



DISTANCE LEARNING PLAN 2021-2022

In the event of a whole-class quarantine or a school closure, St. Peter's School will follow this distance learning plan while students and teachers virtually participate and continue their learning.

The purpose of the St. Peter's School Distance Learning Guide is to:

- Provide clear expectations of Distance Learning for students, teachers, and parents.
- Create a distance learning plan that will be effective and efficient for students, parents, and faculty & staff.
- For faculty to efficiently communicate daily learning plans, longer-term lesson plans, and content delivery.
- For students to receive effective distance learning through direct instruction and virtual classroom interaction.
- For students to efficiently submit schoolwork and assessments for teacher evaluation and grading.
- For parents to have confidence that their child is engaged during the school day, learning with purpose, and connected to their teachers and classmates despite this unusual time in our lives.

SHARED VALUES

- Although we may not be in the school building all together, we still want to remember our mission and core values to Grow, Accomplish, Love, Serve, and Unite and our KEYS:
 - **K**nowledge feeds growth.
 - **E**very accomplishment needs courage.
 - **Y**ou are love.
 - **S**ervice unites.
 - Mission - **OPEN HEARTS, OPEN MINDS**
St. Peter's Catholic School community nurtures the whole child to develop a lifelong passion for learning and to live out the Works of Mercy.
- Opportunities for student learning will be both synchronous and asynchronous. Synchronous means that students need to be online at the same time, while

asynchronous learning – students are not required to be online at the same time – offers flexibility for both student and parent schedules.

- Honor the importance of mental and physical health at this time.

SCHOOL-WIDE COMMUNICATION TOOLS

As an effort to promote consistency and simplicity for all students and parents, the following will be used school-wide for home-school communication:

CLASS DOJO

- Teachers and school administration will post important announcements and updates on either the “School Story” or “Class Story.”
- To message a teacher with a question, comment, or concern, please use the message feature on Class Dojo.
- Students may create their own Class Dojo account, and should not be given access to the parent account.

ZOOM

- Administration and Faculty will use ZOOM, a free video conferencing tool, for all virtual direct instruction. If you are using a personal device, please download Zoom on the device you plan to use for our virtual classes (<https://zoom.us/download>). ZOOM is available for MAC/PC laptops, iPads, and smart phones.

SCHOOL SPEAK EMAIL

- Class Dojo announcements from school administration may also be duplicated and sent through email using the parent emails stored in our School Speak database.
- Each Friday, weekly calendar reminders are sent using School Speak email.

GENERAL DISTANCE LEARNING EXPECTATIONS

TEACHERS WILL:

- Conduct office hours and hold virtual class on Zoom during the designated class times, as specified by the teacher.
- Answer student questions/concerns in a timely manner during school hours 8:30 am - 3:30 pm.
- Post daily expectations and assignments on Class Dojo (grades K-3) and Google Classroom (grades 4-8).

STUDENTS WILL:

- Follow the expectations as described in the “Zoom Rules and Expectations for St. Peter’s Students for Distance Learning.”
- Be respectful to one another to help foster a productive learning environment.

- Continue to submit work regularly and on-time as designated by the teacher, through Class Dojo or Google Classroom.
- Live by our St. Peter's KEYS and Student Learning Expectations.

ATTENDANCE

Attendance will be taken and recorded daily by the teacher. Students will be marked "present" for the day as they attend their Zoom sessions and turn in their assigned daily work.

To be marked "present" for the day, students must attend Zoom sessions, with their "video" on to show the teacher that they are in class online.

If a student is not able to attend their scheduled Zoom sessions (for example, due to illness or WiFi connectivity issues), parents are asked to message the teachers to inform them of the reason for the absence.

ZOOM RULES AND EXPECTATIONS FOR ST. PETER'S STUDENTS

During Distance Learning, students will be asked to participate in regular Zoom sessions during the school day, in order to review academic material, introduce new concepts, and maintain classroom community. Attendance at Zoom classes will be taken and recorded by the teacher.

Please be aware that students under 18 are not allowed to establish their own Zoom accounts, not even with their school email accounts. Students need only to click the "join Zoom" link sent by the teacher. Students may then be asked to download the Zoom program onto a computer, and finally prompted to enter their first name for the session.

- Teachers will make every effort in scheduling Zoom sessions, but cannot guarantee avoiding overlap between sibling crossover or parent work schedules.
- Students must conduct themselves according to the "Student Discipline Contract" in the St. Peter's Parent-Student Handbook.
- Students may not enter Zoom sessions they haven't been invited to join.
- Teachers will require that students enter a waiting room and be granted access to the large group session.
- Students need to be on time for Zoom sessions.
- Zoom sessions are for a class' respective students only, in an effort to mirror a classroom session.
- Students must dress in appropriate St. Peter's School free dress attire for Zoom class sessions (modest dress).
- Once connected to the session student mics and video may be disabled to help the teacher retain attention during the lesson.
- Video should be enabled to show students are present.

