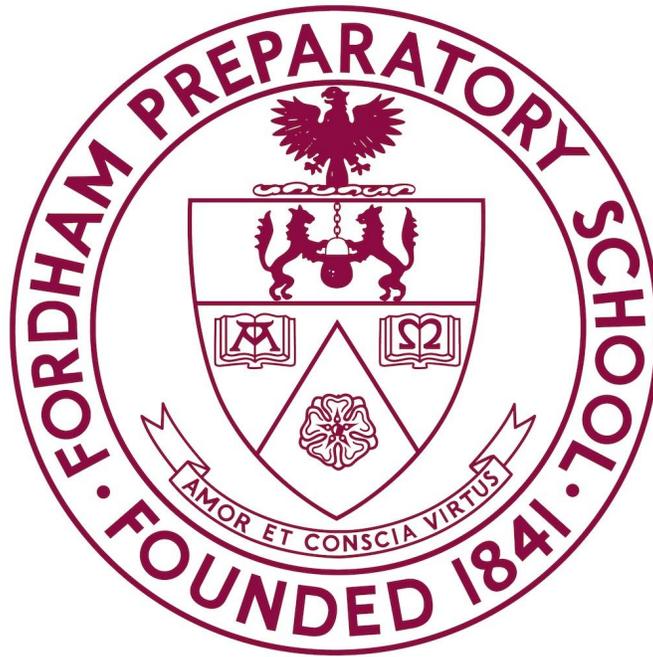
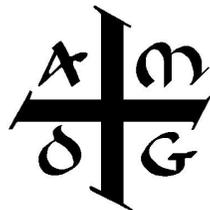


Fordham Preparatory School

Distance Learning Plan



Guidelines for Faculty



Updated as of March 15, 2020

The Administration of Fordham Prep may make adjustments to this plan as needs dictate.

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Introduction

The purpose of Fordham Prep’s Distance Learning Plan is to continue the momentum of academic learning from remote locations when in-person, face-to-face classes are suspended. This protocol will go into effect on a specific date determined by the Fordham Prep administration for a suspension expected to last five or more days. Students should expect to engage in academic work on a regular basis. Teachers may assign four days of work each week of distance learning, and five days for AP courses.

In case of an extended suspension of in-person classes, teachers will use the first day to finalize content for distance learning and will reach out to families about their students’ distance learning plans. Students should not expect to have academic work on that first day and follow instructions in Schoology.

Distance learning will take many forms depending on grade level and subject area. These experiences may look and feel very different than a student’s typical in-person classroom experience—learning experiences will vary in ways that are developmentally appropriate and instructionally feasible.

Unlike typical school days when students meet together at a particular time of day, students often experience distance learning differently. In some cases students will learn asynchronously or on their own time; in other cases, classes will meet synchronously, or virtually in real time, in order to continue the in-class, group-learning experience. Some classes will use a combination of both. In all cases, faculty should clearly communicate expectations to students, all of whom are responsible for daily work.



Current Distance Learning Calendar

- Fordham Prep’s Distance Learning Plan will go into effect for students on **Tuesday, March 17, 2020** until further notice. Faculty will use Monday, March 16, 2020 to finalize their weekly distance learning plan for each class and post assignments on Schoology by 3:30 p.m.
- The administration of Fordham Prep will send all faculty, staff, students, and parents/guardians an update about the status of the duration of distance learning by 5:00 p.m. on Friday, March 20, 2020.
- All updates regarding Fordham Prep’s response to the outbreak of COVID-19 (coronavirus) can be found on our webpage at fordhamprep.org/covid19

Distance Learning: Key Terms

Asynchronous: Students learn at different times on their own schedule within the parameters set by individual teachers. Communication with the teacher and other students in class is not live. This method provides a convenient and flexible approach to student engagement throughout the week. It allows students to work at their own pace. Examples of asynchronous learning: email, screencasts, videos, discussion board posts/comments.

Synchronous: Students learn at the same time in a virtual class or consultation session with their teacher and peers. Communication happens in real time. This method engages all at a specific date and time as organized by the distance learning schedule and determined by individual teachers. It allows for instant feedback and clarification. Examples of synchronous learning: video conferencing, live chat, live streamed videos.



