate with families to pick up

instructional materials/packets or drop off instructional materials via a car line. These will include materials for projects, workbook pages or photocopies, etc. Families will be able to print materials if needed for safety.

Synchronous Instruction
- Students will have daily interaction with one or more teachers and/or their Instructional Assistant who will guide their full educational experience.
- Each live Zoom will focus on one or more of the following formats:
  ○ Class meeting: General check-in, review assignments for the day, answer questions from the day before, student sharing.
  ○ Live instruction: An instructional lesson that is interactive.
  ○ Social Emotional Learning (SEL) Support: Teachers will present lessons following our SEL and FRIENDZY curriculum.
  ○ Break-out Rooms/Small Group Instruction: Faculty, Instructional Aides, and Parent Volunteers (through Zoom) may be utilized to provide small group instruction. The Middle School faculty will be available during Monday, Wednesday, and Thursday office hours for students to check-in with needed teachers in their subject areas.
  ○ Special Zooms: May include instructional themes (such as a virtual field trip), buddy class meetings, guest speakers, prayer services, parent check ins, etc. 3 Synchronous Instruction (cont.)
- Instruction may be whole group, small group or individual based on students' needs/assignments for the day.
- Students and parents must adhere to our Digital Citizenship Code of Conduct for participation and follow the guidelines set forth in the Student/Parent handbook.

Asynchronous Instruction
- While some learning will be synchronous (live at a scheduled time), many of the required assignments will be delivered asynchronously (not time bound). This instruction will include flexibility and autonomy for students to complete the required assignments on their own schedule to meet the needs of unique family situations while at home.
- Each day there will be posted assignments and activities available for the students on Google Classroom.
- Instructional expectations and class work will follow Archdiocesan time allotments for each subject area.
  ○ Live Zooms and instructional videos are typically scheduled for 30-45 min.
  ○ Any work a student is expected to accomplish for the day will be built into the time allotted for that subject area. Exceptions would include independent reading time, physical activity ("recess"), extra math practice for reinforcement of skills learned, and an occasional project or performance assessment that may require some additional time to collaborate with a peer or create a presentation.
- Generally there will be one lesson/activity per subject area per day. Instruction will be delivered through one or more of the following formats:
  ○ Pre-recorded instructional video of the child's teacher presenting a full lesson for viewing.
  ○ Pre-recorded narration or video in picture of the child's teacher explaining the directions for an assignment of activity.
  ○ A link to a website or video and activity/classwork assigned to be completed by the student.

- Optional extension assignments will be offered when needed for students who are caught up and ready for additional practice.

Attendance
- If a student is not going to participate in Digital Learning for the day, parents are required to notify Mrs. Heinrich via email or phone call prior to the school day beginning. Mrs. Heinrich will notify teachers as necessary.
- When a student is not present for a scheduled zoom meeting, teachers will notify parents via email. Students with unexcused absences may be subject to grade deductions if graded exercises are missed.

Specialist Classes
- OLL will provide a full academic program for all students through distance learning except for health.
- Specialists will provide supplemental activities to accent the core curriculum, offering at least one asynchronous lesson/activity per week, per class.
- These classes are required and will receive a grade based on participation and effort (Art, Music, Spanish, PE).

Social-Emotional Learning
- Teachers, support staff and administration will develop ways to address Social-Emotional Learning (SEL) and FRIENDZY in an ongoing manner for ALL students.
- Teachers and staff members will check in with families individually throughout the distance learning experience.
- Support staff members will assist as engagement coaches to support students.
- Virtual assemblies, videos, peer collaborations, spirit days, and other creative methods for SEL support will be designed to enhance the student experience.
- Faculty will host zoom meetings with families on Back to School Night to introduce themselves, answer questions you have, look at the year ahead, and build a relationship for learning.
- Parental training, videos, guides, and other forms of support will be available to partner with families as they navigate distance learning with their child.

Learning Support Program
- The Vice Principal, Mr. Gregor, will work with teachers, students and families to provide scheduled support.
- Students on an Individualized Learning Plan will receive support from the Vice Principal and classroom teachers following the accommodations or modifications outlined on their learning plan.

