

## Dear Parents,

Thank you for continuing to choose Layette Catholic School System for your student(s)! The information below will help you guide your student's learning during our planned e-learning day tomorrow. Please do not hesitate to contact your student's teachers or [helpdesk@lcss.org](mailto:helpdesk@lcss.org) if you have any questions.

### Planned E-Learning Day: 11/25/2020

Elementary students will have assignments in math, English, and religion as well as one or more [optional] enrichment classes (art, PE, music, technology, guidance). Central Catholic students can expect directions posted in Schoology in each of their 7 courses. All lessons in grades K-12 will be approximately 30 minutes. Students will enter attendance tomorrow morning using the LCSS Attendance Google Form. The form is available on the [CC Website](#) or via an icon located on your student's iPad. Please have your student complete the attendance form before 11:00 am. **Please note: To enter attendance, your student must be signed in to his or her LCSS Google account.** You will not be able to enter attendance for your child from your phone or home computer.

### E-LEARNING INSTRUCTIONS & GUIDANCE

Elementary Students: Please check the updates posted to your Homeroom course in Schoology for e-learning instructions and guidance. Updates and corresponding lesson materials will be posted by 9:00 am.

Central Catholic Students: Please check the updates posted to each of your courses in Schoology for e-learning instructions and guidance. Updates and corresponding lesson materials will be posted by 9:00 am.

### Schoology: Grade Check

Please take a moment to login and review your student's grades over the break. If you're not sure how to do this, [click HERE for a video overview](#). If you don't have access to Schoology, please email [helpdesk@lcss.org](mailto:helpdesk@lcss.org).

As you review your student's progress, please take special note of any assignments marked with a zero, marked incomplete, or marked as missing. Most teachers have clear policies for how late, missing, or incomplete work may be addressed. If your child doesn't know the teacher's policy, please encourage him or her to message the teacher via Schoology. Most teachers will accept late work for at least partial credit.

Finally, you may find the Growth Mindset notes **on page 2** beneficial as you discuss academic progress with your child. These notes might be helpful if your child confronts you with a barrage of "cant's", "not good at", "its too hard", or other fixed-mindset statements. Their mind is a muscle. They need to know that it can grow and develop. How you and your child's teachers talk to your child about their academic progress can make a large difference in their long term success.

### Elementary Specific Support

#### How to Submit Work

- Submit a Picture of Homework - <https://www.loom.com/share/c18a02c48a5041219676f5b64e318bdf>
- Markup Method - <https://www.loom.com/share/37ac949edceb47748b3f0ead320c8290>
- Fillable Form - <https://www.loom.com/share/67bc5bbdfd5046b1a48f6b94651ac3d7>
- Google Assignments - <https://www.loom.com/share/9688f32e6fcc4aa58efd39377e6688f1>

<b>Growth Mindset Can Be Taught</b>	<p><b>Praising Effort and Process Over Results</b></p> <ul style="list-style-type: none"> <li>○ <i>“Wow, you did great on that. You must have worked really hard.”</i></li> <li>○ <i>“That must have been tricky for you. Tell me about how you did it.”</i></li> </ul>	<p><b>2 MINDSETS</b></p> <p><b>FIXED mindset:</b> intelligence is static. This leads to a desire to look smart and therefore a tendency to...</p> <p><b>GROWTH mindset:</b> intelligence can be developed. This leads to a desire to learn and therefore a tendency to...</p> <p><b>CHALLENGES</b> ...avoid challenges vs ...embrace challenges</p> <p><b>OBSTACLES</b> ...give up easily vs ...persist in the face of setbacks</p> <p><b>EFFORT</b> ...see effort as fruitless or worse vs ...see effort as the path to mastery</p> <p><b>CRITICISM</b> ...ignore useful negative feedback vs ...learn from criticism</p> <p><b>SUCCESS OF OTHERS</b> ...feel threatened by the success of others vs ...find lessons and inspiration in the success of others</p> <p><b>As a result, they may plateau early and achieve less than their full potential. All this confirms a deterministic view of the world.</b></p> <p><b>As a result, they reach ever-higher levels of achievement. All this gives them a greater sense of free will.</b></p>
	<p><b>Nurturing a Belief That Risk is Okay</b></p> <ul style="list-style-type: none"> <li>○ <i>“In this family, we value taking on tough challenges more than we value easy success.”</i></li> </ul>	
	<p><b>Emphasizing Process and Perseverance</b></p> <ul style="list-style-type: none"> <li>○ <i>Instead of waiting until children are completed with a chore or school assignment, check-in with them while they are working. Comment on how much progress they have made and ask them whether they have ideas to make the work even better.</i></li> </ul>	
	<p><b>Thinking of the Brain as Something That Grows</b></p> <ul style="list-style-type: none"> <li>○ <i>Talk with your children about how the brain, like a muscle, grows and gets stronger with effort.</i></li> </ul>	
	<p><b>Framing Mistakes as Part of the Learning Process</b></p> <ul style="list-style-type: none"> <li>○ <i>When giving kids criticism or disciplining them, while correcting their behavior remind them that everyone makes mistakes and that what is important is that we learn from our mistakes. In fact, we often learn just as much from the things we do wrong as from the things we do right.</i></li> <li>○ <i>Allow your children to see that you, too, make mistakes and that what matters is that we keep trying.</i></li> </ul>	
	<p><b>Specifically Rewarding Effort and Process:</b></p> <ul style="list-style-type: none"> <li>○ <i>Create a reward system at home focusing on effort or process not just one focusing on outcomes.</i></li> </ul>	
<p><b>Communicating High Expectations:</b></p> <ul style="list-style-type: none"> <li>○ <i>Let your children know that you have high expectations for them and that you have these expectations because you know they are capable of meeting of them.</i></li> </ul>		

[1] Dweck, C.S., (2010). Even geniuses work hard. Educational Leadership, v. 68 (1). Pp. 16-20. Carol Dweck, *Mindset: The New Technology of Success* (2006).