

Our Lady of Perpetual Help School

# DISTANCE LEARNING HANDBOOK 2020-21

Where faith is formed and friendships begin



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*Our Lady of Perpetual Help School*

Preschool - 8th Grade  
Quality Catholic Education

Contact Us

**Our Lady of Perpetual Help School**  
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## **MISSION STATEMENT**

*The mission of Our Lady of Perpetual Help Catholic Parish and School is to build the Mystical Body of Jesus by preparing students and families spiritually, morally, and academically to love, to serve, and to grow as members of God's family.*

## **STUDENT MISSION STATEMENT**

*Today, in all my actions, I will love others, serve God, and use my talents to the best of my ability*

## **PHILOSOPHY STATEMENT**

*Show me your ways O Lord; teach me the paths. Lead me in your truth; teach me (Psalm 25)*

## INTRODUCTION

Governor Newsom has mandated that schools located in counties that are on the State's COVID-19 Monitoring List must not physically open for in-person instruction until their county is off of the list for 14 consecutive days. The Diocese of Fresno has applied for a waiver, however until we receive that waiver, we will move forward online. While this was not what we were initially planning for the 2020-2021 school year kick off, we are ready to begin a new school year in a new way and are excited to return to on-campus instruction as soon as possible.

The distance learning our country experienced last spring is what is being referred to as "crisis learning" or "triage education." Over the course of one weekend Our Lady of Perpetual Help pivoted from on campus instruction to fully online instruction for what we thought was going to be a two-week period. This was a new and extraordinary experience for teachers, students, and parents.

In the months that followed, we learned from experience, feedback from students and parents, and reflection. We have identified and remedied our weaknesses, as well as pinpointed our strengths. Our strengths have become the backbone of our distance learning plan for the new 2020-2021 school year.

As we embark on a time of distance learning, for the start of the 2020-2021 school year, our aim is to create a framework that serves our students and supports parents as we all adapt to a different daily routine. It is important to us that the children's activity during this time be enjoyable, thoughtful, challenging, and rewarding.

Replicating exactly what happens in our classrooms is not something we can achieve at home, but the teachers are dedicated to providing the best education possible in this distance format. Therefore, our goal is to work in collaboration with families to keep alive the culture of learning that is so important for student success and provide families with support and activities that match the developmental needs and characteristics of the students using a variety of methods, materials, and resources.

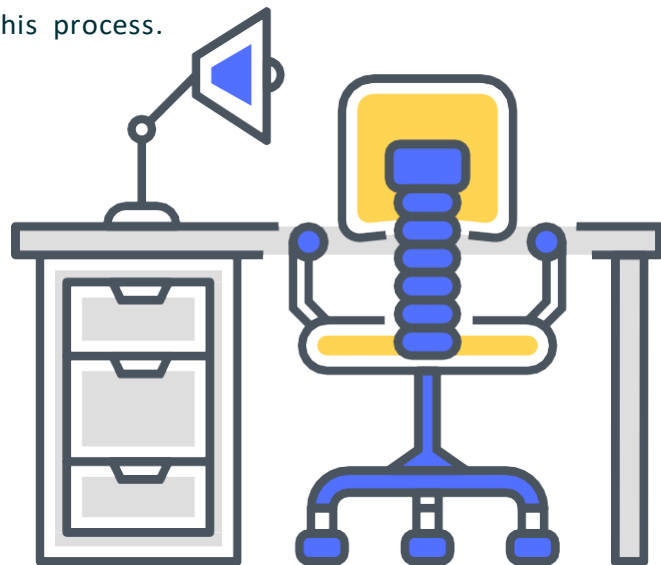
## LEARNING AT HOME

Learning is all about the process. While completion of work is important, it is the instruction, activities, and discussion that happens in education that makes all the difference. Learning is most effective when it is within a greater context versus simply completing assignments and getting a grade. Learning, together with a sense of exploration, curiosity and discovery, results in a deeper and more meaningful experience for children. This instills a great sense of ownership and responsibility in the child.

It is also important to us that we maintain a feeling of connectedness throughout this process. We will be in regular contact in a variety of ways. Continued communication between teachers and families throughout the period of closure is essential.

