



## Platform(s) & Technology Plan 2020-2021

Committee Name: Teaching and Learning, Subcommittee: Platform(s) and Technology

Goal: To support students online in a post-COVID learning environment online and in-person, and to streamline communication of lessons, grades, and homework.

### Google Classroom

In an effort for consistency across grade-bands, K-8 will use Google Classroom as a learning management system. The purpose of Google Classroom is to streamline lessons, assessments, and communication from teacher to student.

### Teacher Guidelines

Management	<ul style="list-style-type: none"> <li>- Use common language when naming classes</li> <li>- Universal template for slide decks by grade level</li> <li>- Utilize Calendar/ Due Dates feature of Google Classroom (train students to do so too)</li> <li>- Specials teachers should utilize Google Classroom as a tool as well, and should invite the cohort/homeroom teacher to be a co-teacher.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>- Grade Band appropriate Google Classroom Orientation for students and parents, training video should be made</li> <li>- Common Supportive Platforms (i.e. IXL, Flipgrid, Brainpop) across grade bands</li> <li>- Utilize a google doc to compose an email for families, set time/frequency it's sent. Chose point person from that grade level that will send</li> </ul>

### Behavior

Students will be expected to adhere to a set of standards established to enhance student well being during distance learning. In an effort to provide for the social-emotional well being, their spiritual growth, and their academic achievement teachers will work to support students by holding them accountable for these standards.

**Student Norms**

**Rationale**

**Troubleshooting**

★ Establish a location in your home to serve as your learning space.	→ In addition to being prepared each day, it allows you to “leave school” when the workday is over.	<ul style="list-style-type: none"> <li>❖ First, make sure it's not a browser issue (e.g., Google Chrome), and try a different browser to see if this solves the problem. If so, then you need either to update your regular browser or clear its history, cookies, and cache.</li> <li>❖ If after updating your browser or other browsers don't work, make sure it isn't your computer. Restart your computer. If the error persists, try logging in from a different computer to see if you receive the same error message.</li> <li>❖ Read log error messages and record problem specifics and forward this to tech support and your instructor. Take a screenshot, if possible, to illustrate the exact problem.</li> <li>❖ Remember that your peers can help you, too!</li> <li>❖ Last, after someone (or you) fixes the problem, make sure you refresh/reload the Web page, as the system will remember and display the exact same page (with errors) you were looking at the last time you logged in.</li> </ul>
★ Set up your space to include the necessary supplies and schedules. (paper, books, pens, pencils, charger, passwords etc.)	→ Executive functioning is an important component of education, ability to focus, and success in creating a fluid workflow. This provides for helping to develop those skills.	
★ Google meets should be attended from a desk/table setting, with students sitting upright and attentive.	→ During times of quarantine, students need interaction and engagement to maintain strong mental and emotional health. In addition student's developing bodies need development in their core to establish and maintain motor skills that are necessary for success.	
★ Students should be fully clothed and avoid things that are distracting to themselves or others (blankets around the head, toys, basketballs, video games, eating, etc.)	→ Teaching and learning require a level of self-control, concentration, and self-discipline and therefore ALL efforts should be made to minimize distractions in an effort to enhance learning and success.	
★ Stay on mute, raise your hand to participate. When called on by the teacher, turn mute off.	→ Normal household noises can be distracting to students and teachers.	
★ Leave your camera on and focused on you.	→ This allows him/her to know when you need a brain break, or when you have a question or comment. Engagement is enhanced when teachers and friends can see one another.	

### Ren-Web

Ren-Web is our school-wide student information system. Ren-Web serves many purposes within the school. Three that impact our focus are grade reporting, lesson plan reporting, and communication.

Although grades are shown for assignment in Google Classroom, the official grade is reported in Ren-Web. A teacher may decide to curve a grade based on class performance on an assessment or might throw out a question. This is always in the students' favor. Also, not all assignments in Google Classroom will be taken for a grade. In addition, in an in-person and blended model, there will be assignments that aren't on Google Classroom.

Teachers record lesson plans and homework in Ren-Web. This allows them to communicate and document learning targets and procedures. Lesson plans and homework are available for parents to view, whereas Google Classroom provides the actual assignments for students.

Teachers can send out emails to parents and students via Ren-Web.

### Guidelines

Grading	<ul style="list-style-type: none"> <li>- Establish due dates that allow for timely feedback and drive future instruction</li> <li>- Establish consistency in grading by age group (e.g. primary, intermediate, etc.)</li> <li>- Communication of extremely low grades must be made as early as possible with the administration and the parents.</li> <li>- All student grades below a C in a class <b>must</b> be communicated with administration and parents prior to making report cards available to parents. (As per the Faculty and Staff Handbook section 114).</li> <li>- If there is a concern about lack of or poor participation, contact the parent and alert the Dean of Students (and Learning Strategies teacher, when applicable) as soon as possible.</li> </ul>
Lesson Plans/ Homework	<ul style="list-style-type: none"> <li>- Posted 24 hours in advance, email sent if plans change</li> <li>- Be clear in what is assigned for that day, provide instructions, and other details (completion dates, assessment criteria, etc.). Some assignments may take a few days to complete if they require students to create. (Instruction should continue to take place via videos, meets, etc.)</li> <li>- Provide an idea of how long each activity should take noting that students WILL work slower at home without a professional keeping them on task (encourage parents to let you know if students are working much longer).</li> </ul>
Email	<ul style="list-style-type: none"> <li>- Try to limit emails to important messages only. Parents should be able to reference Google Classroom or Ren-Web Lesson Plans and Homework.             <ul style="list-style-type: none"> <li>- Grades 3-5 who are departmentalized should collaborate on parent communications and email parents as a grade level. It is recommended that co-teachers rotate.</li> <li>- All Middle School work will be posted on Google Classroom and Ren-Web Lesson Plans and Homework</li> </ul> </li> </ul>

### Facebook Closed Groups (PreK-2nd)

In an effort for consistency across grade-bands, those grades who use closed Facebook groups will utilize groups set up within the Christ the King School official account. This will allow for consistent naming across groups.