

FIRST LUTHERAN SCHOOL

DISTANCE LEARNING HANDBOOK



Updated June 2020

*Adapted from Friends School of Minnesota and the Diocese of Knoxville

WHAT WE VALUE

- The ability to meet our students where they are and help them grow
- Families spending quality time together
- Maximum time exploring, creating, and relating
- Education through authentic and project-based exploration of learning

DISTANCE LEARNING

At times it will become necessary for First Lutheran School to transition from on-campus learning to off-campus distance learning (DL) for our students. FLS will engage in synchronous (real-time) and asynchronous (learning/sharing outside the constraints of time and place) off-site learning. This type of learning involves faculty connecting with students and families using digital devices and platforms to continue learning if/when on campus, face-to-face meeting is not possible or when the school deems distance learning is necessary. At the heart of our Distance Learning Plan is maintaining a faith-based Christ-centered environment for our student while continuing to strengthen relationships between teachers and students, and students and students. FLS is committed to implementing an authentic experience for our families during Distance Learning.

Distance Learning Approach

- Teaching and learning will continue but it will look different and feel different: let go, make mistakes, have fun!
- Teaching will not be a collection of online links to consume. Students and families will continue to experience the personal touch of First Lutheran School
- Appropriate guidelines and expectations exist so that the distance learning school day does not place students in front of screens too much. Suggested daily schedules for on/off screen time by grade will help support parents and caregivers.
- Consistent, predictable methods of communicating with families is critical.
- Methods of assessing students and communicating student progress will include conferences, video chats, traditional assignments, and more.
- We will continuously assess and revise our program as we engage in DL together as partners in education.

DISTANCE LEARNING SUPPLIES & PLATFORMS

If needed, technology can be loaned to families on a temporary basis. Parents and students will be asked to sign a Temporary Technology Use Agreement.

Student without access to internet will be given alternative assignments.

Physical Materials

When possible physical materials such as packets, books, materials will be sent home at the start of a Distance Learning session. If it becomes necessary to send home additional; materials while distance learning is in place a scheduled date and time will be established for parents and caregivers to pick up materials from the school.

If possible, physical materials will also be made available digitally. We also encourage to have the following supplies available at home to ease the Distance Learning process.

Helpful at home materials:

- Blank paper
- Lined Notebook paper
- Color pencils, markers, and/or crayons
- Pencils and Pencil sharpener
- Ruler
- Scissors
- Glue

Students Supplies

- Grades K-2: Internet access, one family device for occasional access to internet, hands-on materials, and a space to play/exercise/practice mindfulness
- Grades 3-5: Internet access, general school supplies and necessary books, designated work space, laptop or Chromebook are preferred, but Phones and tablets may be used as well
- Grades 6-8: Internet access, general school supplies and necessary books, designated work space, laptop or Chromebook are preferred, but Phones and tablets may be used as well

Platforms

The platforms used for distance learning will vary on grade level. Students will be made familiar with the platforms when at school allowing for greater familiarity with platforms when distance learnings. When able teachers will maintain a copy of logins and passwords.

Kindergarten through Second Grade

- Zoom (how-to tutorial videos available for new users)
- Google Suite: Docs, Sheets, Slides, Classroom, Meet, Hangouts
- Pearson Online
- ABCMouse
- Splash Math
- Get Epic
- Brain Pop

Third through Fifth Grade

- Zoom
- Google Suite: Docs, Sheets, Slides, Classroom, Meet, Hangouts
- Pearson Online
- Duolingo
- Splash Math
- IXL
- Brain Pop

Sixth through Eighth Grade

- Zoom
- Google Suite: Docs, Sheets, Slides, Classroom, Meet, Hangouts
- Near Pod
- IXL
- Brain Pop

Tech Help - For problems using online learning platforms (Zoom, Seesaw, Google Classroom, etc.), please reach out to peers and/or google the answer first. There are online videos to solve many of these problems. If you need more assistance, contact your

teacher and they will either help you or connect you to someone who can help.

For problems with equipment, please try the following steps before contacting FLS:

1. Check to make sure that all necessary connections are plugged in properly.
2. Shut down, then power on the device that isn't working properly.
3. Try accessing the material on a different device if you have access to one.

If you are still having issues, please contact your teacher and they will respond to your request within 24 hours during the school week.

Materials Pick Up and Drop off

During extended Distance Learning, it may become necessary to send home additional materials and supplies. These materials will be made available once a week, most likely Monday 2:00-6:00. During which time a staff member will be distributing and collecting materials in such a way as to maximize the safety and convenience of everyone involved.

SCHOOL, STUDENT AND FAMILY RESPONSIBILITIES

Administration

- Create, distribute and continuously update the Distance Learning Handbook.
- Establish clear channels of communications between faculty, staff, families, and students.
- Support faculty and students/families shifting to a distance learning environment.

- Help teachers implement distance learning and ensure high-quality learning experience for all students.

