

Redeemer School

Distance Learning Plan



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Table of Contents

Our Purpose, Core Values & SLO's.....	3
Distance Learning Initiation Protocol.....	4
Redeemer's Approach to Distance Learning.....	5
The Distance Learning Classroom: Kindergarten through 5 th Grade.....	6
The Distance Learning Classroom: Middle School, 6 th through 8 th Grade....	7
Remote Classroom Meeting Etiquette	8
Communication Systems & Frequently Used Online Platforms and Applications.....	9
Recommended Guidelines for Learning Times.....	10-13
Staff Expectations.....	14
Student Expectations.....	15
Family Roles & Responsibilities.....	16
Communication Protocols.....	17
Research-Informed Strategies for Distance Learning.....	18-20
Frequently Asked Questions.....	21
Parent Resources.....	22
Sources.....	23



Our Purpose, Core Values & SLO's

SCHOOL PURPOSE STATEMENT

Redeemer is a loving Christian community that raises up children of **character, intellect, and faith.**

You are....**LOVED** and **SENT**

We believe that your true identity and purpose in life are found in two words....**LOVED** and **SENT.**

- **Who am I?** You are a deeply loved child of God, redeemed by Jesus, and empowered to love other people the way Jesus loves you.
- **Why do I matter?** God has a purpose for you, to live and share his selfless, sacrificial love in your everyday life, with all people.

CORE VALUES

- Hopeful - we believe big things are possible
- Joyful - we have a spirit of joy
- Gracious - we have a culture of grace
- Welcoming - we are a place to belong and be loved
- Rooted - we have wisdom from the past and a vision for the future

SCHOOLWIDE LEARNER OUTCOMES (SLO's)

Schoolwide Learner Outcomes (SLOs) are a compilation of our purpose, values, and vision. As educators, we strive to instill the following qualities in all of our students. We use the following SLOs to remind us of our goal that students are well-balanced learners that contribute to the world at large.

Loved by Jesus
I Love Learning
Open Hearted
Never Give Up
Sent by God



Distance Learning Initiation Protocol

Redeemer is prepared to offer distance learning for our students in the case of a natural emergency or a health concern. Distance learning at Redeemer is a combination of online learning through interactive software and opportunities for students to step away from the computer to read, write, and engage in projects.

The following outlines the process to initiate and proceed with distance learning.

1. In the case of a campus closure, the principal will send a notification to school families and staff describing the timeline for implementing distance learning and a date to begin distance learning.
2. The day preceding the start of distance learning will be a staff workday for Redeemer teachers and staff, and they will be required to be on duty either physically on campus or remotely.
3. During the staff workday preceding the start of distance learning, the principal will communicate additional details and prepare to share specific information and distance learning guidelines with the community. Teachers will arrange to relaunch their classrooms on our online systems.
4. Once distance learning has been initiated, the principal will periodically send updates to families and staff on the status of distance learning and inform families and staff of the process for reopening the school.



Redeemer's Approach to Distance Learning

Distance learning at Redeemer is a combination of online learning through interactive software and opportunities for students to step away from the computer to read, write, and engage in projects. The goal of distance learning is to continue student learning in the case of a school closure. We realize that distance learning may be implemented in the event of a natural disaster or health crisis, and accompanied by changes in routine and schedule. Therefore, our goal is not to just continue learning, but to also support students and their families through what could be a challenging time.

As teachers prepare lessons for distance learning, they explore the following questions:¹

- What are the understandings and skills I can help my students develop at this time and in this context?
- How can I leverage new and existing digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
- Which of the learning experiences are best experienced asynchronous and which are best experienced synchronous?
- In what ways can distance learning support all students with varying learning needs?
- How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?
- How will I assess student learning in meaningful ways?



