

CLA DISTANCE LEARNING PROGRAM

CHRISTIAN LIBERTY ACADEMY DISTANCE LEARNING PROGRAM

Christian Liberty Academy is 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 that Distance Learning may become necessary. We must acknowledge that our approach to distance learning cannot replicate the interaction that happens when school is in regular session (the invaluable social interaction, real-time, in-person feedback, community and extracurricular events, and so on). However, we do acknowledge that quality learning can occur from a distance as long as all parties in the process are actively engaged.

The purpose of this document is to describe the actions Christian Liberty Academy (CLA) will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Learning Program (DLP) to accomplish three goals K–12 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 remain 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 CLA's campus is closed and this DLP is implemented, the Director 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 CLA students.

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

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

With regard to the school's core technological and communications systems, CLA offers the following FAQs to describe how we will communicate and manage learning in the event this DLP is implemented. How will CLA communicate with parents, students, and faculty/staff in the event of an extended campus closure?

CLA 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:

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CHANNEL	AUDIENCE	DESCRIPTION & ACCESS
Email – ALMA	Faculty, Staff, Parents, Students	Students email will be used for all major communications and announcements, including those from the Administration. Faculty will also use email to communicate, although they will use other platforms to interact with their students.
Google Suite	Kindergarten - 12 th Grade	Google GSuite (including Gmail, Docs, Classroom, etc.) will continue to be the platform used by many teachers.
Zoom	Kindergarten – 12 th Grade	Zoom is an online video conferencing platform that allows for live group meetings, hosted by teachers.
Classdojo	Preschool – 5 th Grade	Lower School ¹ teachers and students will continue to use Classdojo and other apps they are already familiar with.
clahawaii.org	General Public	CLA will maintain general information on its closure status for the public at clahawaii.org

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

All of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc. in the event that they cannot access their personal device CLA will seek to provide assistance.

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

¹ Lower School / Lower Campus - P3 - 5th grade

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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 CLA we know our students as individuals and they know we sincerely care

CLAs commitment is to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to implementation of this DLP, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families?

2—Evaluate your 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 they should avoid assumptions about limitations or restrictions students are facing. Ask your 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 your 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

When CLA implements 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 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 your 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/thread or tools 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 CLA's campus was closed, students will be able to gather for synchronous learning times via Zoom, 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.

The guidelines above are modeled directly on the DLP of the American International School of Japan, with our gratitude.

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 CLA implements its DLP, parents need to establish routines and expectations. CLA encourages parents to set regular hours for their children's school work. **Upper School students (6th-12th)²** should plan to follow the designated modified schedule using the individualized Zoom meeting schedule. For Lower School students, we suggest students begin their studies at 8:00 a.m. Keep normal bedtime routines for younger children and expect the same from your Upper School-aged students, too. (Don't let them stay up late and sleep in!) 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

² Upper School / Upper Campus - 6th - 12th grade students

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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.

3—Monitor communications from your children’s teachers

Teachers will communicate with parents through email, when and as necessary. 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. ALMA, Google GSuite, Zoom 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 process and own their learning

In the course of a regular school day at CLA, your child 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 own their work; don’t complete assignments for them, even when they are struggling.

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 distraction. Parents may even experiment with noise-cancelling 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. CLA’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: CLA 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

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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 counselor should he/she experience high levels of stress or worry.

9—Monitor how much time your child is spending online

CLA 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. Deans, counselors or teachers 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 CLA 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 an 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. CLA 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.

The guidelines above are modeled directly on the DLP of the American International School of Japan, with our gratitude.

Roles & 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 Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule or establishing an 8:00 a.m. start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Email, Google Classroom, Zoom, etc.) to check for announcements and feedback from your teachers
- For Upper School Students: Attend class meetings via Zoom according to your modified schedule.
- Zoom Class Expectations: When attending a zoom class, students must
 - Dress in CLA Dress Code
 - Sit at a desk or table (not on a bed or couch)
 - Communicate and behave with the same respect and consideration you would use in the classroom
- Zoom Classes Will Be Recorded in order to provide additional resources for students and to monitor behavior
- Complete assignments with integrity and academic honesty, doing your best work

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- 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 CLA peers in their learning
- Comply with CLA's Technology Policy, including expectations for online etiquette
- Proactively seek out and communicate with other adults at CLA's as different needs arise (see below)