Teachers

- Communicate regularly with students and, as needed, with their families. Distance learning may require more frequent communication with students and families to clarify expectations, ease anxiety, and answer questions.
- Continue to collaborate with colleagues to enhance the quality of distance learning experiences.
- Establish a buddy teacher to assist and, in the case of illness, provide asynchronous learning for students.
- Run classes for the times designated in the distance learning schedule.
- Engage with students professionally and compassionately as if teaching in a physical classroom.
- Attend Meeting for Worship on Wednesday mornings.
- Hold “office hours” when appropriate.
- Teachers are expected to take daily student attendance and enter it into FACTS.

Parents/Caregivers

FLS understands that a shift to a distance learning approach will require our students and families to make adjustments. Yet a continued partnership with parents and caregivers can play a vital part of ensuring the success of the plan. FLS teachers and staff are available to support and guide students (and parents/caregivers) should they need help.

Informational secessions will be offered at the beginning of the year to guide you through the distance learning process. It is imperative that at least one adult from each household attend a

secession so that they can be familiar with the expectations and platforms the students will be using.

Below are some guidelines for parents/caregivers to help students achieve success with distance learning.

Establish a Regular Schedule for Your Student & Stay Engaged

Once distance learning is initiated by the school, it will be important for parents/caregivers to help students establish and maintain a **routine and structure** for their day, beginning with a **regular bedtime and wake-up time each day**. While some of our students may want to stay up late and sleep in, establishing a regular school day routine will help your student retain a sense of normalcy and stay engaged in learning. Be sure to help your student **build in “breaks”** during the school day, encouraging them to stand up and move around so they are not remaining sedentary throughout the day. Begin and close each “school day” with a brief check-in as well as checking in throughout the day at regular intervals to ensure that your student is successfully engaging in distance learning. Reach out to your student’s teacher if you observe your student struggling to stay focused. Setting **clear expectations** with your student about regular school day hours will help your student maintain a schedule and stay on top of their schoolwork.

Create a Study Space for Your Student

Productive learning relies on a conducive environment. We recommend that you try to create a **quiet space** in your home for your student to study. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to **avoid isolating** your student and to allow parents/caregivers to monitor your student’s learning and screen activity. Assuming students are not using their cell phones as the classroom device, it

should be silenced and put away during ‘at-home learning’ limiting distractions. A room with **strong wireless connection** will also be important.

Stay in Communication with the School Administration and Teachers - Regularly check Fast Direct for communications from teachers and staff. Your student’s teachers will maintain regular communication with parents/caregivers. The frequency of the communications will depend on your student’s age, developmental stage, and level of independence. Teachers are available as resources for your student and for you, and we ask the you presume the best of the teachers and school leaders. If an issues arises, Please, follow the appropriate chain of command Please contact your child’s teacher first with any concerns. Matthew 18:15 “ If your brother “ sins {against your}, go and tell him his fault between you and him alone. If he listens to you, you have won over your brother.”

Schools are not expecting faculty/staff to share personal cell phone numbers. **Please contact your child’s teacher through email or Fast Direct.** You may also call the school office and the message will be relayed to the teacher. Please allow the teacher time to respond to you. With distance learning, it is expected the teachers will have increased electronic communication.

Wellness: Encourage Physical Activity and Monitor Student Stress - Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. The health and wellness of our students is of the utmost importance to us. Parents/caregivers can partner with the school by checking in on their student’s physical activity and ensuring that they participate in the activities provided. Be sure your child eats breakfast and other meals.

Time Management - During certain times in the distance learning schedule, students may need help with time management. Teachers are available to assist and we value the school/home partnership in this effort.

Technology and Internet Use Policy

The Technology and Internet Use Policy laid out in the Family Handbook continues to apply to the Distance Learning plan. FLS is not able to monitor online behavior of students, so we ask for family partnership to ensure appropriate use of technology

Spiritual Growth

In all things we seek to provide our Families and students with a Quality Christian Education. Support the community and prayer life of the school. Please alert the school to any difficulties your student may be having---emotional, cognitive, physical, or spiritual. Our schools are here to work with you. We are in this together. In all things we ask for your continued prayers. Please make it a priority to connect with God during these times to feed your and you children's spiritual growth.

Students

When engaged in Distance Learning, remember you are 'at-home in school' and not just at-home. You have a job to do and that is to be a scholar and learn. This is an opportunity to learn a new skill and grow in responsibility in this new model of learning. It is a time to be a leader in your home.

As a helpful tool we have included *Student Guidelines for Online Etiquette*. As with all things you are expected to reflect Christ love with your word and actions

Attendance

Students or Families should complete the teacher's attendance action to ensure they are counted as presents. Parent or Caregivers should contact the office as well as classroom teachers to report Absences All teachers will monitor patterns of engagement in each of their classrooms and subject areas.

Zoom Classes & Conference Expectations

Students will follow expectations communicated by teachers. Students will be required to use mute during parts of a lesson or the "raise hand" feature of Zoom. Follow the school's no –uni dress policies when attending live sessions. During these live sessions, you will be required to turn on your device's camera so the teacher is able to see you during class and remain signed into the class the entire time with the teacher. In short, if you wouldn't do it in the classroom, you probably shouldn't do it in Zoom.

Communications

Communicate if you have any questions or concerns. Ask for help if you need it. Be considerate of others during online conversations. When emailing and messaging teachers or classmates be sure to communicate clearly and respectfully using correct grammar and punctuations.

