



Fall 2020 Learning-From-Home

Bethany Lutheran School is committed to the physical, mental, social-emotional and spiritual health and safety of our students, their families, and our staff. We are also committed to an exceptional educational experience for your child.

We believe that our love for Jesus, our daily interactions with children and families, our compassion and support for families, and our understanding of the value of an excellent Christian education are key among the factors that set us apart as a school.

During the COVID19 pandemic, **it is possible that students will not be on campus due to health orders.** This may be true as we start the school year. It may also be true if there are increased cases **later** in the school year. Bethany Lutheran School is committed to providing an excellent learning-from-home experience as needed during this turbulent season.

Our learning-from-home commitment is to deliver daily lessons tied to learning standards using electronic tools, books, learning materials and hands-on experiences that are developmentally-appropriate and familiar to students and parents.

We are choosing to use the term “learning-from-home” rather than “distance learning” for a reason: true “distance learning” is a deliberate choice on the part of families and involves an increased level of commitment and independence on the part of families and students to facilitate learning. The following chart may be helpful to distinguish the differences in learning models:

LEARNING MODELS

ON CAMPUS

Lessons are designed/facilitated by the teacher. Teacher oversees the students as they learn lessons. Teacher manages self-directed learning and determines pace/due dates.

Study area and organization are guided by the teacher.

Scheduling is managed by the teacher.

Routines are set and maintained by the teacher and students.

Ongoing whole/small group interaction with friends/classmates.

Student progress is continuously monitored by the teacher and the student.

LEARNING FROM HOME

Lessons are designed/facilitated by the teacher. Pacing/due dates are set by teacher. Some lessons are live and teacher oversees students. Some lessons are recorded and require self-directed learning with guidance from family.

Study area and organization are guided by the family.

Scheduling is managed by the teacher and the family.

Routines are set by both the teacher and the family. Routines are maintained by the family.

Ongoing whole/small group interaction with friends/classmates.

Student progress is continuously monitored by the teacher and the student.

DISTANCE LEARNING

Lessons are designed by the teacher. The parent and students are responsible for self-directed learning, pacing and checking for understanding.

Study area and organization are guided by the family.

Scheduling is managed by the family.

Routines are set by both the teacher and the family. Routines are maintained by the family.

Minimal peer interaction.

Student progress is continuously monitored by the family and the student. The teacher monitors progress intermittently.

“Remote” Learning

When Bethany Lutheran School returns to on-campus instruction, we will still have students who cannot join us for a variety of reasons: personal health, family circumstances, quarantine requirements, etc. We are investing in technology that will allow students to “tune in” to their teachers during the school day so that they can continue learning from home with their classmates on a regular face-to-face school day schedule. Teachers may also choose to send recordings or point students to additional resources, if that is best for student understanding.

Lessons Learned

Bethany staff and parents learned what worked and what didn't during learning-from-home last March-June:

- Live instruction from teachers is important, but students can't/shouldn't be on screens all day. Sustained video conferences are physically and mentally draining for students.
 - A blend of learning that is synchronous (instruction is delivered in real time and all students are learning at the same time) and asynchronous (instruction is not delivered in real time and students are learning at different times) is best.
 - Families who establish a daily schedule (with regular bedtimes and wake up times) similar to a regular school day experience greater success.
 - Our youngest students require significantly more parent involvement in their learning.
 - Some students require additional one-on-one support from Bethany staff members.
 - All students need additional social/emotional support to process the trauma of the pandemic.
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Digital Tools

Students in Grades K-4 will be equipped with an iPad, case and charger. Students in Grades 5-8 will be equipped with a Chromebook, case and charger. All devices will be pre-loaded with apps, and additional content will be managed remotely by the school.

Apps:

| | |
|---------------------------|---|
| Kindergarten, Grades 1-2: | SeeSaw, Google Meet and Gradelink Email |
| Grades 3 5: | Class DoJo, Seesaw, Google Classroom/Meet |
| Grades 6-8: | Google Classroom/Meet and Gradelink Email |

The Teacher's Role

Bethany teachers will:

- Be regularly praying for students and families.
- Provide training in learning-from-home tools for students and parents.
- Provide a daily schedule that mimics the typical daily school schedule but includes times for screen breaks and some asynchronous tasks.

