Distance Learning Protocol for Faculty & Staff

Should SFX ever have to close the campus for an extended period of time, the principal will enact this Distance Learning Protocol. All faculty members should be attentive to what is outlined below and regularly check their email for updates and any changes that might come about. Faculty & staff members will receive direction from the principal. Email will be the primary form of communication during this period. Click here to view Distance Learning Protocol for students and parents .

Utilizing Google Classroom as Primary Digital Platform (Grades 3-8)
Utilizing email to parents with daily instructions/activities as Primary Digital Platform (Grades PK -2)
We will utilize Google Classroom as the hub for all classes in grades 3-8. All 3-8 teachers should make sure to clearly post expectations to their google classroom home page(s). All PK - 2 teachers should make sure to clearly post expectations via parent email. Students and parents will look to Google Classroom (3-8) or parent email (PK -2) for a central guide as to what needs to be done each day. Per usual, this should include
   1) What is happening that day/what the activities are/where students can find directions and materials.
   2) What is due that day and how it should come in (Google Drive, Email, etc.).
   3) What the homework is/where students can find it/when it is due.

Any assignments, new material, or information students need must be **posted by 8:10 a.m. each day.** Please do not post anything after 8:10 a.m. that you expect students to do before the next day. Gradelink is the primary form of communication with regard to the grade. Parents and students should continue to check gradelink to make sure assignments are completed, submitted, and graded.

Students should submit anything that is due **by 8: 10 a.m**. **on the due date**. Keep in mind that students will have work to do for up to 5 core classes every day *(Language Arts, Mathematics, Science, Social Studies, and Theology)* and will not be able to operate on a normal school schedule. Due dates/times during the day when your class would normally meet could be confusing and difficult while working remotely. Please restrict due dates to days that your class would normally meet. For example, if 7C is not scheduled to meet on Monday for Theology, that period should not have work due that day.

To accommodate high achieving students, special area teachers will post a list of optional enrichment activities. Core teachers may also post optional enrichment assignments. Students and parents will be told that students need to check each class on Google Classroom at 8:10 a.m. each day and that they should be especially attentive to email during this time. Grades 3-5 will most certainly need additional parental/guardian support with checking email. Grades PK - 2 will need to have all communication going directly to and from parents.

All teachers should have office hours between the following times:
   ● 8:10am - 3:00pm M-TH; 8:10am - 12:50pm F
   ● This can be done in a variety of ways from dedicated email time to a discussion board to a chat. You could also dial *67 from your cell phone to block your number if making a phone call to a parent of one of your students.

For safe environment reasons teachers **should not** communicate with students via text messages, through social media, or through video chat systems like Skype or Facetime.

Digital Assignments and Activities
All teachers can assign up to four (6-8) or five (PK-5) days of activities in a week. All teachers should require at least one assignment to be turned in per week, but may require more than that at their discretion and depending on the nature of the course. Any activities/assignments should not exceed the amount of time a student would normally be in class plus the time he/she would normally spend on homework for that class.

Teachers should coordinate class plans with other teachers of the same grade level to make sure what/how much is being asked of students is consistent from one class to the other.

The Arrupe Virtual Learning Institute offers this sound advice for temporary online learning:
- **Make things simple**. Whenever possible, use technologies with which your students are familiar.
- **Set up routines or patterns that a student can follow every day.** Keep your primary course site/resource clean and simple.
- **Set clear expectations**. How and how often will you be communicating with students and where should they look to find your communications? How should students seek help?
- **Provide clear, detailed instructions**. Provide detailed assignment instructions, deadlines, and submission protocols.

Types of Digital Assignments and Tools
If direct instruction is needed, you can record lectures or instruction and post that through google classroom for students to watch.
- Continue to use the digital tools you and your students are already familiar with (Dreambox, ThinkCentral, Aleks, Newsela, Starfall, etc).
- You can use a phone or iPad for this, or the camera on your computer.
- [Screencastify](#) is a way to easily record yourself and what is on your screen.
- **Do not create any videos longer than 5 minutes.** It will be difficult for students to maintain focus in this format. Short, efficient videos are best, even if you need to post a series of them. The time you spend recording and uploading a long video would be better spent communicating directly with individual students/parents and designing/assessing work.

We will NOT be utilizing live video feeds or live classroom interactions. While there are many tools for this (Facetime, videochat,etc), in a temporary situation scheduling issues, conflicts with other class work, and especially unreliable internet connections wherever a student is working can lead to problems.

Please take into consideration that any quizzes or tests are not secure from students using outside resources, and should therefore be considered as open note/open book. There is not a way to prevent students from searching for answers in a book or notes, on another device, or communicating with a classmate for help. Please consider using alternative types of assessment that require students to demonstrate mastery.

Instead of objective assessments, consider alternatives such as:
- An essay or short answer questions posted on Google Classroom. When assigning an essay, teachers can "check the box" to view originality report, which will check for plagiarism. You can use this for up to 3 assignments.

- Students posting a video of themselves explaining what they know about a subject, performing an action, or discussing how they solved a problem. Use [Flipgrid](#) to easily post video reflections and responses to you or other students.
- Students writing reflections or drawing pictures (depending on age). Students and parents can take pictures of work and send them via email.
- [Peardeck presentations](#) set to self-paced mode are a great way for students to work through slideshows at their own pace, and for you to check for understanding along the way.
- [Padlet](#) is an easy way for students to gather digital material/thoughts and collaborate with others
- [Seesaw](#) is a good tool for students to post reflections on progress/class work in a digital portfolio
- [Edpuzzle](#) is a good tool for creating/posting interactive video lessons and tracking student participation

Thank you all for your attention to this document and thank you all for being the best teachers for our students!