**Remote Learning Plan 3.0**

Although keeping schools open is of utmost importance and the likelihood of a state-wide school shut down is low, each school will find itself in a position to make decisions regarding the effects of the pandemic on their students, staff and community that meets that unique school’s needs. In the event of a leadership decision to shift to remote learning, this guide will help to make the process more streamlined and provide some support for schools.

**Part I: Pre-Work: Work that should be done prior to switch to virtual teaching :**

Specifically, here are steps to take to ensure students and teachers are ready for remote learning:

1. **In-Class practice** for remote learning – all students should be prepared to shift to virtual learning in case of remote learning changes. Just like we practice fire drills and earthquake drills, our schools would be remiss to not have a “remote learning drill” in place.
	* How to obtain a device – where can kids get their laptops/devices
	* How to log into the virtual platform – passwords, log in details, having students do this regularly to remember the steps
	* How to navigate online learning – once students can access the site, how to best navigate the site, where to go, how to communicate
	* Best practices for online learning – training students in online learning norms and creating safe spaces for online participation in class.
	* Hold a mock session – be sure students can do all the above prior to their first day of remote learning.
2. Create a **technology team** to make an internal Remote Technology Plan 2022 – identify who will oversee the following:
* Communication to families – create a survey to determine who needs a device for each household – this information can be collected now.
* Communication to families – create a template communication for your school that outlines the reasons, parameters and expectations for remote learning.
* Distribution – the who, how, and why’s of getting laptops ready for at-home learning.
* Inventory – who and how will inventory be logged including accessories, power cords, etc.
* Unique circumstances – determine the needs of your vulnerable families – options for those who may not have access to wifi or difficulties in accessing the internet

**Part II: Work to Remote:** Work that should be done as the need to shift to remote is determined.

**Step 1:** Determine the need to go remote and take notes:

* What is the reason for remote learning – is it student-led? Staff shortage-led? Preemptive?
* Create a statement of *why* this is happening.

**Step 2:** Ask your staff for feedback to garner an understanding of their ability to support remote learning.

* A short survey may be the best and quickest way to get the temperature of how they can support online student learning in a short period of time.
* If they have hesitations, connect with them individually how to support or collaborate on their classroom teaching and technology resource needs.
* Prepare classrooms for remote learning – i.e. – prepare technology, charge devices.

**Step 3:** Determine and communicate out expectations for teachers and staff:

* + Should teachers prepare to do full time online teaching? AM only? PM only? Each teacher may have different expectations based on grade level needs and best practices.
	+ Determine teaching expectations for each grade level for student-led work outside of online teaching (homework) and assessments.
	+ How are non-instructional staff and part-time support utilizing these days to help instructors and students?
	+ Ensure that all students have turned in and completed Acceptable Use Policy contract and any other electronic use documentation as necessitated by your school for 2021-22.
	+ Create a remote learning plan (see appendices for examples) so that teachers have an understanding of when and what they are teaching

**Step 4:** Create a communication to families – use the example template (Appendix A) or create your own, but make sure to outline the reasons for this decision and expectations for timing.

* Are you out for 10 days? 2 weeks? Be specific for expected return to campus as well as any calendaring changes this may impact to your academic program.
* Send a draft to your leadership team to ensure that this is clear communication and that you will get support from your staff.

**Step 5:** Call vulnerable families ***before*** sending out the mass communication to the community – these may be families who may be severely affected by a school shut down or are not capable of having their student(s) at home immediately due to childcare issues or housing issues.

* Determine what their options are and how you can support them during this transition – for example, will the library still be open for extended care for these specific situations?
* How will they receive necessary resources from the school? Can an administrator drop it off at their home?
* Do they have internet access? If not, could the teacher provide alternate assignments?

**Step 6:** Communicate the remote learning communication with your internal staff and parish colleagues. Don’t forget to include your pastor in this decision!

**Step 7:** Send out the communication to your community and prepare for a 24-hour transition time. Most schools will take one day “off from teaching” for teacher in service between in-person learning and online teaching to give teachers time to prepare and set up their online classrooms/resources.

 During this transition day, teachers should do the following:

* Create a communication that aligns with the memo sent out by school leadership about expectations for classroom participation and online learning to be sent out to their students’ families. Let families know specifically when their students should be online and for what class.
* Provide instruction on how to access to resources that will be in place to ensure continual learning and social emotional supports
* Send out digital invites to students’ calendars so that they can access online class easily
* Create a time to meet one-on-one with each student if you are a classroom teacher during the online period – this could be a 10 minute check in throughout the entire time outside of the classroom.