- When you are not speaking, always keep your mic muted to minimize household background noise.
- Students' videos and mics will be opened as group dialogue or questions are necessary.
- Teachers request that students do not change their backgrounds. Virtual backgrounds are distracting and students will be removed if they do not comply.
- Student names should be visible, do not change student names to 'nicknames.'
- Students should not eat or play with other items or devices during Zoom sessions; these are distractions during the learning time.
- Teachers may disable the "chat" feature to prevent side bar/off topic chatting.
- Be an active listener--participate in the Zoom assignment, use eye contact, and have all necessary supplies ready, as instructed by the teacher. Do not distract your classmates with noise or inattentiveness.
- Zoom sessions may not be recorded by the teacher or the student without parental consent from all participants.
- A student's inappropriate behavior during a Zoom class session may result in the student's video and audio being turned off, and the parent will be contacted regarding the student's behavior.

Failure to follow the guidelines will result in the student being removed from future Zoom sessions, and could then negatively affect a student's grade.

GRADE-LEVEL SPECIFIC DISTANCE LEARNING EXPECTATIONS

KINDERGARTEN - 3rd GRADE

- Teachers will provide a schedule for the day, including synchronous and asynchronous work times.
- Assignments will be turned in at the end of each day, as specified by the teacher.
- Using Zoom, faculty will coordinate daily class sessions with students. These meetings may be whole group or small group (rotations).
 - Attendance will be taken at each Zoom session.
- Students may be instructed to watch assigned videos for lessons or tune into a live session of the teacher's class lesson instruction.
- All students will be given accounts for Lexia (Reading) and STMath adaptive online learning programs. Students are expected to log into these programs daily to complete their learning goals.
- Teachers may also assign supplemental material from additional online programs, including Khan Academy, RAZ-Kids, and Mystery Science.
- Wednesdays will be a lighter workload compared to other school days, as Wednesdays are all 12:30 dismissal days to allow time for teacher meetings and collaboration. For students, this will allow afternoon time for any catch-up work that is necessary.

4th - 8th GRADES

- Homeroom teachers will provide a schedule for the day, including synchronous and asynchronous work time.
- Faculty will have a Google Classroom where they will post all their detailed schoolwork, assignments, and assessments. Students will use their school email account to log into Google Classroom. In order to stay informed of their student's workload, every parent should also be registered and linked to their student's Google Classroom account.
- Assignments will be turned in at the end of each day, as specified by the teacher.
- Using Zoom, faculty will coordinate daily class sessions with students. These meetings may be whole group or small group (rotations).
 - Attendance will be taken at each Zoom session.
- 4th and 5th grade students will have daily goals for ST Math and Lexia. They may be assigned additional work on other online programs such as Khan Academy, ReadWorks, and BrainPop.
- Middle School students may be assigned work and daily goals on various online programs, including but not limited to Lexia, Mathletics, Khan Academy, ReadWorks, and BrainPop.
- Students may be instructed to watch assigned videos for lessons or tune into a live session of the teacher's class lesson instruction.
- Wednesdays will be a lighter workload compared to other school days, as Wednesdays are all 12:30 dismissal days to allow time for teacher meetings and collaboration. For students, this will allow time for any catch-up work that is necessary.
- On Fridays, Middle School students will participate in a specified elective lesson and assignment which will be turned in by the end of the school day.

DIGITAL TOOLS

For students who need to borrow a device in order to participate in Distance Learning, St. Peter's School will lend a device for academic purposes. A parent must come to the school to pick up the device and sign a "SPS Device Loan Agreement Form," which explains the conditions (listed below) for borrowing a school device.

- This device should be used for school, not personal use. All device activity will be checked upon return.
- Students should abide by the Technology Student Use Policy, which is signed at the beginning of the school year.
- Do not alter the device's settings or configuration.
- Any school identification labels must remain on the device. Additional stickers, labels, tags, or markings of any kind are not to be added to the device.
- The device and charger must be returned in the same condition as they were checked out, based on the photos of the device taken at check-out. If the device is lost, stolen, or damaged in any way, the borrower is responsible for paying \$300.00 to St. Peter's School to cover the cost of purchasing a new, replacement device.

GRADING

Guiding Principles

- Prioritize care for students, families, and one's self
- Approach teaching with flexibility, understanding, and a focus on learning (not just moving through material)
- Continue to adapt/respond to student need for structure, routine, and connection
- Focus on core/critical material
- Allow students to work toward demonstrating understanding (redo assignments, submit late work, etc.)

SCHOOLWIDE ONLINE VIRTUAL EVENTS

Until gatherings are deemed safe, St. Peter's School will continue to support the community by holding online virtual events/meetings, such as prayer services and parent meetings. Such events play an important role in serving the social, emotional, and mental health needs of our school community members and may be supported through remote models. We will work to consider ways that technology can be utilized to support possible community-building activities.

