

Saint Ignatius Remote Learning Plan

Roles and Responsibilities

The following list strives to identify the primary roles and responsibilities for each member of the Saint Ignatius School community. This is not meant to list all the responsibilities for each member but to highlight the most important so that the plan can be enacted efficiently and effectively.

School

Subject/Homeroom Teachers:	<ul style="list-style-type: none">• Collaborate with colleagues to design Remote Learning experiences for students in accordance with grade level plans.• Develop high-quality student learning experiences.• Communicate with and provide timely feedback to students.• Communicate with parents.• Inform school counselors with attendance issues.• Inform Administration with academic and socio-emotional concerns of students.
Intervention Specialists:	<ul style="list-style-type: none">• Support co-teachers in the development of high-quality student learning experiences in accordance with divisional plans.• Identify and/or develop resources to support identified students.• Communicate with and provide timely feedback to students.• Communicate with parents, as needed.• Create and maintain individualized instruction and support as listed in IEP.• Attend Zoom meetings of your regularly scheduled classes.
Speech/Language, OT, PT, All Other Specialists	<ul style="list-style-type: none">• Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload.• Communicate with all parents of students about therapy plans for the week. (Weekly meetings and objectives)• Create and implement lessons for identified students as listed in their IEP.
Counselors/Psychologists	<ul style="list-style-type: none">• Create developmentally appropriate lessons/videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Remote Learning.• Create counseling lessons that students could complete “at home” or in Zoom meetings for students in their counseling groups.• Respond to counseling needs of students, as needed.• Assist and support classroom teacher in attendance issues.• Create and implement lessons for identified students as listed in their IEP or Title program.

Roles and Responsibilities (Students)

Students:	<ul style="list-style-type: none">• Dedicate appropriate time to learning, as guided by your teacher/s.• Check appropriate Google Classroom for information on classes, assignments, resources throughout the day.• Attend all live sessions held by your teachers. If you can't be at the live session, watch the recorded version.• Identify a comfortable and quiet space to study/learn.• Engage in all learning honestly. All turned in assignments will reflect your ability and work.• Submit all assignments in accordance with provided timeline and/or due dates.• Insure your own social and emotional balance by keeping healthy habits.• Actively participate in all classes and expectations.• Read independently and complete Accelerated Reader quizzes.• Make time for daily prayer.• Take time to be physically active.
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Roles and Responsibilities (Parents)

Parents:	<p>Support their child/ren in their learning by:</p> <ul style="list-style-type: none">• Providing an environment conducive to learning (access to technology, safe and quiet space during instructional and learning times).• Engaging in conversations on posted materials and assignments.• Monitoring time spent engaging in online and offline learning.• Supporting student in their attendance at all live learning sessions. And in the rare occasion, if they cannot attend in person, have student watch recorded session.• Support emotional balance by providing ample room and time for prayer, reflection, physical activity, conversation, and play.• Communicate with teachers if your child or you have any questions or need extra support. In addition, if there have been any issues or changes at home.
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SAINT IGNATIUS REMOTE LEARNING PLAN

The proposed guidelines are minimum expectations at each division level. As children get older and more independent, students may be able to accomplish more work on their own.

3-4 YEAR OLDS – PREKINDERGARTEN

Rationale: This is to provide an overview of the preschool remote learning plan. The Remote Learning Plan for the three and four year old and prekindergarten programs will include but not limited to home learning engagements and/or activities that parents can assist their child in completing, independent work, live lessons from their teachers, recorded lesson, projects, assessments, internet sites, worksheets, grade level readers, independent reading, textbooks and workbooks, videos and any other educational material deemed necessary by the teacher.

Learning Experience: At the beginning of each week, teachers will post a video or lesson plan on to explain the learning approach and focus for the week. PreSchool students will participate in language arts (reading/writing/spelling), math, religious studies, and independent reading. In addition, optional science and enrichment activities may be added. A variety of tasks will be included, and some learning tasks may include online platforms such as Accelerated Reader, Freckle, Big Ideas Math, BrainPop and Khan Academy. Students will also be invited to participate in weekly interactive synchronous lessons and activities using Zoom. Special education services will be provided each week through check-ins and direct instruction via Zoom.

Learning Timeframe: The described learning is designed to take approximately **one hour/day for live or recorded instruction and assigned work**. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support or to seek direction from the classroom teacher. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child’s learning. The expectations of time per day will vary based on how many days your child attends the preschool program – this could be 2, 3, or 5 days. In addition, the approximate minutes per day is a minimum expectation and the school is more focused on the minutes per week. For example, 5 days of 20 minutes in language arts per day is 100 minutes of language arts for the week. The teacher has the flexibility to determine the best schedule to achieve the expectation.

Approximate Time per Day	Subject
20 Minutes	Language Arts: Reading, Writing and Spelling
10 Minutes	Math Activities
10 Minutes	Independent Silent Reading/Books on Tape/Parent or Sibling Read Aloud
20 Minutes	Physical Activity, preferably outside
30 Minutes per week.	Religion Lesson

KINDERGARTEN – GRADE 2

Rationale: This is to provide an overview of the kindergarten through second grade remote learning plan. The Remote Learning Plan in Kindergarten to Second Grade will include but not limited to home learning engagements and/or activities that parents can assist their child in completing, independent work, live lessons from their teachers, recorded lesson, projects, assessments, internet sites, worksheets, grade level readers, independent reading, textbooks and workbooks, videos and any other educational material deemed necessary by the teacher.