## PREPARE ENVIRONMENT

For our students, the learning environment is now your home and surroundings. Students need to establish a quiet work space, with expectations and routines for handing in work and receiving feedback from their teachers. Where age-appropriate, you might like to discuss distance learning with your child and include them in some decision-making processes, such as how he/she would like to set up his/her learning space and organize materials. Overall, we can approach this as an opportunity to be creative and collaborative - we are here to support you through this process.



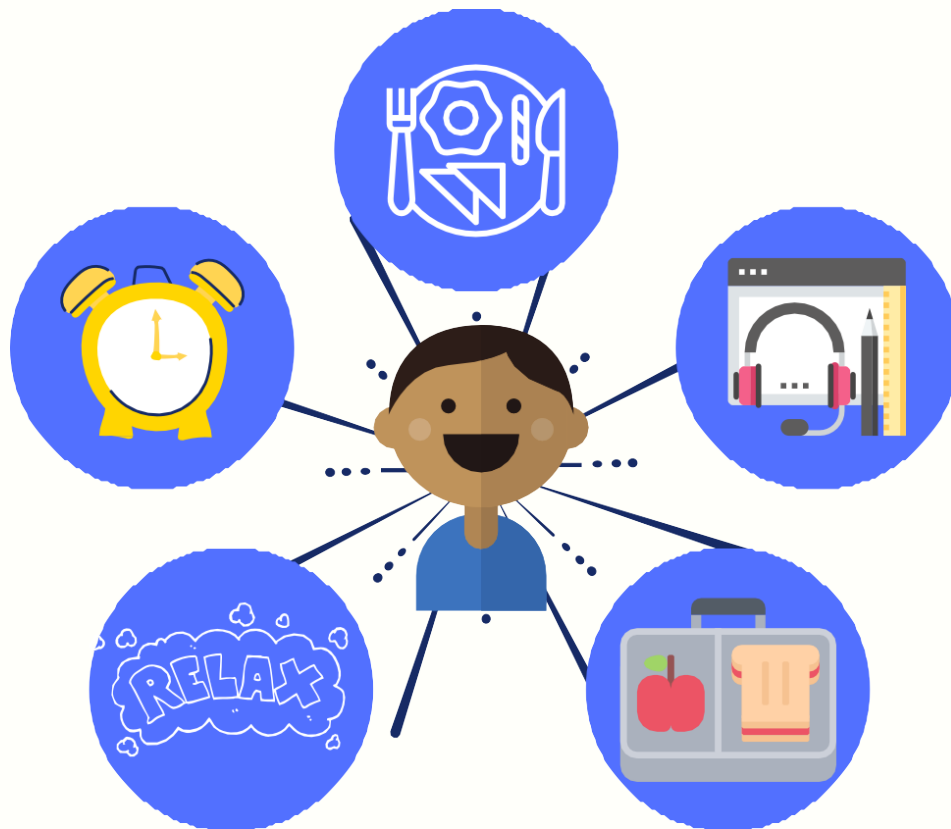


## UNINTERRUPTED WORKCYCLE

Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home. Children are very familiar with this framework from school. In the classroom, teachers establish a routine for the day, and many procedures for how students will successfully navigate the routine and the classroom.

During a regular school day, students have various periods of direct instruction followed by time to complete practice tasks to explore the concepts presented in the lesson. This contributes directly to the development of concentration and when appropriate, provides opportunities to collaborate and problem-solve.

In this age of distractibility and addiction to devices, many parents worry about the additional screen time distance learning involves. It is therefore more important than ever to teach children how to focus intently and peacefully for appropriate periods of time and use their devices for learning first. With daily periods of live instruction provided to the students, followed by time to work on activities and/or to meet in smaller groups for more individualized instruction, students will have as much time off their devices as on them during the school day.



## INSTRUCTIONAL TIME

Students will receive daily instruction that includes a combination of teacher instruction and the "time value" of work assigned.

The balance between teacher instruction and time for work assigned may fluctuate from day to day depending on the lesson being taught. The learning time of a distance learning school day is similar to that of an on campus day when you account for lunch, recess, passing time between subjects, etc.

## ATTENDANCE

Teachers will be taking attendance at the start of every live instruction session each day and for all turned in completed daily work. Students will be marked absent if they are not present when the teacher takes attendance or if daily assignments are not being turned in.

