



Distance Learning Handbook

Touching Hearts, Engaging Minds

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DISTANCE LEARNING

In the event that Back Creek Christian Academy is required to temporarily suspend on-campus education, the school may implement off-campus distance learning to mitigate disruptions to the educational program. Distance learning will entail synchronous (real-time) and asynchronous (self-paced) instruction and assignments appropriate to grade level, resources, duration, and other relevant factors. The intent of BCCA's distance learning procedures is to maintain personal connections among school faculty, students, and parents, that allow uninterrupted pursuit of the school's Mission.

Back Creek Christian Academy strives to prepare students, faculty, parents, and staff to use their unique gifts to serve God in an ever-changing world by providing an excellent academic education founded on the unchanging principles and perspectives of the Bible and presented in a structured and yet nurturing environment.

SCHOOL APPROACH

Consistent with BCCA's Core Values, distance learning will maintain the following characteristics:

- Biblical worldview principles will remain integral in all aspects;
- Content and assignments will challenge the mind of the learner;
- Teachers will bear in mind the uniqueness of each learner;
- Service opportunities will be identified, encouraged, and implemented when possible;
- Programing will seek to optimize spiritual, mental, and physical growth;
- Community and parental engagement will remain an essential component.

In practice, families can expect

- Lesson plans and assignments posted to FACTS;
- A variety of instructional methods, including live online instruction, recorded lectures and activities, web-based resources, printed lesson and activity packets, and textbook assignments;

- Flexible, but structured scheduling that maintains an instructional routine, especially for older grades, while providing more opportunity for self-pacing in lower grades;
- Additional teacher support and communication as necessary;
- Timely grading and continued distribution of progress reports and report cards;
- Continued modifications, accommodations, and paraprofessional support for students who receive those services;
- Frequent administrative communication.

REQUIREMENTS AND PLATFORMS

Requirements

Each student should have access to a computer, a reliable internet connection, and a printer.

- For grades TK-3, one family device is appropriate. Web-based content and assignments will be minimal and may be completed according to each family's unique obligations, schedules, and pacing. Coursework will be more heavily comprised of teacher-created packets and printable resources.
- For grades 4-6, students will need consistent access to a computer and internet. Students will be required to participate in live lectures and activities several times per week. Some assignments will be completed and submitted online with imposed deadlines.
- For grades 7-12, each student will need his or her own device and family internet connection. Students will attend live classes online according to a schedule that mirrors their on-campus routine. Students will also have separate opportunities to connect virtually with their teachers for additional help (Subject Support).

While the goal of distance learning is to maintain uninterrupted educational progress, some disruption is inevitable and unique to each family. Parents are encouraged to trust that teachers are willing to work with each family individually and to make adjustments for the benefit of each student. Parents should not hesitate to contact teachers directly with questions or concerns.

Platforms

Distance Learning platforms will vary by grade level and class. Video lectures are generally recorded by the host platform and available to students and parents upon request. Platforms utilized by BCCA faculty include the following:

- FACTS
- Google Classroom
- Google Meet
- Flipgrid
- Zoom
- IXL
- Youtube

TECHNICAL SUPPORT

If a student or parent is unable to access online material, they should take the following steps:

- Ensure the device and internet connection are working properly.
 - Restart and update the computer;
 - Restart the home internet connection (reset the modem or router);
 - If the problem is with the device or connection, contact the internet provider or computer service.
- Check the student or parent's username and password to be sure those are entered correctly.
- Contact the student's teacher by email.

COMMUNITY ROLES AND RESPONSIBILITIES

While maintaining the pace and quality of education, distance learning does shift the dynamics of the school community. Administration, faculty, support staff, students, and parents will need to prepare and work together in the following ways.

Administration

- Review, revise, and communicate policies and procedures relevant to distance learning;
- Establish clear and consistent channels of communication among school community groups;

- Ensure faculty access and training related to distance learning platforms;
- Provide faculty support in implementing distance learning tools that maintain high-quality educational experience for all students;
- Secure continuation of modifications, accommodations, and paraprofessional support;
- Modify daily schedules conducive to distance learning format;
- Provide appropriate social and emotional resources when necessary;
- Maintain the school's operational success in all areas.

Faculty

- Participate in faculty training and ensure proficiency in use of distance learning platforms;
- Ensure students in each class have access and knowledgeable use of distance learning platforms including student FACTS accounts;
- Communicate distance learning methods and platforms to parents;
- Provide administration with access to all distance learning platforms;
- Consistently post lesson plans and assignments to FACTS classroom;
- Extend enrichment assignments to students who would benefit from additional learning opportunities;
- Articulate all distance learning classroom expectations, including guidelines for student interactions, student attire, assignment submission, make-up work, testing, participation, and grading;
- Pair students for support in the case of technical or communication problems;
- Establish methods of regular communication with students and parents;
- Document conversations with students and parents to ensure accurate records;
- Maintain professional appearance and demeanor;
- Attend faculty meetings;
- Maintain attendance and gradebook records.

Support Staff

- Paraprofessional staff:

- Maintain communication with classroom teacher and Student Services director and lead teacher;
- Attend live classroom sessions;
- Continue ensuring prescribed modifications and accommodations on all assignments and assessments;
- Establish regular communication channels for supported students, including communication with parents and virtual classroom time for one-on-one student support.
- Office staff:
 - Facilitate communication among members of the school community;
 - Provide family and faculty support;
 - Perform regularly assigned duties remotely;
 - Facilitate online student groups for study, socialization, etc. as requested by administration;
 - Provide additional administrative support as necessary.

Students

- Maintain a regular schedule as much as possible (wakeup time, bedtime, etc.);
- Login to live class sessions on time;
- Adhere to teacher expectations concerning participation, assignment completion, due dates, conduct, attire, etc., as well as school-wide behavioral expectations;
- Maintain full attention during live class sessions by refraining from non-class use of phones, gaming devices, televisions, and other devices;
- Communicate all concerns and questions directly to the teacher or administrator;
- Complete printed assignments neatly and keep organized in a folder for easy submission;
- Note that all provisions of the Honor Code and Acceptable Use Policy apply to distance learning.

Parents and Guardians

- Ensure students have reliable internet access and computer;

- Help students establish as normal routine and daily structure, including wakeup and bed times, meal and snack times, daily work completion goals, and physical activity;
- Regularly check-in with students and help maintain engagement with distance learning assignments and activities;
- Determine a quiet study space conducive to learning, but avoid locations that are isolating or prevent routine screen and activity monitoring;
- Maintain communication with teachers and freely initiate communication when any questions or concerns arise;
- Encourage independence and allow students to exercise age-appropriate ownership of the learning process;
- Help students maintain contact with peers through platforms such as phone, Facetime or Google Meet;
- Encourage and help facilitate physical activity throughout the day;
- Monitor students' stress level and emotional well-being and contact school faculty or administration if students seem overwhelmed or excessively anxious;
- Monitor students' time management to help ensure productivity and confidence;
- Remain mindful of internet bandwidth to ensure that students maintain a quality of connectivity conducive to meeting distance learning requirements.