- Provide virtual social time for students.
 - Plan instruction and assignments that are developmentally-appropriate and tied to school standards. Remain cognizant of screen time for students and include tasks that do not require devices.
 - Perform “academic triage” so that students and parents are not overwhelmed.
 - Provide a balance of self-recorded and live direct instruction in core subjects.
 - Post a schedule of each day’s Google meets and require student attendance where appropriate.
 - Post a checklist/agenda of assignments for each day which will include all assignments, including those from specialty teachers, along with any reminders about upcoming due dates, etc.
 - Schedule daily video “office hours” to answer student questions as needed.
 - Establish and maintain school/home balance by not checking email after 4:00 PM while still observing a 24-hour response rule.
 - Care for themselves emotionally, physically and spiritually so that they are available to their students throughout the pandemic.
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The Parent(s)’ Role

Bethany parents will:

- Be regularly praying for students, staff and administration.
- Monitor and read communication from the school office (e-mail and Bear Facts).
- Develop a family school day schedule that includes regular wake-up and bedtimes and outdoor activities.
- Establish where children will be during “academic time” that is free from distractions such as TV, pets, younger siblings, etc.
- Read the daily schedule and assignment/agenda checklist with their children each day and empower students to write down any questions they may have.
- Monitor students when they are using devices. School devices should ONLY be used for school assignments, not play time. (This might help limit screen time, as well!)
- Be allowed to “fail forward” and be extended grace upon grace as they guide their children in learning-from-home under these extraordinary circumstances.
- Encourage their children to complete all assignments gladly, thoroughly and independently.
- Reach out to teachers and Dr. Fink with questions and concerns.
- Care for themselves emotionally, physically and spiritually so that they are available to their children throughout the pandemic..

The Student's Role

Bethany students will:

- Be regularly praying for each other, their teachers and the world.
- Recognize that they are not on vacation: they are still in school at an alternative location. This means they will exercise all the responsible student/study habits they use when they are on campus at Bethany, including demonstrating academic honesty by doing their own assignments.
- Read the daily schedule and assignment checklist with their parents and write down any questions they may have, then reach out to their teachers for assistance if they need it.
- Attend all required Google meets.
- Complete all assignments and turn them in when they are due.
- **Use their iPad/Chromebook for school assignments ONLY.** Remember the rules of iPad/Chromebook use at Bethany and observe them at home.
- Care for themselves emotionally, physically and spiritually so that they are healthy and ready to return to campus. This means taking time away from screens, getting outside for fresh air, and connecting with their loved ones regularly.

Sample Schedules

We are including sample schedules for learning-from-home that include a balance of face-to-face interaction with teachers and independent activities that can be completed offline. These schedules are not set in stone and may be modified before the year begins or even as the year progresses as we discover what works, but they represent the best of what we learned from our time learning-from-home in the Spring.