Learning Experience: At the beginning of each week, teachers will post a video or lesson plan on to explain the learning approach and focus for the week. Kindergarten to Second Grade students will participate in language arts (reading/writing/spelling), math, religious studies, and independent reading. In addition, activities from Art, Music, and PE each week. and/or Library each day. A variety of tasks will be included, and some learning tasks may include online platforms such as Accelerated Reader, Freckle, Big Ideas Math, BrainPop and Khan Academy. Students will also be invited to participate in weekly interactive synchronous lessons and activities using Zoom. Special education services will be provided each week through check-ins and direct instruction via Zoom.

Learning Timeframe: The described learning is designed to take approximately **one and a half hours/day for the assigned work and either live or recorded instruction**. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support or to seek direction from the classroom teacher. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning. The approximate minutes per day is a minimum expectation and the school is more focused on the minutes per week. For example, 5 days of 40 minutes in language arts per day is 200 minutes of language arts for the week. The teacher has the flexibility to determine the best daily schedule to achieve that expectation.

Approximate Time per Day	Subject
40 Minutes	Language Arts: Reading, Writing, and Spelling – At least one live Zoom lesson per week.
20 Minutes	Math Activities – at least one live Zoom lesson.
10 Minutes	Independent Silent Reading/Books on Tape/Parent or Sibling Read Aloud
20 Minutes	Physical Activity, preferably outside
10-15 Minutes	Religion
	Science, Social Studies and Health – incorporate in Language Arts.
	Art, Music, Physical Education, Theology of the Body, and Technology to occur at least once a week or in a multi-week project.

GRADES 3 - 4

Rationale: This is to provide an overview for the third and fourth grade remote learning plan. The Remote Learning Plan in third and fourth grades will include but not limited to home learning engagements and/or activities that parents can assist their child in completing, independent work, live lessons from their teachers, recorded lesson, projects, assessments, internet sites, worksheets, grade level readers, independent reading, textbooks and workbooks, videos and any other educational material deemed necessary by the teacher.

Learning Experience: At the beginning of each week, teachers will post a video or lesson plan to explain the learning approach and focus for the week. Kindergarten to Second Grade students will participate in language arts (reading/writing/spelling), math, religious studies, and independent reading. In addition, activities from Art, Music, and PE each week. and/or Library each day. A variety of tasks will be included, and some learning tasks may include online platforms such as Accelerated Reader, Freckle, Big Ideas Math, BrainPop and Khan Academy. Students will also be invited to participate in weekly interactive synchronous lessons and activities using Zoom. Special education services will be provided each week through check-ins and direct instruction via Zoom.

Learning Timeframe: The described learning is designed to take approximately **two hours/day for the live or recorded instruction and assigned work**. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support or to seek direction from the classroom teacher. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning. The approximate minutes per day is a minimum expectation and the school is more focused on the minutes per week. For example, 5 days of 40 minutes in language arts per day is 200 minutes of language arts for the week. The teacher has the flexibility to determine the best daily schedule to achieve that expectation.

Approximate Time per Day	Subject
45 Minutes	Language Arts: Reading, Writing, and Spelling – At least one live Zoom lesson
25 Minutes	Math Activities – at least one live Zoom lesson.
10 Minutes	Independent Silent Reading/Books on Tape/Parent or Sibling Read Aloud
20 Minutes	Physical Activity, preferably outside
15 Minutes	Religion
15 Minutes	Science, Social Studies and Health could be incorporated in Language Arts or separate.
	Art, Music, Physical Education, and Technology to occur at least once a week or in a multi-week project.

GRADES 5 - 8

Rationale: This is to provide an overview of the fifth through eighth grade remote learning plan. Identification of essentials skills and concepts will occur by the teaching staff and lesson delivery will occur as follows. The Remote Learning Plan for the fifth through eighth grades will include but not limited to home learning engagements and/or activities that parents can assist their child in completing, independent work, live lessons from their teachers, recorded lesson, projects, assessments, internet sites, worksheets, grade level readers, independent reading, textbooks and workbooks, videos and any other educational material deemed necessary by the teacher.

Learning Experience: At the beginning of each week, teachers will post a video or lesson plan to explain the learning approach and focus for the week. Students in the Middle School will participate in language arts (reading/writing/spelling), math, religious studies, science, social studies, and independent reading. In addition, activities from Art, Music, PE, Technology, Spanish, and Theology of the Body will be added weekly or in a projects over a period of time. A variety of tasks will be included, and some learning tasks may include online platforms such as Accelerated Reader, Freckle, Big Ideas Math, BrainPop, Duolingo, and Khan Academy. Students will also be invited to participate in weekly interactive synchronous lessons and activities using Zoom. Special education services will be provided each week through check-ins and direct instruction via Zoom.

Learning Timeframe: The described learning is designed to take approximately **two and a half hours (grade 5) to three hours/day(grades 6-7-8) in live or recorded instruction and assigned work.** It is important to observe your child as he/she engages in the task and to use this observation to help guide your support or to seek direction from the classroom teacher. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning. The approximate minutes per day is a minimum expectation and the school is more focused on the minutes per week. For example, 5 days of 40 minutes in language arts per day is 200 minutes of language arts for the week. The teacher has the flexibility to determine the best daily schedule to achieve that expectation.

Approximate Time per Day	Subject
60 Minutes	Language Arts: Reading, Writing, and Spelling – At least one live Zoom lesson
30 Minutes	Math Activities – at least one live Zoom lesson.
20 Minutes	Independent Silent Reading/Books on Tape/Parent or Sibling Read Aloud
20 Minutes	Physical Activity, preferably outside
20 Minutes	Religion
20 Minutes	Science – At least one live Zoom per week.
20 Minutes	Social Studies – At least one live Zoom per week.
Varied	PE, Art, Music, Technology, Theology of the Body and Spanish.