Platforms

- All grade levels and classes will use [Schoolology](#) for learning engagements.
- All materials, lessons, resources, and online tools will be posted on, or linked to, Schoolology.
- Teachers of core subjects will keep and post a weekly schedule for digital class / consultation / office hours at least once a week for 20-30 minutes a session. At the teacher's discretion, he or she will be available during this synchronous time through one of the following options: email, Schoolology Discussion Board Forum, Zoom, Google Chat, and/or Google Meet. These meeting times will be posted on Schoolology and follow the [Weekly Schedule for Distance Learning](#).
- Platforms should be familiar to students already and should be considered their online home base during the time of distance learning. It is best practice to continue using platforms that students are already comfortable with as much as possible. Choose and stick with a limited number of tools. All materials and tools should be posted to Schoolology for easy student access.

Distance Learning Guidelines for Faculty

- Teachers should design weekly plans for their respective classes that take into consideration a student's course load of 6 to 7 classes. The workload planning function on Schoology is a helpful tool for seeing the big picture of your students' academic commitments in a given week.
- Students should engage daily in one lesson per academic class that will be 40-60 minutes in length. The distinctions of "classwork" and "homework" may not apply. Teachers should design a combination of direct instruction through content (e.g., video/audio created by you or from credible and authoritative sources) and submission of assignments that ideally incorporate elements of the Ignatian Pedagogical Paradigm (context, experience, reflection, action, evaluation).
 - Lessons will be posted on Schoology by 3:30 p.m. the afternoon before.
 - Student work should be submitted in the manner identified by the teacher. Teachers should require at least one digital deliverable assignment per week, but may require more than one as per their discretion.
 - Work should be submitted no later than 11:59 p.m. on the due date assigned by the teacher. All assignments and deadlines must be posted on Schoology course pages.
 - Students and teachers are expected to monitor their Schoology course pages and calendars each day.
 - College-prep, honors, and advanced honors classes: Students should expect to spend up to 40-60 minutes per day per class (4 days per week).
 - Advanced Placement (AP) classes: Students should expect to spend up to 40-60 minutes per day per class (5 days per week).
 - Certain courses do not easily translate to a purely online learning format. Teachers of such courses may choose (but are not required) to assign several short assignments (15 minutes) or one longer assignment per week (up to 60 minutes) if such activities are meaningful and relevant to course objectives. These classes include Visual and Performing Arts, Counseling, and Physical Education/Health.
- School Counselors and College Counselors will maintain a schedule of online availability and have individual meetings by appointment if necessary. Students should be in communication with their counselor(s) if they find themselves struggling with academic work or anything else.
- Teachers of core subjects will keep and post a weekly schedule for digital class / consultation / office hours at least once a week for 20-30 minutes a session. At the teacher's discretion, he or she will be available during this synchronous time through one of the following options: email, Schoology Discussion Board Forum, Zoom, Google Chat, and/or Google Meet. These meeting times will be posted on Schoology and follow the [Weekly Schedule for Distance Learning](#).
 - Joining information for each meeting will be posted as an assignment in Schoology.

- Some teachers may require their meetings and others may designate optional times. Teachers should be clear in their expectations and students should note differences accordingly.
- Teachers of the same course should approach instruction and workload similarly. Teachers should work in teams to ensure consistency across courses.
- Teachers should be prepared to give regular feedback and to gauge student participation daily.
 - When a serious lack of engagement or struggling is noticed, teachers should communicate directly with those students and their parents. Parent contact information is available in PowerSchool.
 - After the second day of inactivity, teachers should notify the student’s counselor and the Assistant Principal for Academics and Student Life.
 - Gradebooks on PowerSchool will remain public during this time. Teachers should update gradebooks as work is graded.
- Partner and group work should not be assigned.
- Be flexible with deadlines for students with documented illnesses. The Assistant Principal for Academics and Student Life will regularly communicate short-term student illness to faculty. He will also continue to utilize Student Information Forms for important communications regarding individual students.
- Rubrics should be provided whenever possible.
- Maintain a healthy work/life balance for yourself. Keep lines of communication open within departments, with administration, and with counselors.
- Adjust expectations. This will be a new experience for most teachers and students as this is a major disruption in routine. Show understanding and flexibility whenever possible.