Mrs. Blake's Kindergarten Schedule

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|--|---|--|---|---|
| 8:30-9:00 | Greetings, Religion, and Calendar | Greetings, Religion, and Calendar | Chapel | Greetings, Religion, and Calendar | Greetings, Religion, and Calendar |
| 9:15-9:30 | Math Group "Rectangle" with Mrs. Blake (Google Meet) | Math Group "Rectangle" with Mrs. Blake (Google Meet) | Math Group "Rectangle" with Mrs. Blake (Google Meet) | Math Group "Rectangle" with Mrs. Blake (Google Meet) | Songs and Games with "Rectangles" |
| 9:30-9:45 | "Rectangles" - working on math assignment independently and Jiji Math Math Group "Triangles" with Mrs. Blake (Google Meet) | "Rectangles" - working on math assignment independently Math Group "Triangles" with Mrs. Blake (Google Meet) | "Rectangles" - working on math assignment independently and Jiji Math Math Group "Triangles" with Mrs. Blake (Google Meet) | "Rectangles" - working on math assignment independently Math Group "Triangles" with Mrs. Blake (Google Meet) | Songs and Games with "Triangles" |
| 9:45-10:00 | "Triangles" - working on math assignment independently and Jiji Math | "Triangles" - working on math assignment independently | "Triangles" - working on math assignment independently and Jiji Math | "Triangles" - working on math assignment independently | Finish up Seesaw Activities |
| 10:15-10:45 | ELA LEVELED READING GROUPS Small Group "Limes" | ELA LEVELED READING GROUPS Small Group "Limes" | ELA LEVELED READING GROUPS Small Group "Limes" | ELA LEVELED READING GROUPS Small Group "Limes" | ELA LEVELED READING GROUPS Small Group "Limes" |
| 10:45-11:15 | ELA LEVELED READING GROUPS Small Group "Coconuts" | ELA LEVELED READING GROUPS Small Group "Coconuts" | ELA LEVELED READING GROUPS Small Group "Coconuts" | ELA LEVELED READING GROUPS Small Group "Coconuts" | ELA LEVELED READING GROUPS Small Group "Coconuts" |

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|-------------|---|---|---|---|---|
| 11:15-11:45 | ELA LEVELED READING GROUPS Small Group "Pineapples" | ELA LEVELED READING GROUPS Small Group "Pineapples" | ELA LEVELED READING GROUPS Small Group "Pineapples" | ELA LEVELED READING GROUPS Small Group "Pineapples" | ELA LEVELED READING GROUPS Small Group "Pineapples" |
| 11:45-12:45 | Lunch and Nap Time | Lunch and Nap Time | Lunch and Nap Time | Lunch and Nap Time | Lunch and Nap Time |
| 12:45-1:45 | Constructive Play @ home Teacher's Office Hours for parents & students Art, Music, or P.E. | Constructive Play @ home Teacher's Office Hours for parents & students Art, Music, or P.E. | Constructive Play @ home Teacher's Office Hours for parents & students Art, Music, or P.E. | Constructive Play @ home Teacher's Office Hours for parents & students Art, Music, or P.E. | Constructive Play @ home Art, Music, or P.E. |
| 1:45-2:00 | Science Activity with Mrs. Blake on Google Meet | Finish up Seesaw Activities | Individual Google Meet times with Students when needed. | Science Activity with Mrs. Blake on Google Meet | Individual Google Meet times with Students when needed. |
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First and Second Grade “Learning at Home” Schedule-Fall 2020

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|--|--|--|--|-----------------------------------|
| 8:30-8:50 | Morning Meeting on Google Meet | Morning Meeting on Google Meet | Chapel | Morning Meeting on Google Meet | Prerecorded Morning Meeting |
| 9:00-9:30 | Blue Group-Works on ST Math Gold Group- Live Math Instruction (Google Meet) | Blue Group-Works independently on Seesaw lessons Gold Group- Live Math Instruction (Google Meet) | Blue Group-Works on ST Math Gold Group- Live Math Instruction (Google Meet) | Blue Group-Works independently on Seesaw lessons Gold Group- Live Math Instruction (Google Meet) | ST Math Work |
| 9:30-10:00 | Gold Group-Works on ST Math Blue Group- Live Math Instruction (Google Meet) | Gold Group- Works independently on Seesaw lessons Blue Group- Live Math Instruction (Google Meet) | Gold Group-Works on ST Math Blue Group- Live Math Instruction (Google Meet) | Gold Group- Works independently on Seesaw lessons Blue Group- Live Math Instruction (Google Meet) | Prerecorded video math assignment |
| 10:00-10:15 | Movement Break | Movement Break | Movement Break | Movement Break | Movement Break |
| 10:30-11:00 | ELA LEVELED READING GROUPS Small Group 1 | ELA LEVELED READING GROUPS Small Group 1 | ELA LEVELED READING GROUPS Small Group 1 | ELA LEVELED READING GROUPS Small Group 1 | Prerecorded video ELA assignment |
| 11:00-11:30 | ELA LEVELED READING GROUPS Small Group 2 | ELA LEVELED READING GROUPS Small Group 2 | ELA LEVELED READING GROUPS Small Group 2 | ELA LEVELED READING GROUPS Small Group 2 | Prerecorded video ELA assignment |