The Distance Learning Classroom: Kindergarten – 5th Grade

- Kindergarten through 5th grade will have a minimum of two online class periods with the teacher per day. The teacher may also schedule small group times with the teacher or an aide.
- For each online class, after an initial teacher greeting and check-in period, you can expect that your teacher will spend some time providing instruction and orientation for the day's activity (or activities), followed by a period of independent work, small group work, and/or discussions, etc. Teachers may also periodically call students back for additional instruction and check-ins.
- PE will meet twice a week with the PE teacher for a synchronous exercise based class. Students should plan their daily and weekly schedules to include time for physical activity.
- Teachers will remain available for students in their class to drop-in with questions and consultation during regular office hours times throughout the week. Teachers will communicate those times to students and families in their weekly schedules.
- The principal and assistant principal will hold optional drop-in times for kindergarten through 5th grade students to check in weekly. These are optional and will be communicated via ParentSquare.
- Teachers will meet virtually one-on-one with each student once every two weeks at a regular time to be determined by the classroom teacher. These one-on-one times will be used according to the teacher's discretion to help students with organizing their time, additional support on concepts, reading assessments, goal-setting, or general check ins.
- Classes end by 12:00 noon on Wednesdays. Chapel will be posted online on Wednesdays at 12 pm, starting the second week of school. Please help your student to attend virtual chapel weekly.
- Each family experiences distance learning differently. Please communicate with your classroom teacher if you have any questions or need help.



The Distance Learning Classroom: Middle School, 6th – 8th Grade ²

- Middle school students will have three 60-minute classes a day: math, humanities, and science. Public speaking, Christian studies, and PE will be held in the afternoons.
- For each 60-minute class, after an initial teacher greeting and check-in period, you can expect that your teacher will spend some time providing instruction and orientation for the day's activity (or activities), followed by a period of independent work, small group work, and/or discussions, etc. Teachers may also periodically call students back for additional instruction and check-ins. However, teachers will not provide 60 minutes of lecture.
- Teachers will always remain in their online classrooms for the full duration of their 60-minute class period, even when students are working one-on-one or in small groups. Teachers will remain available to the students in their class for questions and consultation.
- Students should also plan to remain available in the online classroom for the duration of the 60-minute period.
 - Even when students are doing independent or group work, they should keep their online classroom open on their devices until the end of class, in the event that the teacher brings them back together for discussion or closing comments, etc.
 - Students are to keep their video cameras on when requested so that teachers can see them in their classrooms, just as they would in their physical classrooms.
 - The teacher will dismiss students from the online classroom as they would from an in-person classroom.
- Teachers will remain available to the students in their class for students to drop-in with questions and consultation during regular office hours throughout the week. Teachers will communicate office hours times to students and families in their weekly schedules.
- The principal and assistant principal will hold optional drop-in times for middle school students to check in weekly. These are optional and will be communicated via ParentSquare.
- PE will meet twice a week with the PE teacher for a synchronous exercise based class. Students should plan their daily and weekly schedules to include time for physical activity.
- Classes end by 12:00 noon on Wednesdays. Chapel will be posted online on Wednesdays at 12 pm, starting the second week of school. Please help your student attend virtual chapel weekly.
- Each family experiences distance learning differently. Please communicate with your classroom teacher if you have any questions or need help.



Remote Classroom Meeting Etiquette

During distance learning, video conferences serve as additional classroom workspaces for students. To promote an atmosphere of learning, please follow these guidelines for remote classroom meeting etiquette.

1. Video conference rooms are to be used for academic purposes only. Students may not take screenshots or recordings of video conferences and may not share the links to video conferences with students outside of their class.
2. Follow your teacher's directions for muting/unmuting microphones and turning videos on/off and using shared tools.
3. Dress appropriately as if you were attending school on a free-dress day. Please refrain from wearing any apparel that would be distracting in an academic setting.
4. Choose an environment with limited audio and visual distractions. Consider the view behind you, people in the room, and noise level. Use headphones with a microphone when available to decrease background noise.
5. Be present and resist the temptation to multitask during class.
6. Come to class prepared to learn. Use the bathroom before class and have a water bottle and/or snacks handy to reduce the need to step away from class.