Weekly Schedule for Distance Learning

Teachers of core subjects will keep and post a weekly schedule for digital class / consultation / office hours at least once a week for 20-30 minutes a session. At the teacher's discretion, he or she will be available during this synchronous time through one of the following options: email, Schoology Discussion Board Forum, Zoom, Google Chat, and/or Google Meet. These meeting times will be posted on Schoology and follow the schedule below. There is a flex period to allow room for alternative times for teachers, especially to assist students who may take two courses in one academic department.

	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Window	All work posted on Schoology by 3:30 p.m. the afternoon before.				
9:00 - 9:30			Mentoring	Council Meeting	Faculty Meeting
9:30 - 11:00	English	Religious Studies	Visual and Performing Arts	Science	Mathematics
11:00 - 12:30	Classical and Modern Languages	Social Studies	Counseling	Classical and Modern Languages	Social Studies
12:30 - 2:00	Science	Mathematics	PE / Health	English	Religious Studies
2:00 - 2:45	Flex period for potential class conflicts				
	All student work submitted by 11:59 p.m.				



Communication

- Email may also be used for communication between students and teachers. Emails must be sent to and from Fordham Prep email addresses. Teachers will make every effort to respond to a student (or parent) email within 24 hours during regular school hours from Monday through Friday.
- Parents/guardians may also contact teachers during the distance learning period. Teachers are encouraged to schedule weekly summary communications to parents in each class section. Teachers can find parent email lists by class section through PowerTeacher Pro.
- Daily Announcements and Prayer will continue to be communicated during distance learning.
- Email, text, Google Meet, or Zoom will be used for ongoing communication among administration, faculty, and staff.
- Faculty should be available for a weekly virtual meeting at 9:00 a.m. on Friday each week. Administration will communicate the platform through email and/or calendar invitation.
- Departments should schedule a weekly meeting via Google Meet, Zoom, or other platform. Each department chair will coordinate this effort.
- If a faculty member is sick or unable to engage in digital work due to emergency, family commitments, or power/internet disruption, he or she should send an email to Tina Porco, Chad Broussard, and Dennis Ahern by 8:30 a.m.
- If a student is sick or unable to engage in digital work due to a power/internet disruption, parents will notify the Assistant Principal for Academics and Student Life and the Attendance Office. Notice of daily student absences will be shared with faculty via email/Google Doc.

Other Important Information

- Our goal is not to recreate the typical 8:30 a.m. - 3:00 p.m. school-day experience. Students will participate in more independent learning and may have reduced direct instructional time with their teachers. Taking into account the disruption of a prolonged suspension of in-person classes, our faculty will do their best to balance quality and quantity. We will prioritize delivering high-quality and meaningful experiences for our students, rather than simply trying to fill the hours of a full school day.
- Functions like grading, assessment, attendance and homework may be different than the typical in-class framework. Teachers will share expectations around these topics with their students and families for each class or grade level.
- Fordham Prep recognizes that families have different resources available at home. The administration and faculty will work with students and families individually to ensure that all learning opportunities are equitably available for all students in class. Specific concerns about student and family resources (e.g., computers, internet access, etc.) should be brought to the attention of Chad Broussard, Assistant Principal for Academics and Student Life.

Distance Learning Best Practices for Faculty

DO:

- **Make things simple.** Whenever possible, use technologies with which your students are familiar. Set up routines or patterns that a student can follow every day. Keep your primary course site/resource clean and simple.
- **Set clear expectations.** Do you expect students to login daily? How and how often will you be communicating with students and where should they look to find your communications? How should students seek help?
- **Provide clear, detailed instructions.** This begins with login and navigation instructions.
- **Provide detailed assignment instructions, deadlines, and submission protocols.**
- **Clearly articulate desired learning outcomes.**
- **Don't underestimate the importance of teacher proximity.** Record short videos to stay connected. Schedule online office hours. Send daily/frequent class notes to reinforce expectations and routines.
- **Demonstrate real care and concern.** Assuming a two-week window, make it a goal to send a personal note to every student. (Examples: "I appreciate your hard work." "Great job on yesterday's homework." "Just wanted to check in. How are you holding up?")

DON'T:

- **Long recorded lectures.** Students won't watch. The hour it takes you to create would be better used assessing and communicating.
- **Use social media tools** unless you have a *very* well constructed plan.
- **Require group work.** Quality online group work takes time to develop and it is often quite messy. Noting that this is a temporary experience, save yourself (and your students) the time and frustration. If you are looking for ways of maintaining community, use a forum or synchronous web conference instead.