Teachers will assign both practice work, and work that needs to be turned in to be assessed and graded. When a due date is set for an item, it must be submitted to the teacher by the given due date/time. Even in a distance learning format, this prepares the students for when homework/assignments would be due during on-campus instruction.



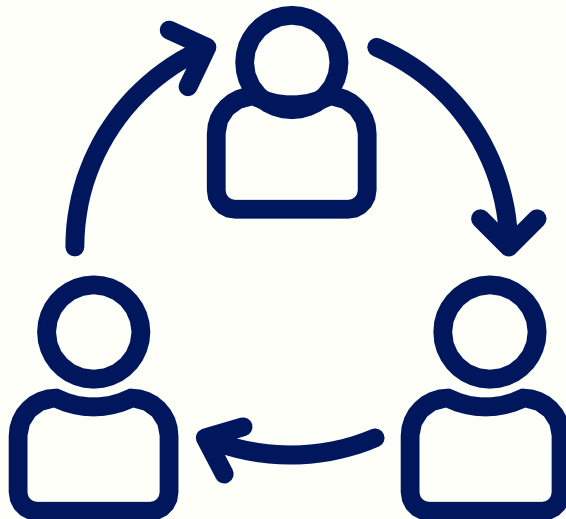
## STUDENT OWNERSHIP OF TASKS

To foster a deep sense of personal ownership in students' learning, it is important that students complete the tasks assigned by the teachers, even if it is not an assignment that has to be turned in. Attending the live lessons, watching assigned videos, completing practice work, etc., are necessary to demonstrate learning to the teacher on work submitted to access progress. How each student accomplishes these tasks may differ, but all are essential to learning.

You will be receiving regular communications from your child's classroom teacher in the coming weeks. We encourage parents to follow the teachers' suggestions and guidance when completing work at home. The more children are involved in developing and detailing their activities, the more they can achieve.

## GROUPWORK

An important part of the learning process is the ability to work with one's peers on project-based learning and to participate in classroom discussions. Between the live meeting sessions, small group sessions, and assignments to be done with classmates, virtually, teachers will maintain this crucial piece of learning.



## ACADEMIC INTEGRITY

**It is imperative that the work submitted to the teacher was completed independently by the student.** Reviewing concepts with your child as he/she works on assignments is fine, but the work turned in must be evidence of the student's mastery of the concepts. Do not allow others to complete the work just to get it done, meet a due date, or get a certain grade. To do so diminishes the teacher's ability to evaluate the learning and discounts the student's ability to learn on his/her own. If your child is struggling with an assignment, contact the teacher for additional support.

*Sanctions for cheating are the discretion of the teacher (and, if necessary, the principal) and may include receiving a zero on the exam or work in question, loss of privilege, or suspension.*

**NO  
CHEATING**



## RELATIONSHIPS AND COMMUNITY



Being at OLPH School is often described by parents and students as being part of a big family. All of the aspects detailed above result in a feeling of belonging to a community and with that, we learn that there is a responsibility to ourselves and others.

It is our commitment to each child at OLPH that they reach their fullest potential and feel that they are a valued part of our community. While this may be more challenging during distance learning, it is not impossible.

We will continue to focus on connection and the students' social emotional well-being as we move into the school year. There will be a focus on activities and learning in PE, Religion, Art, & Music that will help students focus on being together even when we are apart, and how to adjust to the new health conscious environment in which we live. We will also be celebrating weekly student Mass with Father Hector, keeping our Faith and love for God as a central focus in our lives.

## EXPECTATIONS BY GRADE

### Primary Grades (TK - 3)

#### Students are expected to:

- ◆ Plan and organize work with guidance from parents/guardians
  - ◆ Follow teachers' guidelines and academic expectations
  - ◆ Participate in live direct instruction at the scheduled time
- Work with integrity on assigned tasks - do your best!

