



**Our Mission:** *OLG Catholic School fosters Gospel values, inspires academic excellence, and develops service and leadership. We face this as a sacramental community united and empowered by the Holy Spirit.*

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# Distance Plan for Learning

## Remote & Digital Learning in the K-8 Environment

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# Introduction to Our Lady of Guadalupe's Distance Plan for Learning

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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 more are what make OLG School a special place. However, we do contend that quality learning can continue, even from a distance.

The purpose of this document is to describe the actions Our Lady of Guadalupe will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Plan for Learning (DPL) to accomplish three goals PS – 8 grade within a flexible framework:

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

It is our intention with the DPL 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 DPL provides us with a unique opportunity to reinforce what we assert through our founding documents.

If Our Lady of Guadalupe's campus is closed and this DPL 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 Our Lady of Guadalupe students.

The Principal will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when Our Lady of Guadalupe 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 the Department of Health.

We hope that implementation of this DPL will never be necessary. However, in the event of school closure, it is important that this DPL describes Our Lady of Guadalupe 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 Our Lady of Guadalupe 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 DPL 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 at OLG

With regard to the school's core technological and communications systems, Our Lady of Guadalupe offers the following FAQs to describe how we will communicate and manage learning in the event this DPL is implemented.

## How will Our Lady of Guadalupe communicate with parents, students, and faculty/staff in the event of an extended campus closure?

Our Lady of Guadalupe 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
Email	Faculty, Staff, Parents, Students	Email will be used for all major communications and announcements, including those from the Principal and teachers. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well. Please make sure all parent emails are up to date and correct.
BrightWheel	ELC (Preschool/PreK)	BrightWheel will be used for all major communications from teachers and Director. We will also be using e-mail for educational links.
Google GSuite	2nd-8th grade	Google GSuite (including Docs, Forms, Classroom, and Gmail (5th-8th grade)) will continue to be the platform used by our Middle School and some younger grades
Zoom	Students & parents across all grades	Zoom is an online video conferencing platform that allows for live group meetings, hosted by teachers.
Reading A-Z	Students in grades K-5	Lower School teachers and students will continue to use Razz kids and reading A-Z to assign. <a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>
MathWhizz	Students grades 1-4	Teachers will continue to provide online login and assign math assignments to students just as they have already been doing.
XtraMath	Students grades K-4	Teachers will continue to provide online login and assign daily practice to students just as they have already been doing.

<b>Khan Academy</b>	Students grades 5-8	Teachers will assign videos and online practice questions for their classes. <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>
NewsELA	Students grades 4-8	Current Events (Math, Science, Social Studies) Non-fiction news articles available in a variety of lexile levels that are all paired with comprehension questions and writing prompts.
Quizlet	Students Grade 5-8	An online learning forum for flashcards, review games, and quizzes to assess learning
<b>Duolingo</b>	Students grades 5-8	Spanish students can work on keeping their Spanish up (with parents!) by logging in with their OLG Gmail account and engaging in 20 minutes of daily challenges. <a href="https://www.duolingo.com/">https://www.duolingo.com/</a>
<b>Rockalingua</b>	Students grades 1-5 and 6-8 can also use it as well!	Students can work on keeping their Spanish up (with parents!) by logging in to the school account. <a href="http://rockalingua.com">http://rockalingua.com</a>  username: OLG123, password: Hola
<b>Basho &amp; Friends</b>	Students grades PreK-K	Younger students can practice Spanish by going to YouTube and searching for Basho & Friends. Click on the videos and have fun! <a href="https://www.guadalupe-school.org/classes/spanish-language-program/remote-learning-k-8/">https://www.guadalupe-school.org/classes/spanish-language-program/remote-learning-k-8/</a>
<i>MusicTechTeacher.co</i>	Students grades PreS-5	Students can continue to learn <a href="#">music theory</a> while playing <a href="#">fun games</a> ! (These use Flash.) Students will be familiar with a few of these games, but not all.

