Distance Plan for Learning
Remote & Digital Learning in the K-6 Environment

Introduction to St. Peter's Catholic School Distance Plan for Learning

We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine of daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning **cannot replicate the magic that happens when school is in regular session!** The invaluable social interactions and mediation, real-time, in-person feedback, community and extracurricular events, and more are what make St. Peter's Catholic School a special place. However, we do contend that quality learning can continue, even from a distance.

The purpose of this document is to describe the actions St. Peter's Catholic School will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Plan for Learning (DPL) to accomplish three goals K3 – 6 grade within a flexible framework:
- Live Student-Teacher Contact Time
- Offline & Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

It is our intention with the DPL that we continue to live our mission, vision, and strategic plan, which together assert that we will consider the well-being and growth of the whole child. The act of creating this DPL provides us with a unique opportunity to reinforce what we assert through our founding documents.

If St. Peter's Catholic School campus is closed and this DPL is implemented, the Principal will send email communications to both parents and faculty/staff announcing a timeline for implementation. An exact date will be designated when distance learning will begin for St. Peter's Catholic School students.

The Principal will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when St. Peter's Catholic School might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made with close consultation with the Diocese of Charleston, School Commission, and the Department of Health.

We hope that implementation of this DPL will never be necessary. However, in the event of school closure, it is important that this DPL describes St. Peter's Catholic School's approach to distance learning, the channels we will use for communication, the online platforms we will employ by grade, the roles, responsibilities, and expectations St. Peter's Catholic School has for faculty, parents, and students, guidelines for how parents/guardians can support their children's learning, and a host of other priorities and considerations tailored to make the best of challenging circumstances.

We hope to create a DPL that ensures equity. This includes doing our best to provide students with materials if they do not have access to a computer at home. We also will be happy to help families access online tutorials as we are able through email and phone contacts. While we will not be able to help families troubleshoot all problems, we will do our best to make sure all students have equitable access where we have control.

Technology Systems to Support Distance Learning at SPCS

With regard to the school's core technological and communications systems, St. Peter's Catholic School offers the following FAQs to describe how we will communicate and manage learning in the event this DPL is implemented.

How will St. Peter's Catholic School communicate with parents, students, and faculty/staff in the event of an extended campus closure?

St. Peter's Catholic School will continue to use the same channels it employs for normal 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:

Email: Faculty, Staff, Parents, Students

Email will be used for all major communications and announcements, including those from the principal and teachers. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well. It is the parent's responsibility to make sure all parent emails are up to date and correct.

Google Classroom: All students

Google Classroom will be used for class assignments, assessments, and communication.

Zoom: All students

Zoom is an online video conferencing platform that allows for live group meetings, hosted by teachers. All Zoom meetings will be password protected and teachers will control all entrants into the meetings. All students will remain in waiting rooms until the teacher grants access.

IXL: All students

IXL provides math; ELA; science; and social studies assignments to students.

Moby Max: All students

Moby Max creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

Epic: All students

Epic provides a digital library for students with books and educational videos.

Formed.org: All students

Formed is a digital resource for Catholic material.

BrainPOP Jr: All students

BrainPop Jr is an online collection of educational instructional videos.

Loom.com: All students

Loom.com is an online platform for recording teaching with power points.

Social Studies Weekly: All students

SS Weekly provides read aloud videos and online quizzes of the weekly newspapers that align to SS curriculum.

Flocabulary   All students

Flocabulary is a library of songs, videos and activities for K-12 online learning.

Jack Hartman   PK- 2

Educational videos and songs on a variety of topics on YouTube.

Bookflix   K- 3rd grade

BookFlix is an online platform that reads aloud on a variety of topics.

**Reading A-Z/
Raz-Kids**   K-3rd grade

Reading A-Z and Raz-kids provide leveled books

PebbleGo   K- 3rd grade

PebbleGo is an online curricular connected research tool designed for elementary students.

Khan Academy   4th - 6th grade

Khan Academy allows teachers to assign videos and online practice questions for their classes.

Quizlet   4th - 6th grade

Quizlet is an online learning forum for flashcards, review games, and quizzes to assess learning.

How will St. Peter's Catholic School ensure that students have access to these tools off-campus?