Communication Systems & Frequently Used Online Platforms and Applications

Communication Systems

Channel or Platform	Audience	Description & Access
E-mail	School families, staff, students	School-wide notifications from administration
ParentSquare	School families, staff, students	School-wide notifications and classroom communication from the teacher.
Jupiter Ed	School families, staff, students	Student information system (SIS): Attendance and middle school grading

Commonly Used Online Platforms and Applications

Platform /Application	Audience	Description & Access
Schoology	Students and Teachers	Learning Management System (LMS) to organize and deliver content.
Google Classroom	Students and Teachers	Streamlines the process of sharing files between teachers and students. Accessed through the student's google classroom app or by signing on via a browser.
Seesaw	Students and Teachers	Digital portfolio of learning activities and student work. Accessed through the Seesaw application or by signing on via a browser.
Google Meet	Students, Teachers, and Admin	Video conferencing and screen sharing. Accessed via an invite code initiated by the teacher on either an app or a browser.
Zoom	Students, Teachers, and Admin	Video conferencing and screen sharing. Accessed via an invite code initiated by the teacher on either an app or a browser.
Digital Textbooks	Students and Teachers	Loaded onto student iPads when the digital version is available.



Recommended Guidelines for Learning Times³

The following guidelines are for consideration for learning times and should be adjusted as needed by educators and families to meet the individual student’s needs. Suggested learning times do not need to be continuous; they may be chunked into shorter time frames as needed. It is recommended that students have ample time for brain breaks and movement.

Grade Level	Teacher-Led Learning: structured, grade-level learning directed by the teacher	Supplemental Learning: may be directed by the teacher, led by the student, or led by the family	Health and Wellness: breakfast, lunch, snacks, movement & activity
K-1	Up to 45 minutes recommended/day	1-2 hours recommended/day	2 hours recommended/day
	<p>Some Examples of Teacher-Led Learning May Include:</p> <ul style="list-style-type: none"> • Focus on essential and relevant learning for students. • Center on critical problem solving, collaboration, communication and creativity. • Create opportunities for interdisciplinary, well-rounded learning • Opportunities for formative assessment and student feedback that fuel student agency. • Vary distance learning delivery models to include paper & books, on-line experiences, phone, etc. as it matches student learning needs <p>Teacher-Led Learning May Include: social emotional learning (SEL), reading, writing, language, math, science, social science, speaking and listening, PE, health, art, music, online educational games or resources, handouts or other learning activities supporting core content areas.</p>	<p>Suggestions for Learning and Supplemental Activities:</p> <ul style="list-style-type: none"> • 15+ minutes of independent reading, reading to a family member, or being read to (books of student choice) • Observations of the local environment “I notice...” “I wonder...” • Board games, puzzles, dice, cards • Journaling (draw/write) • 30-60 minutes of imaginative play • Watching educational programs on public television. • Listening to a read aloud • Listening to music • Arts and Crafts • Drama/Acting/Singing • Drawing • Flashcards • Counting and Sorting <p>Independent work on educational app</p>	<p>Suggestions for Health and Wellness: May be woven into the day as it works best for family schedule and student needs.</p> <p>Mealtime</p> <ul style="list-style-type: none"> • Schedule routine mealtimes • Integrate handwashing • Invite children to help • Include all members of the family if possible. • Connect/talk during meals <p>Outdoor Play</p> <ul style="list-style-type: none"> • Walk together or Bike rides • Jump rope • Sidewalk chalk drawing <p>Indoor Play</p> <ul style="list-style-type: none"> • Puzzles • Games • Stretching Quiet Time • Snuggling with a pet/stuffed animal • Resting or napping • Listening to calm music