RESEARCH-INFORMED STRATEGIES FOR DISTANCE LEARNING

Though it may be relatively new to our school community, distance learning is not a new method of teaching. As a result, there are plenty of research-informed strategies that the Center for Transformative Teaching and Learning has compiled to help support parents and students.

Monotask, not multitask

Help your child monotask. This means, no phone, Netflix, video games, or Gchat during class time. They should not have non-academic applications, windows or browser tabs open on their laptop during online class sessions. Encourage your child to set their phone to "do not disturb" and put it in another room while working — they can check it during breaks in the school day.

A good study environment aids good studying

Set up a good study environment. Your child should not do online classes in bed, and ideally not in their bedroom. Try to avoid spaces where there are distractions. Try to avoid spaces with clutter because many students find this distracting. Your child should not listen to music while "doing" an online class. However, music while studying is an interesting question. It seems to help *some* students on *some* tasks (perhaps because it might reduce anxiety), but hurts others. Listening to music is not bad *per se*, but your child needs to find out what works for them.

Strong self-advocacy is always crucial — now even more so

Encourage your child to be a strong self-advocate and communicate with teachers when they have questions or concerns, or even then they just feel they need to check in with their teacher and chat. This can be done by email or by requesting a one-on-one virtual meeting (ask during an online class or by sending them a short email). If at any point they are wondering, “what should I do now?,” just ask.

Everyone benefits from help with scheduling

One thing that might happen in the course of this distance learning experience is that your child may be given more projects and longer tasks that require more independent work. Balancing the demands of several projects at once is something that many students of all ages find challenging. Help your child break down and schedule tasks for asynchronous projects. If necessary, help them monitor their progress, help them decide if switching strategies might aid their progress, or help them determine whether a satisfactory end point has been reached.

Support your child’s metacognition

Metacognition aids learning. You can help by asking questions, such as:

-*What are your big learnings or takeaways from the day?*

-*What’s challenging? / What do you have questions about?*

-*What don’t you understand yet?* (and suggest they reach out to the appropriate teacher by email, one-on-one check in, or writing down their question(s) to ask in the chat of their next online meeting).

Where possible, help your child bring in prior knowledge from experiences they have had in the past. And help them make connections, again where possible, between their work and the things in the real world. We tend to overestimate how automatically students make these connections, so help them.

Emotion and cognition are interlinked

Emotion and learning are intertwined, both in your child’s brain and in their everyday experience of school. Having an emotional well-being check in can help — if they are feeling stressed with school, giving them space to offload those feelings can help them focus on learning. They can talk to you, talk to a friend, or even write or draw.

Relationships help buffer stress, so staying socially connected is an important part of being a successful student during distance learning. But take note of the *monotasking vs. multitasking* comment above, and separate out social time from work time.

Exercise, diet, and sleep help reduce stress as well as improve overall health. Going for a walk or run, while practicing responsible social distancing, can be tremendously beneficial for overall well-being and learning.

Research suggests that mindfulness and meditation techniques can benefit students of all ages. There are many free online resources. Even if your child is a skeptic, attempt to get them to try a few things out and to see if they can find something that works for them.

-Play is important for students of all ages. Make time for play.

-Do things that aren't on screens in leisure time.

Stanford University's Denise Pope, argues that every child needs PDF time, as this helps both well-being and learning: Play time; Down time; and Family time.

** Cited from St. Andrew's Episcopal School in reference to an article on Distance Learning from the Center of Transformative Teaching and Learning*

PLAN DEVELOPMENT AND FOCUS ON CONTINUOUS IMPROVEMENT

This distance learning plan takes into account the feedback of students, families, staff, and administrators through conversation and site-based surveys. The site administrators will regularly examine Distance Learning guidelines and procedures.

This plan is subject to change. School administration will promptly communicate any changes to the school community.

APPENDIX A

Archdiocese of San Francisco Technology Responsible Use Policy Students and Parents

Introduction

The Archdiocese of San Francisco recognizes the various ways, both positive and negative, that students and parents can use technology both in school and at home. This responsible use policy is built upon state and federal laws and guidelines as outlined in the addendum. Our objective is to fully prepare students to use the resources available in ethical, constructive, productive and intelligent ways as Christian citizens in a global community. While using technology, as a digital citizen, students are expected to:

1. Treat others with respect and compassion in all interactions, including online communication
2. Care for school devices and systems, and not vandalize or intentionally damage them in any way
3. Respect others privacy and work, by protecting and not sharing or using passwords, messages, photos, recordings, or personal information of someone without their permission
4. Use school technology resources for educational purposes only
5. Use personal technology only as directed by staff while at school

Students are expected to abide by this code of conduct anywhere or anytime their actions can affect the school or other students. While the school is not responsible for policing online activity, conflicts online between students, parents, or staff rarely stay online; the school is notified when such conflicts affect the wellbeing of members of the school community. Students and parents who use technology in ways that are contrary to our mission will face disciplinary action, up to and including expulsion.