Most of our technology tools are not device-specific, which means students will be able to access learning through nearly any electronic device. Students will be asked to utilize home electronic devices to access these tools. If your family does not have access to a laptop, computer, or tablet, please notify you will be allowed to sign out iPads from the school provided that you sign a waiver and the iPad is returned in similar condition (lost, broken or stolen iPads are subject to a fee).
Please note that we have a limited number of devices. Please only sign out this device if it is necessary.
If you do not have wireless, we can recommend using a hotspot and data from your phone.
https://www.pcmag.com/how-to/how-to-turn-your-phone-into-a-wi-fi-hotspot

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Eight Distance Learning Guidelines for Teachers

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback, how to design lessons and assignments that are authentic and meaningful, and how to ensure students continue to collaborate and communicate with others. The eight guidelines provided below are intended to help teachers across all grade levels reflect on challenges they'll confront in shifting to distance learning.

1—At St. Peter's Catholic School, we know our students and they know we care

Our commitment is to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to implementation of this DPL, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional well-being. How are they doing? How are their families?

2—Evaluate your students' conditions for distance learning

While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Determine which students will need to sign out a device. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

3—Stick with the familiar

Especially in the first weeks after moving to this DPL, teachers should continue using existing communication channels and learning management systems. In other words, **stick with what's familiar to your students.** Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences.

4—Less is more

Should St. Peter's Catholic School implement this DPL, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

5—Seize the moment; embrace new opportunities and possibilities for your students

Years or decades from now, how will your students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, and media/government responses.

6—Design asynchronous learning experiences

When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time). For example, Middle School teachers can use familiar discussion forums/thread or tools to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

7—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. If St. Peter's Catholic School's campus was closed, students will be able to gather for synchronous learning times via Zoom, an online video conferencing platform or Google Hangouts. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning. This is a good time for discussion, class meetings, sharing, show and tell, and more.

8—Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to **think differently about the frequency and end goal of assessment** instead of forcing a traditional assessment method that doesn't fit distance learning.

Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

The guidelines above are modeled directly on the DLP of the American International School of Japan and 'Iolani School, with our gratitude.

Ten Guidelines for Parent Support of Distance Learning

The transition to distance learning can be challenging for families. Parents 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 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 St. Peter's implements its DPL, parents need to establish routines and expectations. We encourage parents to set regular hours for their children's school-work. We suggest students begin their studies at 8:00 a.m. Keep normal bedtime routines for younger children and expect the same from your older-aged students, too. (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 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 this DPL 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 students/parents through email, when and as necessary. The frequency and detail of these communications will be determined by your childrens' ages, maturity, and their degree of independence. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. We also encourage parents to have their 5th-6th aged children explain the online platforms their teachers are using.

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

Parents 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 (that's normal!), but they should nevertheless. Parents 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 children process and own their learning

In the course of a regular school day at St. Peter's Catholic School, your son or daughter 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 should regularly circle back and engage with their children about what they're learning. However, it's important that your child own their work; don't complete assignments for them, even when they are struggling.

6—Establish times for quiet and reflection

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

7—Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. It is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

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

One thing is for certain: St. Peter's Catholic School will only implement this DPL if a serious emergency has occurred. Should this happen, it is imperative for parents to help their children 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 can provide. Please reach out to your child's teacher or contact us should you feel your child needs a counselor if they are expressing extreme worry.

9—Monitor how much time your child is spending online

St. Peter's Catholic School does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Administrators 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 children social, but set rules around their social media interactions

There's always excitement and uncertainty when there is a significant change to a routine, like school. If St. Peter's Catholic School implements this DPL, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends.

Roles & Responsibilities
During Distance Learning

Many stakeholders will contribute to the effective implementation of this DPL. The roles and responsibilities of students and parents are delineated below.

Student Roles & Responsibilities
- Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule or establishing an 8:00 a.m. start)   - Identify a comfortable, quiet space in your home where you can work effectively and successfully   - Regularly monitor online platforms check for announcements and feedback from your teachers   - Complete assignments with integrity and academic honesty, doing your best work   - Do your best to meet timelines, commitments, and due dates   - Communicate proactively with your teachers if you cannot meet deadlines or require additional support   - Collaborate and support your St. Peter's Catholic School peers in their learning   - Comply with St. Peter's Catholic School's Student Technology Use Contract, including expectations for online etiquette   - Proactively seek out and communicate with other adults at St. Peter's as different needs arise (see below)

For questions about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	[Passwords / software] Miss Priester, Tech Specialist JPriester@StPetersCatholicSchool.Org [Hardware / access] Mrs. Wall, Principal AWall@StPeterscatholicSchool.Org
a personal, academic or social-emotional concern	Sr. Vitalina, School Counselor SrVitalina@StPetersCatholicSchool.Org Mrs. Katie Labelle, Intervention Specialist KLabelle@StPetersCatholicSchool.Org