Grade Level	Teacher-Led Learning: structured, grade-level learning directed by the teacher	Supplemental Learning: may be directed by the teacher, led by the student, or led by the family	Health and Wellness: breakfast, lunch, snacks, movement & activity
2-3	Up to 60 minutes recommended/day	2 hours recommended	2 hours recommended
	<p>Some Examples of Teacher-Led Learning May Include:</p> <ul style="list-style-type: none"> • Focus on essential and relevant learning for students. • Center on critical problem solving, collaboration, communication and creativity. • Create opportunities for interdisciplinary, well-rounded learning • Opportunities for formative assessment and student feedback that fuel student agency. • Vary distance learning delivery models to include paper & books, on-line experiences, phone, etc. as it matches student learning needs <p>Teacher-Led Learning May Include: social emotional learning (SEL), reading, writing, language, math, science, social science, speaking and listening, PE, health, art, music, online educational games or resources, handouts or other learning activities supporting core content areas.</p>	<p>Suggestions for Learning and Supplemental Activities:</p> <ul style="list-style-type: none"> • 20+ minutes of independent reading or reading to a family member (books of student choice) • Journaling (draw/write) • Observations of the local environment "I notice..." "I wonder..." Observe and record weather patterns, growth of plants, birds migrating. • Board games, puzzles, dice, cards • Sewing, knitting, crafting • Measuring around the house • Finding and continuing patterns • Create and solve story problems • Flash cards/math facts review • Drawing • Drama/Acting/Singing • 60+ minutes of imaginative play • Listening to read aloud • Watching educational programs on public television. • Talk time - time for children to talk about how they are feeling and a space to ask questions 	<p>Suggestions for health and wellness may be woven into the day as it works best for family schedule and student needs.</p> <p>Mealtime</p> <ul style="list-style-type: none"> • Schedule routine mealtimes • Integrate handwashing • Invite children to help • Include all members of the family if possible. <ul style="list-style-type: none"> • Connect/talk during meals <p>Outdoor Play</p> <ul style="list-style-type: none"> • Walks • Bike rides • Jump rope • Sidewalk chalk drawing • Sports that allow for social distancing - juggle a soccer ball. <p>Indoor Play</p> <ul style="list-style-type: none"> • Puzzles • Games • Stretching Quiet Time • Snuggling with a pet/stuffed animal



Grade Level	Teacher-Led Learning: structured, grade-level learning directed by the teacher	Supplemental Learning: may be directed by the teacher, led by the student, or led by the family	Health and Wellness: breakfast, lunch, snacks, movement & activity
4-5	Up to 90 minutes recommended/day	3 hours recommended	2 hours recommended
	<p>Some Examples of Teacher-Led Learning May Include:</p> <ul style="list-style-type: none"> ● Focus on essential and relevant learning for students. ● Center on critical problem solving, collaboration, communication and creativity. ● Create opportunities for interdisciplinary, well-rounded learning ● Opportunities for formative assessment and student feedback that fuel student agency. ● Vary distance learning delivery models to include paper & books, on-line experiences, phone, etc. as it matches student learning needs <p>Teacher-Led Learning May Include: social emotional learning (SEL), reading, writing, language, math, science, social science, speaking and listening, PE, health, art, music, online educational games or resources, handouts or other learning activities supporting core content areas.</p>	<p>Suggestions for Learning and Supplemental Activities:</p> <ul style="list-style-type: none"> ● 30+ minutes of independent reading or reading to a family member (books of their choice) ● Journaling ● Observations of the local environment "I notice..." "I wonder..." Observe and record weather patterns, growth of plants, birds migrating. ● Board games, puzzles, dice, cards ● Sewing, knitting, crafting ● Measuring amounts for cooking. ● Drawing ● Flash cards/math facts review. ● Create and solve story problems. ● Finding and continuing patterns. ● Listening to audio books. ● 60+ minutes of imaginative play, dance, exercise. ● Talk time - time for children to talk about how they are feeling and a space to ask questions. 	<p>May be woven into the day as it works best for family schedule and student needs.</p> <p>Mealtime</p> <ul style="list-style-type: none"> ● Schedule routine mealtimes ● Integrate handwashing ● Invite children to help. ● Include all members of the family if possible. ● Connect/talk during meals. <p>Outdoor Play</p> <ul style="list-style-type: none"> ● Walks ● Bike rides ● Jump rope ● Sidewalk chalk drawing ● Sports that allow for social distancing - juggle a soccer ball. <p>Indoor Play</p> <ul style="list-style-type: none"> ● Puzzles ● Games ● Stretching



