COASTLINE CHRISTIAN SCHOOLS' DISTANCE LEARNING HANDBOOK

We extend our gratitude to the American International School in Japan and 'Iolani School in Hawaii, on whose plans our plan is modeled on.

Introduction to Coastline Christian Schools' Distance Learning Plan

We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine of daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in-person feedback, community, and extracurricular events, and so on). However, we do contend that quality learning can occur from a distance.

The purpose of this document is to describe the actions Coastline Christian Schools will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Learning Plan (DLP) to accomplish three goals K–8 within a flexible framework:
- Live Student-Teacher Contact Time
- Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

It is our intention with the DLP that we continue to live our mission, vision, and strategic plan, which together assert that, in order to prepare our students to respond to an ever-changing world, learning remains responsive, adaptive, personalized, and relationship-based. The act of creating this DLP provides us with a unique opportunity to reinforce what we assert through our founding documents.

If CCS's campus is closed and this DLP is implemented, the Head of School will send email communications to both parents and faculty/staff announcing a timeline for implementation. An exact date will be designated when distance learning will begin for Coastline's students.

The Head of School will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when Coastline might reopen for regular classes. As with the decision to close the campus, the decision to reopen the school for regular classes will be made with close consultation with the School Board.

We hope that the implementation of this DLP will never be necessary. However, in the event of school closure, it is important that this DLP describes Coastline's approach to distance learning, the channels we will use for communication, the online platforms we will employ by division, the roles, responsibilities, and expectations Coastline has for faculty, parents, and students, guidelines for how parents/guardians can support their children's learning, and a host of other priorities and considerations tailored to make the best of challenging circumstances. We will work with all school families to ensure that there are channels of communication.

Technology Systems to Support Distance Learning at CCS

With regard to the school's core technological and communications systems, Coastline offers the following FAQs to describe how we will communicate and manage learning in the event this DLP is implemented.

How will Coastline communicate with parents, students, and faculty/staff in the event of an extended campus closure?

Coastline will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation. The table below describes these systems:

Channel	Audience	Description & Access
Email	Faculty, Staff, Parents, Students	Emails will be used for all major communications and announcements, including those from the Head of School. Faculty will also use emails to communicate, although they will use other platforms to interact with their students as well.
Google G Suite	Students across Elementary and Middle School	Google G Suite (including Gmail, Docs, Classroom, etc.) will continue to be the platform used by many teachers.
School Website	General public	Coastline will maintain general information for school families & the public at www.coastlinechristian.org
RenWeb	Parents and Students	RenWeb is the online program that we use to post grades for all assignments and sometimes send emails.

How will Coastline ensure that students have access to these tools from off-campus?

K-5 students should bring core subject textbooks or workbooks (English, math, history, Bible) home each night. Students in grades 6-8 should also bring their Chromebooks and core textbooks home every night. In the event that campus closure seems likely, teachers will attempt to ensure all students in grades 6 through 8 bring their Chromebooks and chargers home. Also, most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, computers, phones, etc. in the event that they cannot access their school Chromebooks.
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Eight Distance Learning Guidelines for Teachers

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback, how to design lessons and assignments that are authentic and meaningful, and how to ensure students continue to collaborate and communicate with others. The eight guidelines provided below are intended to help teachers across all divisions reflect on challenges they'll confront in shifting to distance learning.

1—At Coastline, we know our students and they know we care.
Coastline's commitment is to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to the implementation of this DLP, students may be stressed or worried. Before diving into the curriculum, take the time to assess students' mental, physical, and emotional well-being. How are they doing? How are their families?

2—Evaluate our students' conditions for distance learning.
While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary and should avoid assumptions about limitations or restrictions students are facing. Ask students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

3—Stick with the familiar.
Especially in the first weeks after moving to this DLP, teachers should continue using existing communication channels and learning management systems. In other words, **stick with what's familiar to our students.** Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences.

4—Less is more.
Should Coastline implement this DLP, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and the volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

5—Seize the moment; embrace new opportunities and possibilities for your students.
Years or decades from now, how will our students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts,

worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

6—Design asynchronous learning experiences.

When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time). For example, teachers can use familiar discussion forums/threads or tools like Google Docs or Kahoot to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

7—Design synchronous learning experiences.

When it comes to student engagement and learning, relationships matter as much online as they do in person. If Coastline's campus is closed, students will be able to gather for synchronous learning times via Google Meet, an online video conferencing platform. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning.

8—Think differently about assessment.

Assessment is one of the most challenging adjustments for teachers new to online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to **think differently about the frequency and end goal of assessment** instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

Ten Guidelines for Parents Supporting Distance Learning

The transition to distance learning may be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

1—Establish routines and expectations.

From the first day Coastline implements its DLP, parents need to establish routines and expectations. All students will log onto their Google Classroom accounts each day of distance learning for attendance. Younger (K-3) students need help from parents to log on each day. Attendance will be taken and students will be responsible for all assignments given. Coastline encourages parents to set regular hours for their children's schoolwork. Students should begin their studies at 9:30am and then work for a few hours, taking breaks when needed. You may find that your child(ren) will finish their studies quickly at home without the distractions of classmates. It is fine for online instruction days to be shorter than a normal school day. Keep normal bedtime routines for younger children and expect the same from your Middle School-aged students, too. (Don't let them stay up late and sleep in late!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

2—Define the physical space for your child's study.

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if this DLP is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. If you do not have wifi access in your home, you have several options: 1) go to a trusted neighbor's house, 2) ask to borrow a neighbor's wifi access code, 3) bring your child to work if possible, 4) call the school or teacher to ask for ideas or help.