Best Practices for Digital Learning

Content Delivery	Learning Activity	Digital Deliverable
<p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Reading (textbook or other) ● Video from internet source ● Podcast ● Teacher-made video ● Lecture notes/slides ● Online articles/materials ● Student research ● Video demonstration 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Online discussion ● Video or audio responses to questions ● Skills practice ● Writing ● Physical practice ● Drawing or sketchnotes ● Collaborative work ● Research-based activity ● Interviewing a family member ● Practicing with a friend via FaceTime ● Video or audio project ● Developing a presentation ● Portion of a larger project ● Create a Quizlet ● Animation ● Digital collage 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Daily practice exercises ● Reading quiz (online) ● Posts in online discussion ● Photo/scan of completed assignment ● Research or practice log ● Draft of written assignment ● Video or audio project ● Written response ● OneNote Distribute Page Mechanism
<p><u>Places to find online content:</u> Online databases Digital textbooks Open Source sites TED Talks YouTube Channels LibGuides Newsela Actively Learn Khan Academy</p> <p><u>Tools for Content Creation:</u> Screen record function on iPad Adobe Spark Video Clips Recording Voice on PowerPoint Schoology Pages Swivl EdPuzzle (for tracking video access)</p>	<p><u>Some Tools for Student Activities:</u> Screen record function on iPad Adobe Spark Video Clips Recording Voice on PowerPoint Flipgrid Schoology online discussions Google Docs or Slides Padlet Quizlet Sketches School Notability Keynote or PowerPoint Voice Memos Pages or Word PicCollage Trello iMovie</p>	<p><u>Submission Tools:</u> Schoology OneNote distribute page mechanism Online tool attached to textbook Google Drive shared folder Video link posted in Schoology Trello Flipgrid</p>

Examples of Effective Distance Learning Assignments and Potential Deliverables

The most effective distance learning assignments

- Are a continuation of the work already being done in class
- Involve creativity, reflection, and action
- Effectively use Schoology and other appropriate digital tools
- Have clear, concise, easy-to-follow instructions
- Realistically take the required amount of time to complete
- Do not require students to travel or have access to materials they may have left at school

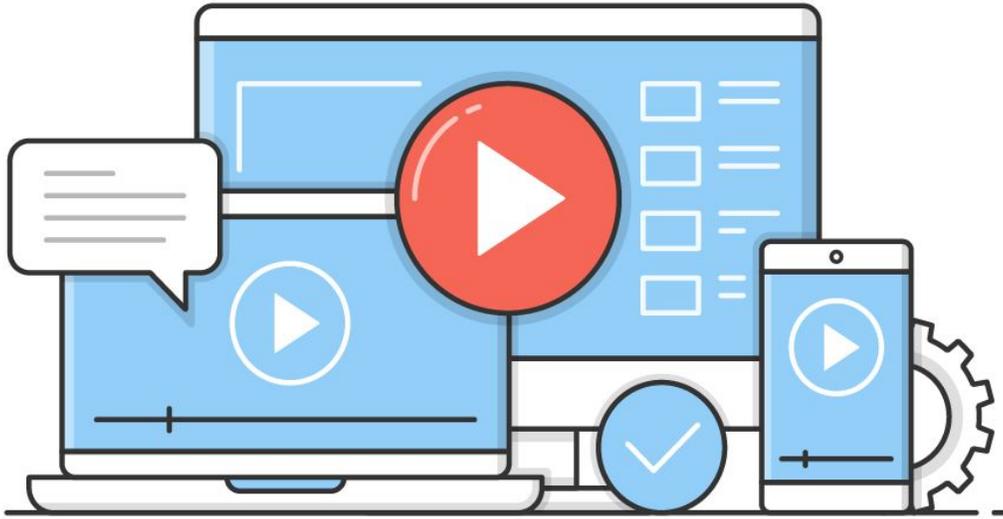
Example Assignment	Potential Deliverable
Take a walk. Notice biological systems in your neighborhood and take pictures of them.	Post a picture/explanation of the most interesting discovery you made to a Schoology discussion.
Complete a short set of math practice problems based on a concept learned in class.	Submit the practice problems to a Schoology assignment or through an online math program.
Choose one of the current political issues discussed in class. Find a read a meaningful article about that issue.	Post a one-page summary of your article, including citation. Be prepared to share your discoveries in class.
Watch a short, engaging video (10 minutes or less) that relates to a topic discussed in class.	Briefly answer 2-3 reflective questions and submit your answers to Schoology.
Create a study guide or study activity (e.g. Quizlet) for an upcoming test (individual or collaborative).	Submit the guide/activity or share it digitally with the teacher.
Complete a physical activity related to a unit in Physical Education class.	Submit a log or photo demonstrating completion.
Find at least three sources to add to your research log for an ongoing research project.	Submit a brief list of the sources with citations and a short summary for each.
Engage in a 15-minute mindfulness activity of your choice.	Submit a brief reflection of your experience.
Require a 250 Word Reflection as a Check for Understanding.	Submit a brief reflection of your understanding of content.
Conduct a phone interview on a topic.	Submit a short analysis and discoveries.