**How will Our Lady of Guadalupe ensure that students have access to these tools from off-campus?**

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 a laptop, computer, or tablet, please notify you will be allowed to sign out Chromebooks from the school provided that you sign a waiver and the Chromebook is returned in similar condition (lost, broken or stolen Chromebooks subject to a fee). Please note that we have a limited number of devices. Please only sign out this device if it is necessary. If you do not have wireless, we can 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>

See Also:

Comcast Internet Essentials: <https://www.internetessentials.com/>

# Eight Distance Learning Guidelines for Teachers

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*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 Our Lady of Guadalupe, 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 DPL, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families?

## **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 DPL, teachers should continue using existing communication channels and learning management systems. In other words, **stick with what's 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.

## **4—Less is more**

Should Our Lady of Guadalupe implement this DPL, 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 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.

### 7—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. If Our Lady of Guadalupe's campus was closed, students will be able to gather for synchronous learning times via Zoom, an online video conferencing platform or Google Hangouts for students in 4th-8th grade. 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.

### 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. 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.

*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 Parent Support of Distance Learning

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*The transition to distance learning can 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 Our Lady of Guadalupe implements its DPL, 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 DPL 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.

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

In the course of a regular school day at Our Lady of Guadalupe, 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: Our Lady of Guadalupe will only implement this DPL 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**

Our Lady of Guadalupe 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. If Our Lady of Guadalupe implements this DPL, 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 SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication.

Our Lady of Guadalupe asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others. Our [Student Technology Use Contract](#) applies even in home use!



# Roles & Responsibilities

## During Distance Learning

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

### Student Roles & Responsibilities

- 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 Our Lady of Guadalupe peers in their learning
- Comply with Our Lady of Guadalupe's [Student Technology Use Contract](#), including expectations for online etiquette
- Proactively seek out and communicate with other adults at Our Lady of Guadalupe as different needs arise (see below)

For questions about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	[Passwords / software] = Mrs. Sommerville, Tech Specialist <a href="mailto:BSommerville@Guadalupe-School.org">BSommerville@Guadalupe-School.org</a> [Hardware / access] Mr. Kramer, Principal <a href="mailto:AKramer@Guadalupe-School.org">AKramer@Guadalupe-School.org</a>
a personal, academic or social-emotional concern	Ms. Heidi Ehrenberg, School Counselor <a href="mailto:HEhrenberg@Guadalupe-School.org">HEhrenberg@Guadalupe-School.org</a>  (206) 935-0651

### Parent Roles and Responsibilities

Provide support for your children by adhering to the 10 Guidelines for Our Lady of Guadalupe's Parents as well as you can:

- 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

# PS-5 School Priorities & Considerations

- After receiving initial notice from the Principal about school closure and timelines, families will receive an email from their homeroom teacher with specific information.
- The primary tools for communication between teachers and families will be newsletters via email, video and assignments emailed to families,
- 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, scanned material to read and engage with, independent research material via online sources or our library databases, 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 3–4.

## Elementary School: Approximate Daily Time Frames for Learning (varies by lesson)

ELC (Prek)	
15 minutes	Language Arts <ul style="list-style-type: none"> <li>• Letter recognition and letter sounds</li> <li>• Printing/Handwriting (assigned work)</li> </ul>
20+ minutes	Read Aloud (parents/guardians read books to your child)
15 minutes	Math (Practice identification, writing numbers and assigned work)
15 minutes	Science & Social Studies (assigned work)
30 minutes	Art and craft activities (assigned work)
Kindergarten	
30+ minutes	Language Arts <ul style="list-style-type: none"> <li>• Writing</li> <li>• Printing/Handwriting</li> <li>• Foundational skills</li> </ul>
30+ minutes	Reading (Read Well lessons, practice, & homework)
20+ minutes	Read Aloud (parents/guardians read books to your child)
30+ minutes	Math (textbook practice/learning & online math)
30+ minutes	Science & Social Studies
20-30 minutes	Religion
60 minutes	Stations activities

## First & Second Grade

20-40 minutes	Language Arts/Writing
5-10 minutes	Handwriting (intentional practice)
60-75 minutes	Reading: <ul style="list-style-type: none"> <li>● Foundational Skills</li> <li>● Independent Reading Practice</li> <li>● Reading Activities</li> <li>● Vocabulary</li> </ul>
15-20 minutes	Spelling
25-30 minutes	Mathematics (textbook practice/learning)
25-30 minutes	XtraMath and Math Whizz (online Math practice/learning)
25-30 minutes	Science or Social Studies
30-45 minutes	Religion, prayer, faith formation