3—Monitor communications from your children's teachers.

Teachers will communicate with parents through email. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the online platforms (e.g. Google Classroom, Google Docs,Google Meet, etc.) their teachers are using.

4—Begin and end each day with a check-in.

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask

what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal), but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early before students fall behind or begin to struggle.

5—Take an active role in helping your children take responsibility for their learning.
In the course of a regular school day at Coastline, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your child takes responsibility for his/her own work. <u>Don't complete assignments for your children, even when they are struggling.</u>

6—Establish times for quiet and reflection.
A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distractions. Parents may even experiment with noise-canceling headphones (no music necessary) to block out distractions.

7—Encourage physical activity and/or exercise.
Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Coastline's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

8—Remain mindful of your child's stress or worry.
One thing is for certain: Coastline will only implement this DLP if a serious emergency has occurred. Should this happen, it is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to your child's teacher should he/she experience high levels of stress or worry.

9—Monitor how much time your child is spending online.

Coastline does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Teachers and administrators will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

10—Keep your children social, but set rules around their social media interactions.

There's always excitement and uncertainty when there is a significant change to a routine, like school. If Coastline implements this DLP, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as Snapchat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. Middle School students' Chromebooks should only be used for school learning purposes. Coastline asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

Roles and Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of students and parents are delineated below.

Student's Roles and Responsibilities
• Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule or establishing a 9:30 a.m. start) • Identify a comfortable, quiet space in your home where you can work effectively and successfully • Regularly monitor online platforms (Google Classroom, email, etc.) to check for announcements and feedback from your teachers • Complete assignments with integrity and academic honesty, doing your best work • Do your best to meet timelines, commitments, and due dates • Communicate proactively with your teachers if you cannot meet deadlines or require additional support • Collaborate and support your CCS peers in their learning • Comply with CCS's Acceptable Use Policy, including expectations for online etiquette • Proactively seek out and communicate with other adults at CCS as different needs arise (see below)

For questions about...	Contact
A course, assignment, or resource	The relevant teacher
A technology-related problem or issue	Coastline's IT department via email-based support rickywong@ccs-rams.org, stephenyuen@ccs-rams.org, davelandis@ccs-rams.org
A personal, academic, or social-emotional concern	Catherine Verango at catherineverango@ccs-rams.org, relevant teacher, or administrator
Other issues related to distance learning	The relevant teacher or any administrator

Roles and Responsibilities During Distance Learning (Continued)

Parent's/Guardian's Roles and Responsibilities
Provide support for your children by adhering to the 10 Guidelines for Coastline's Parents as well as you can: • Establish routines and expectations, signing into the account daily • Define the physical space for your child's study • Monitor communications from your children's teachers • Begin and end each day with a check-in • Take an active role in helping your children process their learning • Establish times for quiet and reflection • Encourage physical activity and/or exercise • Remain mindful of your child's stress or worry • Monitor how much time your child is spending online • Keep your children social, but set rules around their social media interactions

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Elementary School Priorities and Considerations

• After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from Administration with specific information.

• The primary tools for communication between teachers and families will be emails, RenWeb, and Google Classroom. Google Meet may also be used for online face-to-face meetings.

• Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.

• Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K–2 will need higher levels of support than students in grades 3–5.

Elementary School: Approximate Daily Time Frames for Learning (may include work time, practice, and homework)

Kindergarten to Second Grade	
20–25 minutes (or more dependent on the 4 Language Arts subjects)	Reading/Writing/Grammar/Spelling
20–25 minutes	Mathematics
20–25 minutes	Science/History/Mandarin/Bible
Third to Fifth Grade	
25–30 minutes	Reading/Writing/Spelling/Grammar
25–30 minutes	History
25–30 minutes	Mathematics
25–30 minutes	Science/Mandarin/Bible
All Elementary School Students	
Specials– Art, Music, and Physical Education	Art, Music, and PE teachers will provide a range of activities that can continue to support the current program

Flex Learning	AR Reading / Reading aloud and independent **daily** reading minutes
	    ○ K-1st: 10 minutes
	    ○ 2nd: 15 minutes
	    ○ 3rd-5th: 20 minutes
	Board games & challenges with math, strategy, and critical thinking

Middle School Priorities and Considerations

• After receiving initial notice from the Head of School about school closure and timelines, families and students will receive an email from the Administration.

• The primary tool for communication between teachers and families is email, RenWeb, and Google Classroom. Students are encouraged to be proactive in reaching out to teachers when they have questions or when assignments are unclear.

• The primary tools for communication between teachers and students are email, Google Classroom, and Google Meet, an online video conferencing platform.

• Teachers will share resources using the Google Suite of tools (Gmail, Google Drive, Google docs, Google classroom, etc.) or the online platform the teachers have chosen to use for their instruction.

• Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.

• Resources vary by class and lesson, but may include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources and reading materials including ebooks.

• Our Director of Life Transformation (Cat Verango) and Administrators are available to support students with academic, social, or emotional needs. Please initiate contact by email.

Middle School: Approximate Daily Time Frames for Learning

Grade Level: 6th-8th Approximate Time per Class	
30 minutes	English
30 minutes	Math
30 minutes	History
30 minutes	Science
Not daily, see DL schedule created by teachers	Bible
30 minutes	Mandarin
	Specials– Art, PE, Health, and Technology: teachers may provide activities that continue to support the current program

Flex Learning
● Independent & self-directed
● For the sake of learning
● No time limit/requirement
	● AR Reading (quizzes won't be possible yet)
	● Read for pleasure
	● Be active
	● Explore personal interests/passions
	● If it is safe (with parental permission)
	    ○ Explore local sights
	    ○ Seek out social interaction