

Character Competence Commitment



James B. Castle High School Distance Learning Plan

Introduction

We have prepared this document to illustrate our plans for educational continuity actions that Castle High School will implement during the extended campus closure. Our goal in this Distance Learning Plan (DLP) is to provide a flexible and manageable distance learning framework with guidelines that can be implemented in a variety of circumstances to meet the needs of all of our students. This is the framework of the program that will be activated during mandated school closures. Although we have worked to be proactive and anticipate student and faculty needs, as with all plans that are developed to address emergency situations, there will be adjustments and modifications to meet the diverse situations of all students. The CHS Leadership Team and support staff will be available to support students and their families in order to take optimal advantage of this Distance Learning Program, while maintaining balance for the health and well-being of our students, teachers and families.

COMMUNICATION SYSTEMS AND SUPPORT TO VIRTUAL LEARNING

How will CHS communicate with parents, students, and faculty/staff during the extended school closure?

CHS will continue to use the same platforms it employs for 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:

Platform	Audience	Description and Access
Email	Faculty, Staff, Students, Parents/Guardians	Email will be used for all major communications and announcements, including those from the Principal. Faculty will also use the email to communicate, although they will use other platforms to interact with students.
Google Classroom	Faculty, Staff, Students, Parents/Guardians	The Learning Management System (LMS) All lessons, materials, and assignments housed in a single location.
Google Suite	High School students	Google GSuite (including Gmail, Docs, Classroom, etc.

		will continue to be the platform used by many teachers. https://meet.google.com/
Google Meet	High School students	Google Meet is an online video conferencing platform that is fully integrated with Google GSuite. Google Meet can be used for live group meetings.
CHS Website	General Public	CHS will maintain general information on its closure status for the public at http://www.castlehs.k12.hi.us/

Guidelines for Virtual Learning

Guidelines for Parents/Guardians Supporting Virtual Learning

The transition to distance learning may be challenging for families. Parents/guardians 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/guardians 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 CHS implements Virtual Learning, parents/guardians need to establish routines and expectations. CHS encourages parents/guardians to set regular hours for their child’s school work. Students should plan to follow the modified schedule for each period. (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/guardians 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 virtual learning 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.

3) Monitor communications from your children's teachers

Teachers will communicate with parents/guardians through email, when and as necessary. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents/guardians and that communications should be essential, succinct, and self-aware. We also encourage parents/guardians to have their child explain the online platforms (e.g. Google GSuite/Classroom/Meet, etc.) their teachers are using.

4) Begin and end each day with a check-in

Parents/Guardians 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/guardians (that's normal!), but they should nevertheless. Parents/Guardians 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 child process and own their learning

In the course of a regular school day at CHS, 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/guardians should regularly circle back and engage with their student(s) about what they're learning. However, it's important that your child owns their work; don't complete assignments for them, even when they are struggling.

6) Establish times for quiet thought and reflection

A huge challenge for families with multiple children will be how to manage all of their 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/Guardians may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

7) Encourage physical activity and/or exercise

Make sure your child remembers to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Castle's physical education teachers will recommend activities or exercises, but it is important for parents/guardians to model and encourage exercise! Think

also about how your child can pitch in more around the house with chores or other responsibilities. Don't let your child off the hook – expect them to pitch in!

8) Remain mindful of your child's stress or worry

During the implementation of the DLP, it is imperative for parents/guardians to help their child 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/guardians 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. CHS does not intend for our students to stare at computer screens for 7–8 hours a day. We ask that parents/guardians remember most teachers are not experts in virtual learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Academy Principals, 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 child social, but set rules around their social media interactions

Please also monitor your child's social media use, especially during an extended school closure. Older children 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. CHS asks parents/guardians to monitor their child's use of social media. Remind your child to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A child's written words and tone can sometimes offend or cause harm to others.

KEY TERMINOLOGY FOR ONLINE LEARNING

Though much of teaching and learning online is the same as in the shared physical classroom, there are a few key terms that will help you navigate the shift.

Asynchronous: Class interactions happen via Learning Management System (Google Classroom) without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement.

Synchronous: Class interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. We have Google Meets for synchronous meetings. Most online courses are a blend of synchronous contact and asynchronous study/work.

Asynchronous instruction may work best for deep learning, whereas *synchronous* instruction is essential for maintaining relationships.

Video Conference: A virtual meeting in which participants in different locations are able to communicate with each other with audio and video. We will use Google Meets for this function.

WEEKLY SCHEDULE

CHS will adopt a modified weekly schedule during the extended school closure. Online learning is, by nature, more independent and self-paced. We tried to balance the need for predictability and structure with the need for flexibility. In the schedule below, the designated time slot for each class period indicates when teachers will need to sync with students and/or when teachers will host virtual classes via Google Meet. It will take all of us to reiterate to students that school is still in session, just in a different space.