Grade Level	Teacher-Led Learning: structured, grade-level learning directed by the teacher	Supplemental Learning: may be directed by the teacher, led by the student, or led by the family	Health and Wellness: breakfast, lunch, snacks, movement & activity
6-8	30 minutes per subject recommended/day	1-2 hours recommended	2 hours recommended
	<p>Some Examples of Teacher-Led Learning May Include:</p> <ul style="list-style-type: none"> • Focus on essential and relevant learning for students. • Center on critical problem solving, collaboration, communication and creativity. • Create opportunities for interdisciplinary, well-rounded learning • Opportunities for formative assessment and student feedback that fuel student agency. • Vary distance learning delivery models to include paper & books, on-line experiences, phone, etc. as it matches student learning needs <p>Teacher-Led Learning May Include: social emotional learning (SEL), reading, writing, language, math, science, social science, speaking and listening, PE, health, art, music, online educational games or resources, handouts or other learning activities supporting core content areas.</p>	<p>Suggestions for Learning and Supplemental Activities:</p> <ul style="list-style-type: none"> • 30-60+ minutes of reading or listening to audio books. • Independent research • Engage in problem solving activities. • Create and solve story problems that include at least one operation • Creating videos • Journaling, creative writing • Interview a family member to learn about family history. • Identify & solve a local problem or challenge (family, neighborhood, school community, etc.) • Board games, puzzles, dice, cards. • Sewing, knitting, crafting • Meal planning • Cooking and modifying recipes (doubling or tripling). • Reading to younger siblings. • Flash cards/math facts review • Drawing or creating art • Making music 	<p>May be woven into the day as it works best for family schedule and student needs.</p> <p>Mealtime</p> <ul style="list-style-type: none"> • Schedule routine mealtimes • Integrate handwashing • Help with planning meals, picking up meals, cooking, cleaning up after meals. • Connect/talk during meals <p>Physical Wellness Activities</p> <ul style="list-style-type: none"> • Walking • Jogging & Riding bikes, skateboards, etc. • Jumping rope • Watching a workout video/app. • Practicing mindfulness; yoga/stretching • Playing individual sports activities that allow for social distancing - juggle a soccer ball.



Redeemer Staff Expectations and Responsibilities

Role	Responsibilities & Expectations
Leadership and Administration	<ul style="list-style-type: none">• Develop and communicate Redeemer’s distance learning plan and timeline.• Establish clear lines of communication between families, students, teachers and staff.• Support and train teachers and staff in planning for and implementing distance learning.
Teachers	<ul style="list-style-type: none">• Design distance learning experiences for students, and share learning goals and schedules with parents and students before the start of each school week• Provide frequent communication with students and their families• Available online from the hours of 8am - 3pm (with a break for lunch) to assist students as needed and to respond to parent communication. Wednesdays teachers are available 8am - 12:00 pm• Assess student learning and communicate progress to students and families
Aides	<ul style="list-style-type: none">• Communicate regularly with classroom teachers to identify ways to support students and contribute to a continuation of learning• Monitor student learning and provide feedback to students, as requested by the teachers• Maintain and develop relationships with students to continue connections.
Office Support Staff	<ul style="list-style-type: none">• Regularly monitor and respond to voice messages and emails to general mailboxes• Continue regular communications to families