## Third to Fifth Grade

40-60 minutes	Reading <ul style="list-style-type: none"> <li>● Structured</li> <li>● Stamina/Independent Reading</li> <li>● Vocabulary</li> </ul>
20-40 minutes	Language Arts/Writing <ul style="list-style-type: none"> <li>● Spelling</li> <li>● Handwriting (3rd)</li> <li>● Typing (3, 4)</li> </ul>
30-40 minutes	Mathematics (textbook practice/learning)
25-30 minutes	XtraMath and Math Whizz (online Math practice/learning) Prodigy, Khan Academy, eSpark (5th)
30-40 minutes	Science or Social Studies
15 minutes	Religion, prayer, faith formation

## All Elementary School Students

Enrichments	<p>Engage exploration of art, music, outdoor physical activity, sports and nature.</p> <p>See weekly updates on Specialist webpages:</p> <p><a href="https://www.guadalupe-school.org/classes/spanish-language-program/remote-learning-k-8/">https://www.guadalupe-school.org/classes/spanish-language-program/remote-learning-k-8/</a> and <a href="https://www.guadalupe-school.org/classes/music-program/">https://www.guadalupe-school.org/classes/music-program/</a></p>
Flex Learning	<ul style="list-style-type: none"><li>• Reading aloud and independent reading: 20 minutes daily</li><li>• Board games &amp; challenges with math/strategy/critical thinking</li></ul>

# 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 is email, our Middle School website, Google Classroom and Zoom/Google Hangouts. Students will receive an invitation to Zoom or Google Hangouts, should this be necessary.
- Learning experiences are designed to be completed independently or in collaboration with other students. **Parents should not do the work for their children!** Please consult with teacher in challenge areas and for accommodations.
- 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 sources or our library databases, 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 and/or support staff will be available to support students with academic, social, or emotional needs. Please initiate contact by email.
- Students are encouraged to be mindful of academic integrity when it comes to sharing ideas and working together. In order to avoid questions of plagiarism, whether it be intentional or accidental, please remind students that submitted work needs to be original, not identical to one of their peers. This is especially important in writing-based subjects such as Language Arts.
- As a friendly reminder, here is a link to our OLG [Student Technology Use Contract](#):

## Middle School: Approximate Time Frames for Learning & Resources

Course / Grade Level	Approximate Time (includes Zoom contact time and homework time)
Grades 6–8	<p>40 minutes per scheduled class time</p> <p>Each of the four main teachers will be sending out <b>daily</b> communication to <b>students</b> via email <b>by 8am each morning</b> (Monday-Friday) with the day's assignments, along with any announcements about longer term assessments and deadlines.</p> <p>Students will be expected to submit at least one assignment and/or a visible sign of progress online <b>EVERY DAY</b> by 11:59pm</p>

Spanish 6-8	40 minutes x2 per Week. Updates through Google Classroom, AceDice, and Spanish website:  <a href="https://www.guadalupe-school.org/classes/spanish-language-program/">https://www.guadalupe-school.org/classes/spanish-language-program/</a>
Flex Learning <ul style="list-style-type: none"> <li>• Independent &amp; self-directed</li> <li>• For the sake of enjoyment of learning</li> <li>• No time limit/requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Read for pleasure</li> <li>• Be active</li> <li>• Explore personal interests/passions</li> <li>• If it is safe...             <ul style="list-style-type: none"> <li>- Explore outside</li> <li>- Seek out social interaction (if possible)</li> </ul> </li> </ul>

**Note on office hours for Middle School:**

Teachers will hold office hours, Monday-Friday, for students to connect with them via email, phone, or a video conference forum called Zoom:

<b>Savio</b>	<b>10-11am</b>
<b>Nadalin</b>	<b>10-11am</b>
<b>Hobbs</b>	<b>11-12pm</b>
<b>Smale</b>	<b>11-12pm</b>

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**Final Note:**

All school closures are an ever-changing situation. This plan is subject to change and will for sure be adapted and used in ever changing ways as we journey together in our mission to *“foster Gospel values, inspire academic excellence, and develop service and leadership. We face this as a sacramental community united and empowered by the Holy Spirit”*