Teacher Office Hours

Each teacher will offer time each week to take questions on Zoom or by email, Google Classroom, or Fast Direct. Questions and inquires outside of Teacher office hours will be answered within 24 hours during the school week

Learning and Behavior Expectations

Discipline

The Discipline Policy laid out in the Family Handbook continues to apply in the distance learning environment. Behaviors which violate those policies could result in consequences or demerits. School policies concerning academic integrity still pertain. Students are expected to do their own work and give credit where credit is due.

Assessments

Teachers will design assessments that are appropriate for the distance learning setting.

We recognized that this might differ from the methods and approach we take during a traditional school setting.

Grading Policy

During Distance Learning, grading will remain in line with the Grading Policy laid out in the Family Handbook. As always, teachers consider things such as the goal and nature of the assignment as well as the student's ability and learning style when grading assignments.

Purposes for Grading:

- Achievement: To measure mastery of goals or specific skills
- Progress: To indicate progress in learning over a specific period of time
- Effort: To acknowledge the effort that a student puts forth in learning
- Comparison: To compare students in terms of their competence, progress, and effort

- Instructional Planning: To identify students' learning strengths and weaknesses
- Program Effectiveness: To look at the efficacy of the instructional program
- Motivation: To motivate students to learn, to reward learning, and to promote self-esteem
- Communication: To provide feedback to students and parents

Late Work

All work should be turned in when assigned. Late work may result in losing points or credit. Teachers make an effort to allow ample time to finish assignments. If something occurs and a student is unable to complete the assignment on time, please reach out to the teacher as soon as possible to find a solution

DISTANCE LEARNING PLANS & SCHEDULES

K (1.5 hours of work a day)

	Monday	Tuesday	Wednesday	Thursday	Friday

1-2 (2 hours of work a day)

	Monday	Tuesday	Wednesday	Thursday	Friday

3-4 (2.5 -3 hours of work a day)

	Monday	Tuesday	Wednesday	Thursday	Friday

5 (3- 3.5 hours of work a day)

	Monday	Tuesday	Wednesday	Thursday	Friday

6 (3- 3.5 hours of work a day)

	Monday	Tuesday	Wednesday	Thursday	Friday

7-8 (3.5- 4 hours of work a day)

	Monday	Tuesday	Wednesday	Thursday	Friday

Contact Information

Phone: (865)-524-0308

Fax: (865)-524-5636

Fast Direct is our primary means of communication. Please contact the office if you have difficulty logging in or if you have any questions. However, sometimes email is easier if you are sending links or attachments

Amanda Hillard	Office	office@firstlutherschool.com
Jamie Newell	Kindergarten	jnewell@firstlutherschool.com
Lori Wiberley	1 st and 2 nd Grade	lwiberley@firstlutherschool.com
Erin Rodgers	3 rd and 4 th Grade	erodgers@firstlutherschool.com
Lindsey Hofman	5 th grade	lhofman@firstlutherschool.com
Abby Lane	Middle School	alane@firstlutherschool.com
Jessie Irwin	Principal/ Middle School	jirwin@firstlutherschool.com

Student Guidelines for Online Etiquette

When Distance learning, communication is a bit different than in a face-to-face setting. We pride ourselves in providing several opportunities for social interactions, but the difference is that most communication is via written text in an online environment.

Because this means you are missing body language cues and immediate feedback from your “listener,” it is very important to understand some common rules for good online etiquette. This ensures that the message you intend to convey is received correctly.

1. Be respectful. While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. If you would not say it to someone’s face, do not say it online either.

2. Be aware of strong language, all caps, and exclamation points. It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent, but your recipient thought you were being rude? If so, then you’ve experienced this firsthand. By being cognizant of strong language, you can identify potential confusions before sending messages. Tip: Read everything out loud before you send it.

3. Be careful with humor and sarcasm. Certainly, you shouldn’t avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. As mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or

sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers.

4. Grammar and spelling matter. While texting, textspeak can be great for your friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style. Save written shortcuts and less than stellar grammar for parent-approved social media, if you must, but follow grammar rules for school.

5. Cite your sources. Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.

6. Do not post or share (even privately) inappropriate material. Enough said there. Nothing is truly private online.

7. Be forgiving. Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different from simply talking to a person face-to-face.

8. Consider others' privacy. Ask for permission if you want to forward someone's email messages to third parties. Keep in mind that all private email mail is considered copyrighted by the original author.

9. Think before you hit the send button. Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Grammar and spelling errors reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences.

10. Brevity is best. Be as concise as possible when contributing to a discussion. Your points might be missed if hidden in a flood of text.

11. Stick to the point. Contributions to a discussion should stick to the subject. Don't waste others' time by going off on irrelevant tangents.

12. Do not type in all caps. Typing in caps is considered shouting or screaming online. Various studies on the topic reflect that it is more difficult and takes longer to read text that is typed in all caps.

13. Frivolous email. Do not forward jokes, "chain letters" or unimportant email to other students without their permission. Not only does it fill up their mailboxes but may offend people who do not share the same sense of humor or who are tired of these types of email.