Redeemer Students Responsibilities & Expectations

Role	Responsibilities & Expectations
K-3 grade students	<ul style="list-style-type: none"> • With support from parents, regularly monitor assignments and due dates. • Complete assignments doing best work and submit on time. • Ask for help when needed. • Join virtual class sessions prepared to be engaged without distractions: <ul style="list-style-type: none"> ○ Pets ○ Toys ○ Siblings • Participate in virtual class sessions: <ul style="list-style-type: none"> ○ Mute/unmute when appropriate ○ Use chat box when asked by the teacher ○ Use the camera appropriately ○ Use extra tool options when instructed • Follow “free dress” expectations • Attend virtual chapel weekly
4&5 grade students	<ul style="list-style-type: none"> • Monitor due dates for assignments and complete all assignments by the posted due dates. • Message the teacher with questions about content or procedures. • Actively participate in any virtual class sessions as assigned by teachers. <ul style="list-style-type: none"> ○ Mute/unmute when asked ○ Only class related text in chat box ○ Cameras to be used appropriately (on/off-teachers discretion) • Follow “free dress” expectations • Profile photo/background should be school appropriate • Attend virtual chapel weekly
6-8 grade students	<ul style="list-style-type: none"> • Monitor due dates for assignments and complete all assignments by the posted due dates. • Message the teacher with questions about content or procedures. • Actively participate in any virtual class sessions as assigned by teachers. <ul style="list-style-type: none"> ○ Mute/unmute when asked ○ Only class related text in chat box ○ Cameras to be used appropriately (on/off-teachers discretion) • Follow “free dress” expectations • Profile photo/background should be school appropriate • Attend virtual chapel weekly



Family Responsibilities and Expectations

Role	Responsibilities & Expectations
Parents and Adults	<ul style="list-style-type: none">• Review the student expectations with your child regularly and ensure they are following the expectations• Contact the teacher if your student is going to miss a class meeting• Establish routines and expectations for your student that assist them in meeting the learning goals set by teachers• Define a physical space for your child to study• Monitor ParentSquare for communication with your child's teacher(s)• Begin and end each learning day with a check in• For k-3 students, assist students in logging on to any classroom meetings as needed• Encourage your child to do their own work and own thinking to solve problems• Encourage physical activity and exercise• Assist your child in attending virtual chapel weekly



Communication Protocols

For questions concerning:

A class, assignment or academic content	Contact your classroom teacher
A software problem or issue	Check online support for the software, and if not resolved, contact Mrs. Hutton at mhutton@redeemerrwc.org or directly message her through ParentSquare.
A hardware/iPad problem or issue	Contact Mrs. Hutton at mhutton@redeemerrwc.org or directly message her through ParentSquare.
Additional questions related to distance learning	Contact the administration: Mr. Mancini at mmancini@redeemerrwc.org or Mrs. Lundell at alundell@redeemerrwc.org



Research-Informed Strategies for Distance Learning ⁴

The Center for Transformative Teaching and Learning has compiled resources to help support parents and students in distance learning.

Monotask, not multitask

Help your child monotask. This means, no phone, video games, or online chat during class time. They should not have non-academic applications, windows or browser tabs open on their laptop during online class sessions. Encourage your child to set their phone to “do not disturb” and put it in another room while working – they can check it during breaks in the school day. As much as possible, try to model monotasking for your students. Students take their cues from adults.

A good study environment aids good studying

Set up a good study environment. Your child should not do online classes in bed. Try to avoid spaces where there are distractions. Try to avoid spaces with clutter because many students find this distracting. Your child should not listen to music while in an online class. However, music while studying is an interesting question. It seems to help some students on some tasks (perhaps because it might reduce anxiety) but hurts others. Listening to music is not bad per se, but your child needs to find out what works for them.

Strong self-advocacy is always crucial – now even more so

Encourage your child to be a strong self-advocate and communicate with teachers when they have questions or concerns, or even if they just feel they need to check in with their teacher and chat. This can be done by messaging the teacher or by the student dropping in during the teacher’s regular weekly office hours. Students can ask for a meeting during an online class or by sending their teacher a short message. If at any point they are wondering, “what should I do now?,” just ask.



Research-Informed Strategies for Distance Learning (continued)

Everyone benefits from help with scheduling

One thing that might happen in the course of a distance learning experience is that your child may be given projects and tasks that require more independent work. Balancing the demands of several projects at once is something that many students of all ages find challenging. Help your child break down and schedule tasks for asynchronous projects. If necessary, help them monitor their progress, help them decide if switching strategies might aid their progress, or help them determine whether a satisfactory end point has been reached.

Support your child's metacognition

Metacognition aids learning. You can help by asking questions, such as:

- What are your big learnings or takeaways from the day?
- What's challenging?
- What do you have questions about?
- What don't you understand yet? (and suggest they reach out to the appropriate teacher by messaging, one-on-one check in, or writing down their question(s) to ask in the chat of their next online class meeting).

