

## **PCDS Distance Learning Plan Lower School**

### Distance Learning Protocol

First and foremost, the PCDS Distance Learning Experience for Lower School students and families will be focused on sustaining connections between families, students, and teachers. Staying connected to each other is so important to our emotional health during this difficult time. Emotional support will also be provided through weekly mindfulness classes and online links. Our teachers are also important contacts for supporting your children's emotional needs. And as always, Mrs. Ivins is available by email for any questions or concerns. Our goal is to be there beside you as we move through this new manner of learning and care.

- The PCDS Lower School Grade Level and Specialist Pages and PCDS email will be the initial points of contact and instruction for our Lower School families.
- Weekly Lessons will be posted on the PCDS Website Grade Level pages and initially will be available on Thursday, April 2, by 9:00 a.m. Each week thereafter, the lessons will be available by 9:00 a.m. each Monday.
- Support Materials and Outside Links will be posted on both the initial Lower School Webpage and the Grade Level Pages.
- Dedicated times will be set up for students and parents to interact directly with their fellow students and their teachers, via an online link that will be provided on the website. The teachers will provide these times to families.
- All coursework will be guided by deadlines as designated by students' teachers.
- Please note that although a student's typical school day is from 7:30 a.m. - 3:00 p.m., it is filled with different levels of academic engagement and free time. While all children will benefit from the predictability that a routine provides, they also thrive when they have opportunities for choice and independence throughout their day. We expect that younger learners will need more guidance and modeling from adults. If you feel that your student is struggling with the content, please contact the teacher.

There is no *wrong* way to encourage learning. Do your best, seek out resources when needed, and give yourself and your children time to learn how to learn at home.

### Support and Communication

Teachers will be available by email to answer any questions during their regularly scheduled work day, which is from 7:50am - 3:30pm.

### PCDS Technology Assistance for Parents

- General technology questions? Please contact your child's teacher.
- Trouble logging into *myPCDS*? Contact [Eric Neuffer](#), Information Resources Manager.
- Google login issues? (grades 3-12 only) Contact [Joe Boehle](#), IT Director.

### Preparing the Home Learning Environment

- If possible, dedicate a place at home as a “learning space.”
  - This can be any space with room to work and store materials.
  - Ideally, the space will be free of distractions.
- Make time in the daily plan for exercise, social opportunities with family members, healthy snacks, and brain breaks - *and, most importantly for this age group, time to play.*
- Parents are encouraged to monitor online activity whenever possible to help ensure safe and on-task decision making. Distance learning should not require long periods of continuous screen time.
- For 2nd - 4th grade students: consider creating a daily checklist for work that is due, including estimates for the amount of time for each assignment.
  - Determine the order of assignments for the day and create a plan for working on assignments, breaks, snacks, and meals.
  - Assign amounts of time for each work block. A timer might help mark the time and allow students to remain focused on the assignment.
  - Allow flexibility in the plan if a break is needed before the timer goes off or if a task needs a bit more time.
- For our youngest learners, Pre-k - 1st: parents may want to create a daily schedule, with pictures if possible. Oftentimes, we recommend this type of

schedule for parents who would like to support their children in getting to school on time. In this situation it might look like: #1 Breakfast (with a picture of cereal, or toast, etc. under the words), #2 Yoga with a parent (a picture of you both doing yoga), #3 School work (a picture of paper, pencils, etc.), etc. These can be co-created with your child and posted in a place that is easy for the child to access. Parents then can refer their child to the “schedule” when it is time to work on school work. It is a bit more neutral and empowers the young child.

Breathe with us; we can do this together.

Jaki Ivins

Head of Lower School