ISSUES	CONTACT
Course assignment or resource	Teacher
Technology related problem or issue	CLA I.T. Department aarakaki@clahawaii.org or dshrinski@clahawaii.org
a personal, academic or social-emotional concern or other problems related to Distance Learning	School administrators. Preschool – Mrs. Pereira dpereira@clahawaii.org Elementary – Mrs. Shrinski ashrinski@clahawaii.org Junior High – Mr. Shrinski dshrinski@clahawaii.org High School – Mr. Rimel trimel@clahawaii.org

Parent/Guardian Roles & Responsibilities

Provide support for your children by adhering to the 10 Guidelines for CLA Parents as well as you can:

- Establish routines and expectations
- 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
- For Lower School, parents should consult the email from their child's grade level teacher for instructions on how to access distance learning resources.

QUESTIONS ABOUT	CONTACT
A course assignment, resource	Teacher
Technology related problem	CLA I.T. Department aarakaki@clahawaii.org or dshrinski@clahawaii.org
a personal, academic or social-emotional concern or other problems related to Distance Learning	School administrators. Preschool – Mrs. Pereira dpereira@clahawaii.org Elementary – Mrs. Shrinski ashrinski@clahawaii.org Junior High – Mr. Shrinski dshrinski@clahawaii.org High School – Mr. Rimel trimel@clahawaii.org

Preschool – 5th Grade Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the Administrators with specific information.
- The primary tools for communication between teachers and families will be Email, Class dojo, or Google Classroom.
- 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.
- Parents should consult the email from their child's grade level teacher for instructions on how to access distance learning resources.

Kindergarten - Second Grade	
20-25 minutes – per day	Reading/Writing/vocabulary
20–25 minutes – per day	Mathematics
20–25 minutes – twice per week	Science
20–25 minutes – twice per week	Social Studies
20-25 minutes – twice per week	Special Activities – art, music, projects

Independent Reading Program (out loud) -Kin – 10min per day / 1st – 10min per day / 2nd – 15min per day

Third Grade – Fifth Grade	
30-35 minutes – per day	Reading/Writing/vocabulary
30-35 minutes – per day	Mathematics
20–25 minutes – twice per week	Science
20–25 minutes – twice per week	Social Studies

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20-25 minutes – twice per week	Special Activities – art, music, projects, board games and math challenges	
Independent Reading Program (out loud) -3 rd – 20min per day / 4 th – 20min per day / 5 th – 20min per day		

Upper School Priorities & Considerations

- After receiving initial notice from the Administration about school closure and timelines, families and students will receive an email from the Administration with division-specific information.
- The primary tool for communication between teachers and families is email.
- The primary tools for communication between teachers and students is email and Zoom, an online video conferencing platform. Students are required to attend Zoom class meetings; attendance will be taken.
- Zoom Class Expectations: When attending a zoom class, students must:
 - Dress in CLA Dress Code
 - Sit at a desk or table (not on a bed or couch)
 - Communicate and behave with the same respect and consideration you would use in the classroom
- Zoom Classes Will Be Recorded in order to provide additional resources for students and to monitor behavior
- Teachers will also share resources using the Google Suite of tools (gmail, google drive, google docs, **google classroom**, google sites) or the online platform they have chosen to use for their course.
- 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 will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including ebooks.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Administrators are always available to support students with academic, social, or emotional needs. Please initiate contact by email.

Upper School: Approximate Time Frames for Learning & Resources

Grade Level	Approximate time in class. Includes zoom contact and homework time	
Grades 6 th – 8 th	40 minutes per day core subjects: English, math, science, history	

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Grades 6th – 8th	Electives 90 minutes per week Bible, PE	
Alternative Learning	<p>Independent & self-directed •</p> <p>For the sake of learning</p> <ul style="list-style-type: none"> • No time limit/requirement • Read for pleasure • Be active • Explore personal interests/passions • If it is safe... - Explore local sights - Seek out social interaction 	
Grades 9th – 12th	45 minutes per day core subjects: English, math, science, history, Foreign Language	
Grades 9th – 12th	Electives 90 minutes per week Bible, PE, Productions, Journalism, Nutrition	
Alternative Learning	<p>Independent & self-directed •</p> <p>For the sake of learning</p> <ul style="list-style-type: none"> • No time limit/requirement • Read for pleasure • Be active • Explore personal interests/passions • If it is safe... - Explore local sights - Seek out social interaction 	