| | | | | | |
|---|---|--|---|---|---|
| 11:30-12:00 | ELA LEVELED READING GROUPS Small Group 3 | ELA LEVELED READING GROUPS Small Group 3 | ELA LEVELED READING GROUPS Small Group 3 | ELA LEVELED READING GROUPS Small Group 3 | Prerecorded video ELA assignment |
| 12:00-12:30 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:30-12:45 | Read Aloud /Social Emotional Time (Google Meet or video) | Read Aloud /Social Emotional Time (Google Meet or video) | Read Aloud /Social Emotional Time (Google Meet or video) | Read Aloud /Social Emotional Time (Google Meet or video) | Prerecorded Read Aloud /Social Emotional Time |
| 1:00 -1:30 Teacher's office hours for students or parents (optional) | Independent Work: additional subjects/specialties accessed from Seesaw | Independent Work: additional subjects/specialties from Seesaw | Independent Work: additional subjects/specialties accessed from Seesaw | Independent Work: additional subjects/specialties accessed from Seesaw | Independent Work: additional subjects/specialties accessed from Seesaw |
| 1:30-2:00 Individual Google Meet times with students (as needed) | | | | | |

Bethany Lutheran School 3-5 Learning From Home Schedule

| Time | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|---------------|--|--|---|--|---|
| 9:00 - 9:20 | Devotions/ Social Emotional Check-in | Devotions/ Social Emotional Check-in | Chapel | Devotions/ Social Emotional Check-in | Devotions/ Social Emotional Check-in |
| 9:25 - 10:00 | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw |
| 10:00 - 10:20 | Movement Break | Movement Break | Movement Break | Movement Break | Movement Break |
| 10:25 - 11:10 | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw |
| 11:10-11:20 | Stretch Break | Stretch Break | Stretch Break | Stretch Break | Stretch Break |
| 11:20-12:00 | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw | Teacher-directed instruction via Google Meet or Seesaw |
| 12:00 - 12:45 | Lunch/ Movement Break | Lunch/Movement Break | Lunch/Movement Break | Lunch/Movement Break | Lunch/Movement Break |
| 12:45 - 2:00 | Small Group Instruction | Small Group Instruction | Independent Study or Choice Activities such as Art/Music/PE | Small Group Instruction | Independent Study or Choice Activities such as Art/Music/PE |
| 2:00 - 3:00 | Office Hours | Office Hours | Office Hours | Office Hours | Office Hours |

Note: Google Meets will be open during break times for student socializing.
Teachers available to students and parents during Office Hours.

Middle School Learning-From-Home Block Schedule

| A - Day (Mon/Thurs) | | B - Day (Tues/Fri) | | Wednesday | |
|--|------------------------|--------------------|------------------------|--------------------|---|
| 8:00-8:15 | Homeroom/Devo | 8:00-8:15 | Homeroom/Devo | 9:00-9:40 | Chapel |
| 8:15-9:30 | 1 | 8:15-9:30 | 5 | 9:45-10:15 | 1 |
| Break | | Break | | 10:17-10:47 | 3 |
| 9:45-11:00 | 2 | 9:45-11:00 | 6 | Break | |
| Break | | Break | | 11:00-11:30 | 5 |
| 11:10-12:25 | 3 | 11:10-12:25 | 7 | 11:32-12:02 | 7 |
| Lunch | | Lunch | | Lunch | |
| 1:00-2:15 | 4 | 1:00-2:15 | 8 | 1:00-3:00 | Office hours/Small groups/Individual check-ups online or on campus as needed. |
| 2:30-3:00 | Office Hours as needed | 2:30-3:00 | Office Hours as needed | | |
| Numbered blocks above represent core classes. Students will receive a detailed schedule complete with subjects/teachers. | | | | | |
| Google "Recess" 12:30-12:55 twice a week | | | | | |