**Step 8:** Don’t forget the follow up – this remote learning plan may work for the majority of students and their families. But it is important to make sure that all students are being supported during virtual learning.

* Teachers should follow up directly with any vulnerable family or student of concern first, shortly after the first few days of online learning to ensure their students are taken care of at home.
* Teachers should follow up generally with the entire class’s family – send out a survey or request for feedback after the first week to ensure there aren’t any blind spots and to give families an opportunity to provide feedback.
* Administrators should work with teachers and take the feedback they receive from families to adjust and implement changes that are necessary to ensure equitable and high level learning for all.

**Step 9:** Pray. It’s never a bad idea to pray and never give up hope that this will pass quickly!!

Reasonable expectations

* Parents and teachers are partners in their children’s education – communication between the two are important and necessary throughout virtual learning.
* Students should be attending school every day as they would be coming to a physical classroom including being dressed appropriately (whether in uniform or not) and on time for online school.
* Students are capable of participating in some capacity throughout online learning – if they do not have access online, they should be working on lessons given by their teachers in physical form, in workbooks, or at the very minimum, reading books (if at the reading level).
* Teachers should expect two-way communication between students and teachers – whether by email, in digital platform meetings, or discussion over the telephone. Please remember safe environment best practices when reaching out to children directly – parents should always be aware and involved.

Unreasonable expectations/assumptions

* Do not assume all families have access to a printer or scanner
* Do not assume all families have full time access to wifi or internet
* Do not assume that all students will have access to parents/guardians who can help them navigate online learning
* Do not assume that all students have the same safeguards at home as they would in the classroom – remind parents to ensure their home computers have appropriate filtering devices or firewalls to keep kids safe online.

Appendix A: Example of Communication to Parents

Dear Catholic School Families,

We are writing to announce that we will be moving to remote instruction (online learning) for [grades] for the next **[amount of time]**, beginning [date]. [Specific grades to remain on campus/typically early learning] will remain onsite/on campus, since distance learning is too challenging for our youngest learners. The rapid rise in active COVID cases in our community, including among our staff, has necessitated this decision. As frustrating this is for many of our families who will feel the weight of this logistical hardship, we must do our best to keep our kids learning and our community safe. As you know this week, we have had multiple teachers and staff members out due to active Covid cases or quarantine protocol. *Currently, we have [percentage] of our students out for Covid related reasons. We also have [percentage] of our staff out.*

Please know we are only planning for this move to remote learning to be for [amount of time]. We feel that this will allow staff and students time to recover and allow us to continue to provide instruction to all students.  The teachers are working on putting together an online schedule that will be best for each grade level. They will be in touch in the next day or two to let you know what that will look like. Devices will be available [explain how to obtain devices here] .

**To allow for our teachers to plan for the best possible experience for our students next week, school will be dismissed at** [time, date, grades affected]. **Extended care will open at [time]. Students in extended care should bring a lunch or purchase a lunch through [enter lunch provider here]. Note that [unaffected grade levels] will release at their normal [hour] time.**

 Please know that this decision was not made lightly. We hope you understand the seriousness of the situation and why we have made this decision.

In summary:

* School will be dismissed [when and what time]. Extended care is [available or not available and what parameters of availability if necessary]. Contact [the school if you have needs beyond what is available and outlined in this document].
* Classes for grades [grade levels affected] will be held online for the weeks of [dates].
* [Grades not affected by this closure – typically Early Learning] will continue to have classes in person, without interruption.
* Families currently enrolled in Extended Care for grades 1-8 [will not be charged extended care fees for these two weeks.]

If you have any questions or concerns, please contact us.

Sincerely,

Principal of Catholic School

Appendix B: Example of bell schedule for remote learning for K-8

**Remote Learning Schedule – Fall 2020**

**A schedule: Kindergarten, 1st grade, 2nd grade**

**B schedule: 3rd grade, 4th grade, 5th grade**

* 8:30 a.m.-2:00 p.m.
* This schedule would be for Mon/Tues/Thurs/Fri
	+ Learning block 1: 8:30 a.m. to 10:00 a.m.
	+ Break: 10:00 a.m. to 10:20
	+ Learning block 2: 10:25 a.m. to 11:40 a.m.
	+ School-wide Lunch/Recess/Break/Offline time: 11:40 a.m. to 12:40 p.m.
	+ Learning block 3: 12:45 p.m. to 2:00 p.m.
	+ Recorded Specialists (Optional): 2:05 p.m.-2:35 p.m.
		- * M/TH – Music
			* T/F – PE
			* W – Art
	+ Check-ins, meeting times for students and parents: 2:30 p.m.-3:30 p.m.

Appendix C: