



LANCER DISTANCE LEARNING PROGRAM

Kennedy Catholic High School is dedicated to providing an educational experience that prioritizes the health and safety of our students, educators, and the school community. Beyond this commitment, we are called to ensure a Lancer education fulfills our mission, reflects our Catholic identity, delivers high-quality instruction, and provides our students with the experiences, supports, and community that are essential at this pivotal time in life. We are committed to ensuring students continue to feel the care and support of our faculty and the routine of daily instruction during distance learning.

Quality education will occur from a distance. In consideration of feedback from parents, students, teachers, the Archdiocese of Seattle and schools around the world, we have significantly updated our distance learning plan for 2020-2021. We are coupling successful practices from the spring with lessons learned, and present the Lancer Distance Learning Program.

We move forward in this work with great care and intentionality, ever conscious of the complex state in which we find ourselves as a community and a society. We have listened, learned, and reflected. Guided by research, reflective practices, thinking and discussion sessions, and parent and staff survey results, the school administration, with guidance from faculty composed committees, helped develop the structure of the Lancer Distance Learning Program.

Based on guidance from the state of Washington and the Archdiocese of Seattle, Kennedy Catholic will begin the 2020-2021 school year in a 100% distance learning instructional model. Once deemed safe to reopen school, Kennedy Catholic will move to a hybrid instructional model and ultimately return to in-person learning. A complete Return to Campus Plan, including safety enhancements, will be presented prior to students' hybrid or full in-person return to campus.

If you have questions regarding our plan, please email them to reopening@kennedyhs.org.

TABLE OF CONTENTS

03	Distance Learning Daily Schedule
05	Curriculum Planning
05	Assessment and Grading Guidelines
06	Creating and Maintaining Community
06	Promoting Catholic Identity
07	Student Wellness
08	Absences
09	Attendance Guidelines
10	Technology
11	Communication Methods

DISTANCE LEARNING INSTRUCTION

PRIORITIES AND CONSIDERATIONS

- Delivering High Quality Instruction
Implementing best practices in synchronous (live) and asynchronous (not live) instruction
- Curriculum Planning
Prioritizing the most important learning
- Creating and Maintaining Community
Meeting the social/emotional needs of students
- Promoting Catholic Identity in Remote Spaces
Serve as an avenue for faith formation both individually and communally
- Technology Support
Use of technology as a tool for instruction
- Individualized Support and Attention with an Emphasis on Equity
Provide students with specific learning needs or students struggling in the distance learning model with proactive support and appropriate accommodations

DISTANCE LEARNING DAILY SCHEDULE

Kennedy Catholic will follow this schedule through the duration of distance learning. Should the school receive permission to return to campus, we will adjust this schedule to provide significant time to follow all health and safety guidelines between classes.

Monday, Tuesday, Thursday, and Friday: 70-minute synchronous (live) classes

Wednesday (Unified Day): 35-minute synchronous (live) classes

Self Care Period: 45-minute personal break time to eat lunch and practice an active, healthy lifestyle

Community Period: 30-minute class dedicated to guided personal development, mentorship, and collaboration

00 Period: Jazz Band

A BLOCK — MONDAY + THURSDAY

PERIOD	START	END
01	8:00am	9:10am
Community	9:25am	9:55am
02	10:10am	11:20am
Self Care	11:25am	12:10pm
03	12:10pm	1:20pm
00	1:35pm	2:45pm

B BLOCK — TUESDAY + FRIDAY

PERIOD	START	END
04	8:00am	9:10am
05	9:25am	10:35am
Self Care	10:40am	11:25am
06	11:25am	12:35pm
07	12:50pm	2:00pm

UNIFIED — WEDNESDAY

PERIOD	START	END
00	8:10am	8:45am
01	9:00am	9:35am
02	9:45am	10:20am
03	10:30am	11:05am
04	11:15am	11:50am
Self Care	11:55am	12:40pm
05	12:40pm	1:15pm
06	1:25pm	2:00pm
07	2:10pm	2:45pm

DISTANCE LEARNING DAILY SCHEDULE

All students will participate in distance learning through **Zoom** and **Canvas**. Every teacher will use these, and only these, platforms for teaching and learning. All sessions will be recorded and posted for a period of 72 hours to allow students a chance to review the course material or make up class attendance due to illness or absence.

MONDAY, TUESDAY, THURSDAY, FRIDAY (A + B BLOCK) CLASS SESSIONS WILL:

- Contain a variety of instructional experiences that may include, but are not limited to, modeling, guided instruction, collaborative work, and independent work
- Contain a variety of content delivery methods that may include, but are not limited to, reading, lecture/mini-lesson, videos, visual tools, and modeling
- Contain a variety of ways that students may demonstrate their understanding - writing, speaking, visual products, modeling/building
- Focus on outcomes based upon content standards
- Utilize authentic formative and summative assessments rather than an over-reliance on traditional tests
- Set and clearly communicate purpose for the course content and respective assignments, prioritizing meaningful interdisciplinary units
- Engage students and uphold norms regarding student expectations
- Incorporate Zoom and interactive boards that will allow students to participate fully while learning from home

WEDNESDAY (UNIFIED) CLASS SESSIONS WILL:

- Provide checklists or schedules stating what tasks need to be completed and when
- Have clear and succinct instructions
- Utilize tools that have been demonstrated for and used by students before
- Utilize input that is varied and meaningful:
 - Short videos or podcast
 - Short reading assignment
 - Short writing/reflection, may incorporate Canvas discussion groups so students can interact with one another
 - Small group work through Zoom breakout rooms
 - Individual/small group teacher check-ins

CURRICULUM PLANNING

Faculty will work within their departments to focus on critical content sequencing and coverage, ensuring assessment systems are designed to determine progress toward identified learning objectives.

Curriculum will be nimble in order to shift between distance, hybrid, and in-person learning with minimal to no disruptions. Course content will be available through Canvas and accessible to students and parents at all times. Recordings of individual class sessions will be available for 72 hours to allow students a chance to review the course material or make up class attendance due to illness or absence.

ASSESSMENT AND GRADING GUIDELINES

LANCER DISTANCE LEARNING COURSES WILL:

- Be built on a foundation of embedded formative assessments which inform both students and teachers and aim at improving learning
- Seek to use summative assessments to accurately measure student mastery of learning objectives
- Expect and foster student academic integrity
- Establish grading structures that reflect balance between formative and summative assessments
- Grading policies will be consistent with the spirit of each type of assessment
- Have few and flexible grading categories to allow easy transition between learning formats (distance, hybrid, and in-person learning)
- Communicate assessment and grading policies to students and parents clearly and intentionally
- Reflect careful planning of online assessment and grading policies and continuous learning/sharing between faculty within a department. To this end, helpful planning tools have been developed for use by both departments and faculty
- Consider exceptional circumstances encountered by students (medical, personal, technical issues)

*Unless specifically communicated otherwise, students will earn grades using the published grading scale in the **Student Handbook**, from A-F.*

CREATING AND MAINTAINING COMMUNITY

A critical and distinguishing characteristic of Kennedy Catholic High School is the strength of the Lancer Family. Finding and deepening a sense of community when school is at a distance is difficult but very important in these times of social distancing. Focusing on smaller communities within the larger community is key to developing this sense of connection. This can best be achieved by offering a variety of opportunities for members of the Lancer Family to participate in small groups throughout the year.

We will work diligently to strengthen current avenues and create new approaches for communication. We will assist parents in connecting with one another for socialization and support. In addition, we will identify appropriate channels of communication with faculty and administration.

The mental health and social/emotional well-being of our students is of paramount importance. Our counseling staff and teachers will regularly check-in with students. We will track engagement and follow-up with families when students are not actively participating. Our counseling center also has mental health resources available in the community: *Mental Health Resources with Archdiocese of Seattle*.

PROMOTING CATHOLIC IDENTITY

Kennedy Catholic is focused on providing an education that is academically superior and deeply rooted in Catholic identity. Encountering Christ through prayer, building and sustaining relationships, school-wide curriculum, and restorative teaching practices are central to the mission of the Kennedy Catholic school community and primary to the Catholic identity of the school.

The values of charity, service and social justice will continue to be infused throughout the community while participating in distance learning. Digital communication, prayer, building online faith communities, and participating in service opportunities will engage the community in the continuing work of the gospel. The Campus Ministry Office will plan and present distance learning activities and programs available to all students.

STUDENT WELLNESS

Student health and wellness is always a priority, but it is especially so in crisis moments like the current pandemic. Student feelings of excessive worry, poor concentration, irritability/anger, difficulty sleeping, fatigue, and boredom are exacerbated during these times. The scheduled community period will serve multiple purposes, including intentional wellness practices.

DURING COMMUNITY PERIOD, TEACHERS WILL:

- Offer students additional organizational support
- Offer time management support, documents to help them organize their assignments and calendaring in Canvas
- Foster a “Lancer Family feel” from home
- Use Microsoft Forms to gauge student wellness, write handwritten notes to your community throughout the semester, encourage students to participate in virtual club meetings, guide students in journaling reflection, and check-in on students regarding stress level
- Support student academic success
- Help students sign up for virtual academic support, encourage communication between students and teachers, keep track of student progress to the best of their ability. Communicate with students about their workload and any overlapping due dates/assignments
- Encourage a healthy, active lifestyle
- Encourage physical activity, go on a “class walk” together via Zoom call or video, encourage students to participate in weekly/bi-weekly challenges
- Intervene/bring in appropriate persons (parent, counselor, etc) when a student’s wellness is at risk or suffering
- Give students a sense of support and connection to their teachers and classmates
- Use ice-breakers, get-to-know-you, and online team bonding activities

OTHER SCHOOL-WIDE EFFORTS TO SUPPORT STUDENTS’ WELLNESS INCLUDE:

- The school Counseling Department will reach out to students for one-to-one meetings and offer support as needed
- Teachers will do their best to stagger due dates, allowing students to plan ahead and manage their time accordingly
- For bigger assignments, students will be provided with due dates as soon as possible and teachers will offer students check-in meetings to ensure progress
- Create a positive and supportive environment for students despite being digital
- Offer class bonding and group activities to maintain the Lancer Family feel
- Check-in with students about wellness, not just academics
- Keep communication lines with the Counseling Department, teachers, students, and parents

ABSENCES

In accordance with our school mission, daily attendance is a necessary and required part of a student's educational experience at Kennedy Catholic. Therefore, daily classroom participation is required in the Lancer Distance Learning Program.

WHAT IS AN ABSENCE?

A student is absent when they are not present for a Zoom session, do not complete the required check-ins or miss more than 20 minutes of class.

Excused Absences:

Missing class due to illnesses, medically required quarantine, doctors appointments, college visits, planned surgeries, funerals, weddings, and family emergencies are considered excused personal absences when verified by a parent/guardian within 24 hours of the absence.

Unexcused Absences/Truancy:

If any of the following instances occur, a student is considered truant.

- Student absence without parent knowledge (student is not present within first 20 minutes of class)
- Student is not in designated virtual classroom during the school day (missing class time without teacher's permission, in a location not approved by teacher, etc.)
- Student is absent and the school does not receive a parent/guardian verification phone call within 24 hours or without prior written approval from the Dean of Students
- Student does not complete required attendance expectations, and the school does not receive parent/guardian verification phone call within 24 hours

ATTENDANCE GUIDELINES

ROLES AND RESPONSIBILITIES

Student Responsibilities:

- Attend class every day school is in session
- In the case that the student is ill, contact your teachers as soon as possible to get missed assignments and lessons

Parent Responsibilities:

- Encourage your student to attend class every day that school is in session
- Inform the Attendance Office by 9am the day your student will be absent from any virtual classes
 - *Attendance Office: 206-246-3787 or attend@kenedyhs.org*
 - Only a parent/guardian listed in Skyward may contact the Attendance Office to verify an absence
- Please call within 24 hours of the student's absence if unable to call before 9am. After 24 hours, the absence will be considered a truancy and remain unexcused until approved by Campus Life.
- Students may not call for themselves, even with parental permission.

Teacher Responsibilities:

- Take attendance within the first 10 minutes of every class
- Distance Learning Specifics:
 - Make attendance requirements known to students in your syllabus, on Canvas, and in the classroom. Clearly state expectations:
 - Note when students should check-in as well as all minimum required activities to be completed in order to be considered present
- Submit attendance to Skyward by the end of each class

Administrator Responsibilities:

- Require students to attend all classes on a daily basis
- Clearly inform students, parents, faculty and staff of attendance policies and procedures
- Supervise and administer attendance policy within the school community
- Maintain accurate records of student attendance
- Monitor student attendance and inform parents/guardians of attendance concerns through Skyward, email, attendance success plans and meetings

TECHNOLOGY

Kennedy Catholic supports a collegiate model regarding student technology use through our Bring Your Own Device Program. This includes requiring personal devices that meet prescribed *specifications*. These specifications leverage classroom and student engagement without inhibiting either. Our goal is to teach the mindful use of technology in our community that prepares Lancers for college and career life.

KENNEDY CATHOLIC'S COLLEGIATE TECHNOLOGY MODEL SUPPORTS THE FOLLOWING:

- Increased digital fluency
- Challenge students to be better digital citizens
- Ownership of students' time and responsibilities
- Remove smart phones from the classroom resource equation
- Universal access to technology by offering an array of acceptable options of varying financial commitment
- Savings on operational costs can translate into increased financial assistance
- Consistent access to a baseline of resources, such as, Internet, Office 365, eBooks, and other tools used in and out of class
- Paper book options are always available and acceptable
- Accommodations for those without internet access at home
- To ensure a consistent transfer of information, teachers will orient each student and have documented how and where students will find the necessary distance learning class information (Zoom and Canvas), how to schedule an appointment for questions or clarification of learning, and what the expected response times are for email

Where to obtain tech support:

<https://www.kennedyhs.org/academics/technology/student-tech-support>

COMMUNICATION METHODS

More than ever, effective communication is paramount during full distance learning.

COMMUNICATION METHODS:

- eNews weekly to parents every Friday at 12pm
- Email and Phone
- Canvas updates and feedback on assignments
- Appointments during established office hours
- Breakout groups or small group Zoom meetings for leveled, focused student help

ADMINISTRATION TO STUDENTS/PARENTS/GUARDIANS:

Please make sure we have an up-to-date email on file by emailing johnsonk@kennedyhs.org. The weekly eNews communicates school events, announcements, and news to the school community.

FACULTY TO STUDENTS:

Faculty will communicate in various ways with students through Canvas and Zoom

- Instruction is delivered on a daily basis via video conferencing using Zoom.
- Canvas is utilized for the posting of materials, assignments, and assessments as appropriate.
- Each teacher will create a specific module in their course, consistent across the school community, for required information. This will decrease student confusion in finding links or information. This folder will be labeled “Course Information” and will include:
 - Zoom Links (also scheduled on Canvas calendar)
 - Syllabus
 - Textbook links
 - Contact information and online office hours
- Teachers will be encouraged to communicate with members of a class and/or parents through Canvas. Teachers may email groups of students or individual students through the learning management system.
- Feedback on assignments is an important aspect of student learning. Comments on grades inform students what areas they need to improve on and provides them the opportunity to ask follow-up questions.
- Direct email is another method of communication. Sending messages through Canvas is highly encouraged. Parents will be able to view the email communication through their parent observer account. Teachers will include a parent/guardian on any direct email communication that is not sent through Canvas.
- Breakout groups with Zoom allow the teacher to facilitate collaboration during class time in a virtual environment. Students can be assigned by the teacher, or they can form groups and inform the teacher who should be assigned to a particular room.
- Faculty will set online office hours for students to reach out for additional help. To facilitate the use of these, teachers can utilize Outlook Calendar to create appointment slots for students to sign up. Emails are sent to confirm and remind of appointments.

COMMUNICATION METHODS (CONTINUED)

FACULTY TO STUDENTS (CONTINUED):

- Teachers are cognizant of the duration of their direct instruction in the distance learning environment. The possibility of distraction is much higher for a student at home than in the classroom. Being able to have shorter sections of direct instruction with work sessions (individual or group) in between will help students be more successful.

FACULTY TO PARENTS:

Teachers will either send a message via Canvas, email directly, or call parents as necessary. Faculty are required to follow the school protocol for communication with parents/guardians.

STUDENTS TO FACULTY/STAFF:

As with faculty to student communication, students also have various options to contact their teacher.

- Directly during daily instruction via video conferencing using Zoom.
- Message teacher directly through Canvas. The message is linked to the teacher's Kennedy Catholic email address.
- Schedule an appointment during the teacher's office hours through Canvas.
- Direct email is another method of communication. The student is to copy a parent/guardian on any communication. If the student fails to do so, the teacher will include the parent on the response email.

STUDENT TO STUDENT:

Students are skilled at contacting each other, using private communications, but also in public formats like social media. For school purposes, email is most commonly used for inter-student communication. Each student has an @kennedyhs.org email allowing them to easily search for classmates in Outlook. Students may also email other students in their respective classes via Canvas.

PARENT/GUARDIAN TO FACULTY/STAFF:

If a parent wishes to reach out to a faculty or staff member, please utilize the message feature in Canvas, email directly, or call the school and leave a voicemail. Teachers will do their best to respond to your communication within 24 hours. Zoom meetings may also be requested as needed.

For questions about:

Courses and assignments — The relevant teacher

General distance learning concerns — bruinss@kennedyhs.org

Technology-related issues — technology@kennedyhs.org

Academic and personal social/emotional concerns — Assigned counselor

General school concerns — Call 206.957.0500 (Main Office)

Discipline — campuslife@kennedyhs.org