

# Mt Calvary Lutheran School

## Distance Learning Guidelines

**Our Mission Remains:** Providing a Christian education of excellence where Students CARE

**Mt Calvary C. A. R. E. Model:** Our school-wide learning outcomes remain to our guide us.

**Christian Values** – Students will develop personal characteristics that reflect the character of Christ in their lives.

Students will:

- Reflect a Christ-like attitude in daily living.
- Understand the concept of God’s forgiveness.
- Understand the Biblical concept of law and gospel according to Lutheran doctrine.
- Practice a personal relationship with Jesus Christ through the power of the Holy Spirit, prayer, and means of grace.

**Academic Advancement** – Students will demonstrate academic growth.

Students will:

- Be critical thinkers and problem solvers.
- Develop effective organization and study skills.
- Achieve expected academic skills to ensure successful academic progression.
- Express acquired knowledge on a wide variety of subjects.
- Demonstrate technological skills in academic subjects.

**Responsible Citizens** – Students will develop social and emotional skills that will encourage them to become responsible members of society.

Students will:

- Be responsible servants giving back to the school and community.
- Apply learning skills to life’s social, emotional, and physical challenges.
- Accept responsibility and demonstrate self-discipline for their words, actions, and learning.
- Work cooperatively with understanding and consideration in a culturally diverse setting.

**Effective Communicators** – Students will be able to communicate their knowledge and ideas effectively.

Students will:

- Read, write, and speak clearly, critically and effectively.
- Utilize technology and the arts for communication.
- Act as objective and critical listeners.

## **Uniqueness of our Situation**

The Covid-19 pandemic is unlike anything we have seen in recent history—locally, nationally, and globally. While we live in a time of great medical advancement, this health situation poses a threat to all age groups. While we follow the advice of our leaders in medicine and government with an uncertain timeline, the challenges for the delivery of education which we suddenly experienced in the spring of 2020 continue to require our focused attention as well as innovation.

Mt Calvary has followed a model of in-person, on-campus, teacher-delivered form of education. With a small campus and small class sizes, we have developed a more personalized practice of the teacher-student relationship that supports advancement by individuals as well as the maintaining of standards by all members of a class. The switch to a remote forms of education now requires a shift in the delivery methods, personal contact time with students by teachers, and the way in which a teacher creates a sense of community within their class.

It is our hope that in following our CARE model, employing high academic standards, and the Biblical foundations which guide our community behavior, we will make the adjustments needed to deliver an outstanding education to our students even in these uncertain times.

## **Asynchronous and Synchronous Education**

A shift to a distance learning model requires a decision of moving from a “synchronous” learning model—where students are engaged in learning at the same time and a similar pace; to the consideration of more aspects of an “asynchronous” type of education, where students learn in different places and perhaps not always at the same time or pace.

Asynchronous learning has been incorporated at MCL, as the older the student, the more independent they are in their acquisition of learning, and will at times experience asynchronous modes within our curriculum. The younger the student, the greater the need is for a synchronous method of teaching, assuring that every student keeps pace with the curriculum. Our older MCL students and their teachers, who have been using technology on a regular basis often employ a more asynchronous style of education. Even still, our older students still need synchronous instruction to keep pace with the curriculum. For our younger students who thrive on routine, this shift to school at home—where so much more is required of parents is demanding as requires time and attention from parents or another adult to support a synchronous mode of education.

Given the need to establish norms and routines for education during the first weeks of school, MCL will employ a more synchronous type of remote education delivery with scheduled class times each day, regular contact time with instructors and a routine that will parallel a normal on campus school day as much as possible.

## **Attendance**

Our attendance policy remains the same in a distance learning situation, as students are expected to attend all class sessions on-line as arranged by their instructor. If a student is unable to attend due to a severe illness or injury, then the parent must call the MCL office and excuse them as they normally would.

## **Class Schedules**

Each teacher will set the learning schedule for their class as they normally would and communicate it to the parents and students. Any changes to the schedule that teachers make, will need to be made with enough advance notice to families and students so that adjustments can adequately be made and new plans communicated to continue the flow of quality education.

## **Instructional Methods**

Mt Calvary will embrace a number of technological platforms in the delivery of our curriculum via distance education. These resources may or may not be used by each class, and use will be based upon how developmentally appropriate the resource is for the student and the curricular fit for learning goals of the lesson or unit.