Where possible, help your child bring in prior knowledge from experiences they have had in the past. And help them make connections, again where possible, between their work and the things in the real world. We tend to overestimate how automatically students make these connections, so help them.

Emotion and cognition are interlinked

Emotion and learning are intertwined, both in your child's brain and in their everyday experience of school. Having an emotional well-being check in can help. If they are feeling stressed with school, giving them space to offload those feelings can help them focus on learning. They can talk to you, talk to a friend, or even write or draw. Relationships help buffer stress, so staying socially connected is an important part of being a successful student during distance learning. But take note of the monotasking vs. multitasking comment above and separate out social time from work time.



Research-Informed Strategies for Distance Learning (continued)

Exercise, diet, and sleep help reduce stress as well as improve overall health

Going for a walk or run, while practicing responsible social distancing, can be tremendously beneficial for overall well-being and learning. Research suggests that mindfulness and meditation techniques can benefit students of all ages. There are many free online resources for mindfulness. Even if your child is a skeptic, attempt to get them to try a few things out and to see if they can find something that works for them.

Play is important for students of all ages.

Make time for play. Do things that aren't on screens in leisure time and during scheduled movement breaks between classes. Stanford University's Denise Pope argues that every child needs PDF time (Playtime, Downtime and Family Time), as this helps both well-being and learning.



Frequently Asked Questions

Q: Who do I contact if I have a question?

A: See section on Communication Protocols.

Q: What resources are available if my child faces challenges with distance learning?

A: Each student, and every family experiences distance learning differently. We are here to support you and your student. If you are having challenges with distance learning, first reach out to your child's teacher. If your student is in 6-8th grades, encourage your student to reach out to their teacher first, then follow up as a parent, if needed. Next, you may reach out to the assistant principal, who will put you in contact with additional resources at Redeemer and may help you connect with additional outside resources.

Q: If my child is sick on a distance learning day, what should my family do?

A: Please message your child's teacher and let your teacher know the student will be absent.

Q: Will the grading system be any different in the distance learning format?

A: Redeemer teachers continue to provide quality learning experiences for students during distance learning and continue to assess students and give feedback. Teachers will give feedback on assignments as well as grades on assignments and report overall trimester grades on report cards during distance learning.



Parent Resources

For many of us, finding the right way to talk to our children about the Coronavirus has been difficult. Here are some resources that may be of some help.

How to talk to your children about Coronavirus

Helping children cope with changes resulting from COVID-19

- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

- Coronavirus (COVID-19): How to Talk to Your Child
<https://kidshealth.org/en/parents/coronavirus-how-talk-child.html>

- Coronavirus Q & A with your kids
<https://theconversation.com/coronavirus-qandas-answers-to-7-questions-your-kids-may-have-about-the-pandemic-133576>

Other Articles and Resources

- Parenting in the Time of Coronavirus
<https://www.childandfamilymentalhealth.com/parenting/parenting-in-the-time-of-coronavirus/#more-3000>

- 5 ways to help teens manage anxiety about Coronavirus
<https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html>

- Meditation apps for kids
https://www.common sense media.org/lists/meditation-apps-for-kids?j=7698356&sfmc_sub=170491175&l=2048712_HTML&u=143332603&mid=6409703&jb=713&utm_source=covid19_resources_jim&utm_medium=email



Sources

¹ Questions adapted from the *American School In Japan Distance Learning Plan Feb. 2020*

² Adapted from *Notre Dame Belmont Student Expectations for Distance Learning, March 2020*

³ Guidelines adapted from the [Oregon Department of Education Distance Learning: Sample Instructional Day](#), August 2020

⁴ Adapted from the *Center for Transformative Teaching and Learning, St. Andrews Episcopal School, Potomac, MD as included in their Distance Learning Plan*

https://saes.myschoolapp.com/ftpimages/658/download/download_3963424.pdf

<https://www.saes.org/ctl>