Assessment
- Teachers will use summative and formative assessments in all core subjects with varied approaches. Specialists will grade on effort and participation in addition to providing feedback on skill and standards mastery.
- Feedback will be available in Google Classroom regularly and Middle School grades will be posted in Renweb after the new year (training needs to be completed for teachers).
- Assessments will drive instruction and be varied. Examples include project-based assessments, written responses, worksheets and other assignments through Google Classroom, writing prompts, reading journals, Google forms quizzes, nearpod, on-line

discussions, live quizzes over Zoom, collaborative Google slides, student created videos and/or note pages, exit tickets on Google Classroom, etc.

Catholic Identity
- Students will attend Mass virtually with their peers starting in October or late September. There will also be opportunities for liturgical engagement through class prayer services.
- Religion lessons will be provided as part of our core instruction.
- Classes will pray daily.
- Students will participate in acts of service when possible.
- Students will learn how Jesus is a role model for us as we overcome the difficulties of distance, the fear of uncertainty, and help to lift each other up with hope and love in a challenging time.
- Teachers recognize their vocation and lead our mission to act justly, love tenderly, and walk humbly with God.

Screen Time
- Although all assignments will be distributed via Google Classroom, not all assignments will be completed using the computer.
- Teachers will establish age-appropriate parameters for screen time and balance assignments that can be "online" and those that can be "offline" and completed with alternative methods of engagement.
- Teachers will utilize research based instructional methodologies to provide engaging and interactive content for the students.
- Teachers recognize the difference between "passive" or "non-educational" screen time (i.e. watching a movie, playing a non-educational video game) and "active" or "educational" screen time (i.e. students using technology as a tool to create, demonstrate learning, interact with instructional concepts, or build mastery of standards through multimedia instruction). Students will be taught to recognize this difference and set limits on how they interact with screens on a daily basis.
- Students will be encouraged to find leisure activities away from screens when the school day ends (i.e. outside play, board games, puzzles, books, creative writing, art, crafts, etc.)

Office Hours and Communication
- Teachers will host office hours three times per week: Monday, Wednesday, and Thursday from 2:10-3:10. They will be available during this time to respond to student questions in real time through Zoom, and be accessible to parents via email or phone.
- Art, Music, PE, Spanish, and Technology specialists will also hold office hours for students.
- Communication plays an important role in our partnership with parents. In a distance learning environment, a teacher spends significantly more time focused on communication than in a traditional classroom environment. Our teachers will work with students and parents to best organize and respond to questions in an efficient and supportive manner. Some questions may be answered with the whole group in the next day's office hours.

- Online correspondence with students will follow safe environment protocols.
- Principal letters will be e-mailed once a month and office communications will be shared every Monday keeping you updated on virtual school events and updated details regarding distance learning and our plans for reopening.

Opting out of Digital Learning when in-person learning is available.
In the event that schools are allowed to reopen, the Archdiocese of Portland in Oregon requires schools to provide an online option for learning should a family need to opt out for personal/safety reasons.
- If a family chooses to opt out of in-person school for personal/safety reasons, OLL policy requires a 12 week commitment from the family.
- At the end of 12 weeks, the family may re-evaluate and choose to opt back in or attend digitally for another 12 weeks. Clear/written communication will be expected from parents.

Student Illness Per Archdiocesan guidelines
- If a student becomes ill at school, he/she may be instructed to go home or to the nearest health center.
- If another classmate is considered to have been exposed to COVID-19 at school, he/she may be instructed to go home or to the nearest health center.
- Students returning to school from an approved medical leave are to contact the principal and submit a healthcare provider's note before returning to school.

Students diagnosed with COVID-19, may return to school when the following criteria are met:
- At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and
- Respiratory symptoms (cough, shortness of breath, etc) have improved; and
- Local county Department of Health releases student to return to school safely.

If a student exhibits symptoms that could be COVID-19 related and does not get evaluated by a medical professional or tested for COVID-19, administration is to work under the premise that the student has contracted COVID-19 and may not return to school until the three criteria listed above have been met.

Cohorts for in-person learning
- Cohorts will consist of groups of same grade/class students up to state/county restrictions.
- Students will remain with their classmates at all times, including structured recess.
- Students are not to visit another classroom outside of their team or grade level.
- Any student showing signs of illness will have their temperature taken in the office, and students with a temperature above 100.4 degrees or showing any respiratory symptoms will be isolated and sent home.
- Students will be trained by their teachers and parents on social distancing protocols and health practices.
- Students will be mindful of the social distancing and health practices or they will not be allowed on campus.
- Students will have a designated space, solely for their use in their classrooms and in the extended care space.
- Students will not share spaces or supplies (distancing will remain throughout the day to the best of the teachers ability).