Modified Schedule: Week of April 6, 2020 - April 10, 2020

	Mon; 4/6	Tue 4/7	Wed 4/8	Thurs 4/9	Fri
AM 8:30-10:00	Teacher Workday (No Students)	Period 1	Period 4	Period 7	HOLIDAY (No School)
10:00-11:30		Period 2	Period 5	Dept. Mtgs Clubs, Community Groups Meet	
PM 12:30-2:00		Period 3	Period 6	Office Hours Check-Ins (Counselors, Student Life, SBBH avail.)	
2:00-2:55		Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	

Weekly Schedule beginning April 13, 2020

	Mon	Tue	Wed	Thurs	Fri
AM 8:30-11:30	Period 1	Period 3	Leadership Dept. Mtgs Academy Mtgs Clubs, Community Groups Meet	Period 5	Period 7
PM 12:00-3:00	Period 2	Office Hours Check-Ins (Counselors, Student Life, SBBH avail.)	Period 4	Period 6	Office Hours Check-Ins (Counselors, Student Life, SBBH avail.)

Although teachers have a three-hour window in which to sync with students in a given period, we certainly aren't advocating for a three-hour virtual class. Teachers may decide to host a virtual class via Google Meets, they may choose what time within that window a class will meet. If teachers are syncing with students individually or in small groups, the goal is that teachers have a sufficient block of time to do so.

EXPECTATIONS FOR CLASSROOM TEACHERS

Class work. The amount of work students are expected to complete will not be equivalent to a traditional class setting. Teachers will be modifying class workload to meet the needs of students adjusting to distance learning. Advanced Placement classes, though, may have more assignments to prepare for the Advanced Placement exams. Teachers will also be expected to respond to students' questions daily. Early college courses will resume online beginning March 30th, WCC instructors will contact students regarding expectations.

Attendance. A student will be marked present when the student checks in with the teacher during the week. This could be by email, typing on a discussion board, or joining a virtual class. Teachers will be sharing with students via Google Classroom what form of check in there will be for each period.

Office Hours. Teachers will be available during office hours to answer student questions and provide extra support. Communicating with teachers may be via email, one-to-one or small group chats, comments on a shared document, etc. Students should check Google Classroom for their teachers' instructions on how to contact the teachers during office hours.

Resource: Discussion Board DOs and DON'Ts for Students

Do think before you post. Complete the reading or preparation work before you write.
Do post your response early to give your classmates more time to reply. Check back later to see what comments have been added.
Do explain your opinion and use examples to help others understand your points.
Do post something that furthers the discussion and shows depth of thought. The best part of a discussion board is that you get lots of time to think before you post. Use it.
Do reply to several of your classmates' posts, adding examples or asking questions.
Do remember that it is harder to tell when something is a joke online. Use humor sparingly.
Don't agree with everything you read. It makes for a really boring conversation. Politely disagree when you have a difference of opinion.
Don't reply to the same people each time. Try to bring in other voices.
Don't get personal. Focus your criticism on ideas and arguments, not on your classmates.
Don't bring the outside in. No inside jokes, references to people who aren't in the conversation, or comments you wouldn't say face-to-face

Top Ten Discussion Board DOs and DON'Ts for Students. From *Power Up: Making the Shift to 1:1 Teaching and Learning* (Neebe & Roberts, 2015). Reprinted with permission.

EXPECTATIONS FOR ADVISORY

Advisory work will continue next school year for freshmen and sophomores. The Advisory Coordinator will be reaching out to current juniors to help them prepare their documents and materials for the start of their senior year.

EXPECTATIONS FOR COUNSELORS

Counselors will be available during Office Hours and during the 1-7 schedule to meet/work virtually with students. They will continue providing services to their caseloads, primarily in a one-on-one format, throughout the course of each work day. Counseling staff will be available to help support students who are absent/cannot participate, and may choose to lead small groups

online for study sessions, tutorials, or personal support. Counselors will work with the Administration, to communicate with families about attendance/participation concerns and support students in getting back on track.

WHAT YOU CAN EXPECT FROM ADMINISTRATORS

The Principal will send a weekly communication to students via email with updates, announcements, and a reminder that school is still in session. Schoolwide administration will communicate with the community at least weekly.

WHAT YOU CAN EXPECT FROM TECH

The tech department will be monitoring tech requests and email during normal school hours. Please include a phone number and a brief description describing the concerns so that we can contact you quickly. All efforts will be made to quickly contact you to resolve any issues you or your child may have.

Contact Information

For questions about:

Assignments, assessments, or resource for students
IEP/504 questions

Contact:

Email the relevant teacher
Email care coordinator

A technology-related problem or issue

Tech Coordinators:

Makee Tano
tanom@knights.k12.hi.us
Greg McCall
mccallg@knights.k12.hi.us

A personal, academic or social-emotional concern for a student

Academy Counselors:

Freshman Academy

Chris Bisho
bishoc@knights.k12.hi.us

Academy of Innovation

Summer Pasco-Cariaga
pascocariagas@knights.k12.hi.us
Kalama Pastor
pastorr@knights.k12.hi.us
Jordan Yahata
yahataj@knights.k12.hi.us

Academy of Medical & Culinary

Jordan Gross

grossj@knights.k12.hi.us

Academy of Arts & Business

Nelson Maeda

maedan@knights.k12.hi.us

Academy of Navigators

Contact your child's care coordinator