Definitions

While using technology, students are expected to comply with the code of conduct published in the school's parent-student handbook. The school's authority with respect to conduct includes:

- When the student is on school grounds or distance learning
- At officially sanctioned school-sponsored events
- Outside of the school when a student's actions negatively impact another student, staff member, or the school

Parents are also expected to abide by the code of conduct found in the school's parent-student handbook, to the extent that their technology use affects other members of the school community.

For purposes of this document, "technology" includes, but is not limited to:

- Hardware: computers, servers, tablets, e-Readers, phones, smartphones, digital cameras, gaming devices, wearable devices, networking equipment, or accessories
- Software: operating systems and programs
- Services: email, web sites, web apps, learning platforms, internet service
- Telecommunications: transmission or publishing text messages, chat room commentary, comments, pictures, videos, audio recordings, posts on social networking sites, blogs, wikis, gaming, chats, and other digital transmissions.

“Personal information” includes a person’s name, address, email addresses, phone numbers, online accounts, or other contact or identifying information.

Technology Responsible Use Agreement

As a member of the school community, I agree to the following rules and code of ethics:

1. **I am respectful and compassionate in all interactions**, including online communication. I will treat others kindly in all communications, including “private” messages. I will not submit anything anonymously. I will not publicly disparage the school, staff, students, or other members of the school community. I recognize that anything sent using technology can be copied and saved forever online.

I will not transmit inappropriate material to others via messages, social media, or other ways. Examples of inappropriate material include messages or images that are intentionally insulting, sexually explicit, racist, sexist, use foul language, depict alcohol or drug use, or include graphic violence. Such material usually upsets other students and is brought to the attention of teachers, even when sent outside of school.

2. **I am respectful of school devices and systems**, and not vandalize or intentionally damage them in any way. I will appropriately maintain and clean my device according to the manufacturer's recommended guidelines. This includes hardware, software, and internet services owned, provided, or supported by the school. System settings may not be changed. I will not waste school resources like paper or ink. The Archdiocese of San Francisco strongly discourages the use of any social media due to its addictive nature. Students must follow the terms of service policies and minimum age requirement (usually 13 years old). Students need to demonstrate honesty and responsibility.

3. **I am respectful of others' privacy and work**, by protecting and not sharing or using passwords, messages, photos, recordings, or personal information of someone without their permission. I will not attempt to log into any device, program, or service as another person. I will protect and respect others' work: for other students, I will not attempt to alter or delete their work without permission. For creators who have shared their work online, I will respect copyright, abstain from piracy, and avoid plagiarism. I will give credit where it is due. I acknowledge that all work submitted is my own. I will not post/share unlawful information.

4. **I use school technology resources for educational purposes only**. I will stay on task during classroom activities using technology. I will not use school devices, software, or systems (like wifi) for non-school purposes like chat, video chat, gaming, playing music or watching videos. I will not use school resources for any commercial enterprise. I will not search for material on the internet that is illegal or inappropriate for school, and if I encounter such material accidentally I will not pursue it.

5. **I will use personal technology only as directed by staff while conducting school work**. I will only use my personal technology (including devices and internet service) at school if allowed by the school

and staff. If permitted, I will use my personal technology only for educational purposes. I understand that my personal technology is still governed by this Technology Responsible Use Policy and/or the school's BYOD (Bring Your Own Device) policy. The school will not be responsible for the security, troubleshooting, charging, or repair of personal devices.

Any user who violates the Responsible Use Policy or local, state, or federal law, faces disciplinary action, and may face legal prosecution. Parents may be held financially responsible for any student action that results in damage to school technology or a cost to the school.

Student Signature: _____ Date: _____

Printed Student Name: _____

By signing below, I give permission for my child to use technology in accordance with the rules and code of ethics above:

Parent/Guardian Signature: _____ Date: _____

Printed Parent/Guardian Name: _____

APPENDIX B

Laws and policies that help to protect our students online:

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Apps for Education users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

-- COPPA - <http://www.ftc.gov/privacy/coppafaqs.shtm>

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents rights to review student records. Under FERPA, schools may disclose directory information (name, phone, address, grade level, etc...) but parents may request that the school not disclose this information.

- The school will not publish confidential education records (grades, student ID #, etc...) for public viewing on the Internet.
- The school may publish student work and photos for public viewing but will not publish student last names or other personally identifiable information.
- Parents may request that photos, names and general directory information about their children not be published.
- Parents have the right at any time to investigate the contents of their child's email and Apps for Education files.

-- FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>