- Students will use restrooms at designated times; the number of students admitted into a restroom at a time will be no more than the number of sinks in the restrooms.

Students while digital learning:
- Establish daily routines for engaging in the distance learning experiences.
- Identify a space in your home where you can work effectively and successfully.
- Identify a space in your home where you can participate in live online learning.
    - Sit in a comfortable, quiet place where you can focus your attention on the meeting, but please DO NOT Zoom from bed.
    - Students do not need to wear uniforms, but pajamas are unacceptable. Please attend Zoom meetings in appropriate clothing as defined by the free dress guidelines in the traditional Parent/Student Handbook.
    - Do not sit in a place with a window behind you (backlighting makes your face a silhouette and hard to see).
    - Face the camera and look at the speaker as you would in class.
    - Wear clothes (not pajamas) during online meetings.
- Check all online platforms multiple times per week, including school email.
- Engage in all learning with academic honesty.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Comply with school internet safety policies including expectations for online etiquette.

Parents/Guardians
- Establishing routines and expectations and positive recognition.
- Find reasons to celebrate milestones and achievements.
- Do not expect perfection or flawless work. Allow your child to "be at grade level."
- Defining physical space for your child to study.
- Monitoring communications from your child's teachers.
- Beginning and ending each day with a check-in.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and/or exercise.
- Remaining mindful of your child's stress or worry.
- Monitoring how much time your child is spending online.
- Keep your child social, but set rules around their social media interactions.

Teachers
The teacher is responsible for securely and confidentially providing meeting information and meeting passwords to the student users to ensure the school can maintain supervision and control over its student users' meeting experiences. When using online tools for distance learning, ensure appropriate use by enforcing the following:

- Do not instruct students to set up accounts. (Zoom)
- Invite students using a password-protected meeting (Zoom)
- Lock the meeting as soon as all participants arrive (Zoom)
- Disable all Private Chat functions.
- Do not take pictures of the environment or post to social media any pictures with students in them.
- It is acceptable to record the video and keep it posted within the secure classroom environment of Google Classroom.
- If any inappropriate behavior occurs during a live session, the school does have the authority to employ school disciplinary procedures.
- Using another's account password(s) or identifier(s) is not acceptable.

- Interfering with other users' ability to access their account(s), or Disclosing anyone's password to others or allowing them to use another's account(s) is not acceptable.

Technology and the Use of Zoom and Google Classroom
Our Lady of the Lake has developed the following terms for scheduling and facilitating online/live sessions with student participants through Zoom, Google Classroom, and Google Hangouts to deliver a virtual classroom experience.

Parents/Guardian/Supervised Account Creation
Students under the age of 18 should not go to www.zoom.us or google classroom to create an account because (i) they should only be joining Zoom or Google Classroom meeting sessions as participants (not separate account holders) through the School Subscriber's account and (ii) minors are not permitted to create an account per Zoom's and Google Classroom Terms of Service.

Student Internet Safety
- Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
- Students shall not meet in person anyone they have met only on the Internet; and
- Students must abide by all laws, and all of OLL's user agreements and policies regarding technology.
- Students must not take pictures or videos, and must NOT make social media postings using class-related content.

Office Hours
Teachers will dedicate Mondays, Wednesdays, and Thursdays from 2:10-3:10 to providing Office Hours. Teachers may use Zoom to meet with students individually, small groups, or the whole class for instruction. Teachers may also use their Office Hours to specifically provide targeted interventions and send out invites for students to attend.

Benefits of Virtual Office Hours

- Students can "pop" online during your online office hour, ask a quick question, and go back to work. This saves time for both you and your students.
- Small groups of students can participate in the same office hour conversation.
- Differentiation can be accomplished during Office Hours.
- Shy students might be more willing to participate in office hours than in whole group sessions.
- ILP accommodations can be made during Office Hours

Penalties for Improper Use
The inappropriate use of Zoom, Google Hangouts, or Google Classrooms will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from employment, or criminal prosecution by government authorities.