Avoid (based on best practices) ...

- Assignments (worksheets, etc.) that lack connection/relevance and/or are assigned to fill time.
- Large papers/projects/presentations, unless students are asked to complete a portion of one.
- High-stakes or complex assignments based on new content or skills that students have not previously experienced.

Best Practices for Videos

Teacher Videos	Student Videos
<ul style="list-style-type: none"> ● Small chunks--<u>no longer than 10 min each</u> ● Visually interesting ● Use headphones with microphone when recording (Apple earbuds work great for this) ● Use simplest tool to avoid stress ● Keep it focused and concise ● Avoid being a “talking head” ● Change the visuals frequently and use interactive elements (e.g. drawing tools) ● Great option for demonstrating a specific concept or skill (e.g. how to write a thesis statement) 	<ul style="list-style-type: none"> ● No longer than 3 min each; shorter is possible ● Visually interesting ● Use headphones with microphone when recording (Apple earbuds work great for this) ● Use simplest tool to avoid stress ● Keep it focused and concise ● Avoid being a “talking head” ● Change the visuals frequently and use interactive elements (e.g. drawing tools) ● Great option for responses to questions or demonstration or understanding ● Submit <u>as a link</u> to Schoology or a shared Google Drive folder



Community Guidelines for Synchronous Videoconference

Students should follow these guidelines to ensure productive, respectful class time through virtual, distance learning platforms, such as Google Meet, Zoom, etc.

1. **Show up on time.** If teachers choose to hold a synchronous videoconference for class, it will take place during the class period time designated by each academic department within the [Weekly Schedule for Distance Learning](#). Students should log into the platform at the agreed upon time. They should be prepared with any needed materials and ready to learn. Teachers will take attendance.
2. **Mute your microphone immediately.** As soon as you log on to the platform, mute your microphone. This will avoid any excess background noise. Release the mute button when it is your turn to speak in the virtual class.
3. **Everyone is visible in a synchronous videoconference.** All participants should wear appropriate clothing. You should have your laptop in a common space of your home (e.g. kitchen, living room, etc.) not your bedroom, bathroom, or other inappropriate setting.
4. **Focus and engage.** It is easy to get distracted on your computer or your cell phone. Remember that this is class. You are responsible for the material presented in class. Keep your videoconference platform open and do not navigate to other tabs or webpages unless directed by your teacher. Make sure that the teacher is your main screen. If needed, you can pin the teacher to be the main focal point to ensure that you do not get distracted by your peers.

5. **If you have questions.** Type “question” in the chat feature. Follow your teacher’s directions about how to ensure that your voice is heard. Do not interrupt while someone else is speaking. Some teachers might alternatively prefer that you type in a question directly to the chat feature.
6. **Respect.** Seeing yourself on a screen can bring up vulnerabilities. Do not take a screenshot, picture, Snapchat, etc of your teacher or fellow students. Do not make any audio or video recordings. These behaviors violate our [Computer Services Acceptable Use Policy \(Handbook p. 94\)](#) and will result in disciplinary action. Teachers will communicate to the Dean of Students any inappropriate behavior that violates any school policy found in the [Fordham Prep Student and Parent Handbook](#). Disciplinary sanctions will be enforced if necessary.
7. **Support one another.** Students should not interfere with their teacher’s instruction and/or their classmates’ learning. Please do all you can to support this process. Remember that each student and the teacher are responsible for effective learning just as you would be if we were together in school.