- Google classroom
- Zoom
- SeeSaw
- Pear Deck
- Screencastify
- Flipgrid
- Virtual Field Trips
- Kahoot
- NewsEla
- KahnAcademny
- Sumdog
- Youtube: PE with Joe
- Mysteryscience
- Spelling City
- Scholastic News
- Storyonline
- Rosetta Stone
- HappyNumbers

## **Behavior**

Students will be expected to pay attention and actively participate in the delivery of remote class instruction as they normally would.

While this form of education will require a different kind of focus on the part of students and teachers due to technology, it is still considered school, and students are expected to behave as if they were attending class on campus. Teachers will have the right to create new and different behavior incentives that fit the on-line experiences required of remote education, as well as develop appropriate consequences for students who violate such behavior expectations.

Specific on-line behaviors that will not be allowed include:

- Eating food or snacks
- Drinking beverages, other than an occasional sip of water
- Turning off your camera so that your picture is not visible to the teacher
- Speaking out of turn/interrupting teacher or fellow students
- Inappropriate comments spoken aloud or written
- Inappropriate attire—shirts, hats, etc.
- Leaving the room
- Talking to other people in the room when the student is in view of the class

## **Grading and Learning Assessments**

The curriculum that would be taught on campus at Mt Calvary is the same curriculum that will be taught via distance education.

The standards of learning and expectations for student performance are the same. The means and methods for turning in work, receiving returned work will vary from class to class, and the determination of grades continues to rely on the processes developed by each classroom teacher. Grading scales remain the same, as do the expected work-loads at each grade level, with discretion given to each teacher to make the best choice for educational delivery, understanding of the uniqueness of this arrangement of on-line learning. Calendar adjustments for the delayed start of school and other shifting of dates will all be incorporated into the student expectations outlined by the teacher at the beginning of school.

## **Differentiation**

Teachers at Mt Calvary are able to know each student individually. Our teachers are able to provide the needed adjustments required of the unique learning profiles presented by our students. From time to time, given the challenge and uniqueness of remote education, our teachers may need to make a professional judgment that acts in the best learning interests of a student, which may differ from the set requirements of the rest of the class. These situations will be kept confidential by the student, parent(s), and teacher(s).

## **Role of the Parents/Guardians in Distance Education**

Since children will be at home or another safe location, and thus not under the direct physical supervision of the classroom teacher and the rules governing campus conduct, it is imperative that a parent or another adult assist and support the student in the remote education process. The range of support will vary depending on the age and technological proficiency of the child. A responsible adult will also need to closely monitor the progress of the child, staying aware of the work requirements, and making sure the child is keeping up and progressing as expected.

## **Student Responsibility**

This is school. Students are expected to pay attention to their teacher, keep up with their work, ask questions if they need assistance and focus on learning and growing, just as if they were on campus at Mt Calvary. The work and demands of how we start school under these circumstances are far different than how we ended school this past spring. It is our hope that we can return to campus in a quick manner when an “all clear” message is sounded from our health and political leaders.

When this occurs, we will want to return to campus as soon as possible and if student-work is up-to-date, this transition will be a smooth one that we will all welcome as we return to known practices and routines.

## **Time Management**

As much as we desire to have “school at home,” resemble “school at school,” we know it will never be the same. Students will need to be extra attentive to their assignments, parents will be asked to offer more support for their child to make sure work gets done on time, and we know from this past spring, that distance learning requires much more time on the part of our MLC teachers than on-campus education. To have a successful experience in remote education mode, a key ingredient will be solid time management on the part of students, families, and teachers. Learning can continue in remote mode if it becomes a high priority, is taken seriously, and given our best efforts.

## **Conclusion**

School at school is what we would all prefer, and what we all want to return to in the near future. We want to be together again! Until that time occurs, we have the blessing of technology and other forms of electronic communication to stay connected. While we are apart, we still remain a part of the Body of Christ, the community of faith at 23300 Golden Springs Drive in Diamond Bar which we call Mt Calvary. We are prepared to go the distance with distance education learning until we can all be together again.

**Family/Parent Agreement**

I / We agree to abide by the above guidelines and will fully support our child(ren) as they experience the Mt Calvary curriculum via remote education delivery as we start the 2020-21 school year.

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Name(s) of Children \_\_\_\_\_

\_\_\_\_\_  
Parent Name – Printed out

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Parent Name – Printed out

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Parent Signature