#### Parents are invited to:

- ◆ Guide your child to set up a prepared environment at home
- ◆ Establish a consistent routine and work schedule together
- ◆ Follow along with the teachers' suggested activities to maintain skills and concepts

#### Teachers will:

- ◆ Prepare a variety of appropriate tasks and activities for children to complete at home in order to maintain and move their learning forward
- ◆ Provide daily & weekly work plans
- ◆ Provide live direct instruction to students according to the schedule provided by the teacher
- ◆ Communicate in a consistent way with parents, replying to emails within 24 hours Monday through Friday
- ◆ Offer constant feedback to students
- ◆ Provide meaningful learning experiences to promote active engagement

## EXPECTATIONS BY GRADE

### Intermediate Grades (4 & 5)

#### Students are expected to:

- ◆ Plan and organize work as independently as possible
- ◆ Follow teachers' guidelines and expectations
- ◆ Participate in live direct instruction at the scheduled time
- ◆ Be their own advocate when assistance or further clarification is required
- ◆ Communicate directly with teachers via email (or teachers chosen communication method)

#### Parents are invited to:

- ◆ Guide your child to set up a prepared environment at home
- ◆ Establish a routine and work schedule
- ◆ Follow along with the teachers' suggested activities to maintain skills and concepts

#### Teachers will:

- ◆ Prepare a variety of appropriate tasks and activities for children to complete at home in order to maintain and move their learning forward
- ◆ Provide daily & weekly work plans
- ◆ Provide live direct instruction to students according to the schedule provided by the teacher
- ◆ Communicate in a consistent way with parents, replying to emails within 24 hours Monday through Friday
- ◆ Review assignments and provide student feedback
- ◆ Provide meaningful learning experiences to promote active engagement.

## EXPECTATIONS BY GRADE

### Middle School Grades (6 - 8)

Students are expected to:

- ◆ Schedule their own time
- ◆ Review both individual and group lesson expectations
- ◆ Submit or review assigned work according to guidelines

Parents are invited to:

- ◆ Check in with your child each morning about plans for school work time and work space
- ◆ Maintain daily conversations about work progress and set expectations that work will be done on time

Teachers will:

- ◆ Provide daily & weekly work plans
- ◆ Provide live direct instruction to students according to the schedule provided by the school
- ◆ Communicate in a consistent way with parents and students, replying to emails within 24 hours Monday through Friday
- ◆ Review assignments and provide student feedback
- ◆ Provide meaningful learning experiences to promote active engagement.



# VIRTUAL CLASSROOM RULES

## ***Students must:***

- **Attend all Zoom sessions and complete daily work.**
- **Be dressed/groomed in a manner appropriate for a classroom and in accordance with our dress code policy as outlined in the parent-student handbook. Uniforms may be worn, but are not required.**
- **Have all materials ready for the virtual class. This includes writing supplies, textbooks, assigned discussion questions, required notes, etc.**
- **Find a location or set up with minimal distractions. Try to be at a table, counter top or work space suitable for classwork. Remain seated at this work station for the entirety of the session.**
- **Keep distractions to a minimum by having no virtual backgrounds or icons/pictures in place of faces . Student video should remain enabled unless otherwise specified by a teacher. During discussions, we should see who we are talking to. On some occasions, teachers may allow a name plate in place of the video of a student. Student names may not be changed.**
- **Be on time! Class starts at the scheduled meeting time. Allow a couple of minutes before schedule to set up your work space, supplies, audio/video, etc.**
- **Be respectful of the learning process. Take charge of your own learning, and don't keep others from learning!**

***Holding up any items, signs, or pictures that are not necessary for the lesson is unacceptable.***

***Chatting/messaging with other students at any time other than a time designated by the teacher for discussion is unacceptable.***

***Any violation of the above rules will result in a referral to Mrs. Rebeck and the removal of the student from class.***

## TRANSITION TO ON-CAMPUS

The goal is to return to on campus learning as soon as possible. **Students enrolled in OLPH during the distance learning period will be given priority to receive a space on campus when we are able to begin in person classes.** New students wishing to enroll or reenroll when on campus learning is available will be assigned to classes on a first- come first-served basis. Students may also opt to continue distance learning for the duration of the 2020-21 school year.

Those who opt to continue with distance learning when in person classes begin may only change their preference to be back on campus at the start of a new trimester. Parents need to provide the school administration and the classroom teachers a 14-day notice prior to the new trimester start date.

If you have chosen on-campus learning and wish to return to distance learning, OLPH requires a week's notice. The transition will take place on the Monday following notification being given to the school administration and teachers.

If there were a need for the entire school to return to distance learning again in the future, we are prepared to do so.