Distance Learning Guidelines for Students

- Students and parents/guardians will receive their own version of Fordham Prep’s Distance Learning Plan. Most guidelines noted above will be included in a manner appropriate to their perspective, in addition to the following:
- All standards of student conduct outlined in the [Fordham Prep Student and Parent Handbook](#) remain in full effect during the time of distance learning.
- Students should keep the lines of communication open with their parents, teachers, and counselors during the time of distance learning.
- Daily Announcements and Prayer will continue to be communicated to all students and parents/guardians during the time of distance learning.
- Students should maintain normal routines as much as possible:
 - Continue waking hours for a regular school day.
 - Continue school night bedtime hours and maintain appropriate sleep.
 - Complete academic work during normal school hours as best as possible.
- Continue to practice proper hygiene for health and wellness, including sleep.

- Sufficient sleep, regular physical exercise, and a healthy diet all help boost our immune systems to stay safe and healthy in the days ahead.



Distance Learning Guidelines for Parents/Guardians

- Students and parents/guardians will receive their own version of Fordham Prep’s Distance Learning Plan. Most guidelines noted above will be included in a manner appropriate to their perspective, in addition to the following:
- All standards of student conduct outlined in the [Fordham Prep Student and Parent Handbook](#) remain in full effect during the time of distance learning.
- Fordham Prep’s Distance Learning Plan requires that your son has access to WiFi as we will continue to use Schoology as the primary resource to manage instruction and learning. If your son does not have access to WiFi at home, please complete this [brief form](#) so we may make accommodations for him. Any questions or concerns should be directed to Chad Broussard, Assistant Principal for Academics and Student Life (broussardc@fordhamprep.org).
- You can access your son’s grades during this time through the [PowerSchool Parent Portal](#). Quarter 3 report cards are still scheduled to be posted online on Thursday, March 26, 2020.
- If your son is sick or unable to engage in digital work due to a power/internet disruption, parents/guardians should email both the Assistant Principal for Academics and Student Life (broussardc@fordhamprep.org) and the Attendance Office (casacciom@fordhamprep.org).

- Daily Announcements and Prayer will continue to be communicated to all students and parents/guardians during the time of distance learning.
- Remember, your son is in school each day from a remote location. He is expected to reach out to teachers first with questions or concerns about assignments and/or grades. He is responsible for his academic work and progress. You are responsible for supporting him as you would if he was physically in the school building.
- Communications on academic matters should ideally begin between the student and his teacher. If further conversation is needed, you as parent/guardian should then reach out to the teacher, followed by the department chair, and then the Assistant Principal for Academics and Student Life, if necessary. Communicating through the proper channels of teacher, department chair, and Assistant Principal is always the expected way of proceeding before involving the Principal. Of course, open communication with your son’s school counselor and mentor is always beneficial as well.
- Fordham Prep has centralized all COVID-19 communications on a dedicated [webpage](#), which will be regularly updated.
- Some articles and resources for families that might be helpful:
 - [“Five Ways to Help Teens Manage Anxiety about the Coronavirus”](#) by Lisa Damour, *The New York Times*, March 11, 2020
 - [“Schools are Closing for Coronavirus. Now What?”](#) by Marissa Porges, *The New York Times*, March 10, 2020
 - [“Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource”](#) by the National Association of School Psychologists

Resources and Links

[Schoology](#)

[Fordham Prep Schoology Course - Distance Learning: Faculty](#)

[Google Meet](#)

[Google Chat](#)

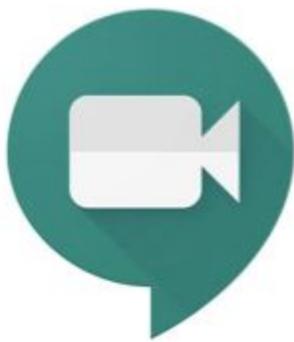
[Screencast-O-Matic](#)

[Nearpod](#)

[Zoom](#)

[Schoology Distance Learning Readiness Kit](#)

[Education Companies Offering Free Subscriptions due to School Closings](#)



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zoom



nearpod

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