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Parent Roles and Responsibilities

Provide support for your children by adhering to the 10 Guidelines for St. Peter's Parents as well as you can:
    • Establish routines and expectations
    • Define the physical space for your child's study
    • Monitor communications from your children's teachers
    • Begin and end each day with a check-in
    • Take an active role in helping your children process their learning
    • Establish times for quiet and reflection
    • Encourage physical activity and/or exercise
    • Remain mindful of your child's stress or worry
    • Monitor how much time your child is spending online
    • Keep your children social, but set rules around their social media interactions

K3 through Fourth Grade School Priorities & Considerations

- After receiving initial notice from the Principal about school closure and timelines, families will receive an email from their homeroom teacher with specific information.
- The primary tools for communication between teachers and families will be newsletters via email, video and assignments emailed to families,
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Resources will vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including ebooks.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K–2 will need higher levels of support than students in grades 3–4.

Approximate Daily Time Frames for Learning & Resources:

K3 and K4

30 Minutes	ELA	Monday - Thursday
15 Minutes	Parents reading to/with their children	Monday - Friday
30 Minutes	Math	Monday - Thursday
15 Minutes	Religion	Monday - Friday
20 Minutes	Enrichment	Monday - Friday
30 Minutes	Science and Social Studies	Friday only

8a -2p Teacher scheduled one-on-one and small groups - Daily office hours outlined in Weekly Notes

Kindergarten – Grade 4

60 minutes	ELA	Monday - Thursday
60 minutes	Math	Monday - Thursday
20+ minutes	Read Aloud	Monday - Friday
15-30 minutes	Religion	Monday - Friday
45 minutes	Science and Social Studies	Friday
only 20+ minutes	Enrichments	One per day
8a -2p	Teachers one on one/small group	Fridays

Teacher will hold daily office hours - see teacher's weekly email

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Fifth and Sixth Priorities & Considerations

- After receiving initial notice from the Principal about school closure and timelines, families and students will receive an email from their homeroom teacher as well as class teachers with class instructions on google classroom.
- The primary tool for communication between teachers and families is email and Google Classroom.
- The primary tools for communication between teachers and students is email, our school website, Google Classroom and Zoom/Google Hangouts. Students will receive an invitation to Zoom or Google Hangouts, should this be necessary.
- Learning experiences are designed to be completed independently or in collaboration with other students. **Parents should not do the work for their children!** Please consult with teacher in challenge areas and for accommodations.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including ebooks.
- Students are encouraged to be proactive in reaching out to teachers via email when they have questions or assignments are unclear.
- A virtual meeting with a teacher and/or support staff will be available to support students with academic, social, or emotional needs. Please initiate contact by email.
- Students are encouraged to be mindful of academic integrity when it comes to sharing ideas and working together. In order to avoid questions of plagiarism, whether it be intentional or accidental, please remind students that submitted work needs to be original, not identical to one of their peers. This is especially important in writing-based subjects such as Language Arts.

Approximate Daily Time Frames for Learning & Resources:

Fifth Grade

120 minutes	ELA	Mondays and Wednesdays
120 minutes	Math	Tuesdays and Thursdays
60 minutes	Science	Mondays and Wednesdays
60 minutes	Social Studies	Tuesdays and Thursdays
15-30 minutes	Religion	Monday – Friday
20+ minutes	Enrichment	One per day
8a-2p	Small Group Inst.	Friday

Teachers will have daily office hours - see weekly email

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Sixth Grade

120 minutes	ELA	Tuesdays and Thursdays
120 minutes	Math	Mondays and Wednesdays
60 minutes	Science	Mondays and Wednesdays
60 minutes	Social Studies	Tuesdays and Thursdays
15-30 minutes	Religion	Monday – Friday
20+ minutes	Enrichment	One per day
8a-2p	Small Group Inst.	Friday

Teachers will have daily office hours - see weekly email

Final Note:

All school closures are an ever-changing situation. This plan is subject to change. We understand that many of you are trying to balance work and your child's lessons. Please know that we are cognizant of this challenge. Do not hesitate to contact your teachers if you need more flexibility in the assigned schedule. Please stay in contact with the teachers and look for daily updates from them.

Our faculty, staff, and administrators will continue to pray for you and your children during these challenging days. We ask that you keep us and our entire school community in your prayers.

Sincerely,

Aubrey H. Wall, M. Ed.
Principal

AWall@StPetersCatholicSchool.Org
803-252-8285

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