



**St. John Paul II Catholic School
Distance Learning Plan**

Introduction to Distance Learning Plan

The St. John Paul II Catholic School Distance Learning Plan (DLP) is intended to describe the actions and approach StJPII will take in the event of an extended school closure. If the StJPII campus is closed and this DLP is activated, the Principal will send email communication to parents and faculty/staff making this announcement and delineating a timeframe for its implementation. The DLP will consist of faculty setup and communication as well as guidelines for the continuity of instruction. Student instruction will begin within 24/48 hours of implementation of the DLP. Parents will receive an email from their homeroom teacher with specific instructions. StJPII faculty and staff are expected to be on duty, either on campus, or remotely, as required by the Principal depending on safety conditions. Students will not attend school or come to campus during a closure time period.

Clearly the learning experiences teachers design for when school is in session cannot simply be replicated through a digital remote platform. The social interactions that occur naturally throughout a day will indeed differ at this time, as will the methods that teachers deliver information, receive student work, and provide timely feedback. However, the core StJPII excellence in curriculum and instruction will be the basis upon which faculty members design and deliver distance learning.

The transition to distance learning may not be simple or easy. Teachers will need to think differently about how they communicate, give instruction, and provide feedback as well as how to design lessons and assignments that are authentic and meaningful. 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 children will thrive with distance learning, and some will struggle. What we can guarantee is that, as with everything we do here at St. John Paul II, we will walk through this journey together in a partnership between home and school. We will continue to live out our mission to prepare all students spiritually and academically to succeed in life and to do God's will.

Technology Systems to Support Distance Learning at StJPll

How will StJPll communicate with parents, students, and faculty/staff in the event of an extended campus closure?

StJPll 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 learning management systems (LMS) employed in this plan are the same as those used during normal school operations.

Channel	Audience	Description and Access
Email (Constant Contact & IRIS)	Faculty, Staff, Students, Parents	Email will be used for all major communications and announcements, including those from the Principal and assistant principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google Gsuite	Elementary and Middle School	Google GSuite (including Gmail, Docs, Classroom, Hangouts, Meet, etc.) will continue to be the platform used by most teachers.
Teacher Websites	Elementary School	Teachers will continue to post information, lessons, videos and updates using their class websites.
Parent Portal	Parents	Our parent portal can be accessed from our StJPll website using your personal login information.
StJPll Website	General Public	StJPll will maintain general information on its closure status for the public at http://www.jp2.org

Resources for parents as we set up our distance learning capabilities: Teachers will send accessible resources to all families to be utilized in supporting DLS to include google classroom, ZOOM, homemade instructional videos, etc.

Guidelines for StJPII Teachers

1—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 families whether their online access is reliable; and what devices the student has at their disposal. Open a dialogue with families and avoid assumptions that all students’ circumstances are the same.

2—Stick with the familiar

Especially in the first weeks after moving to this DLP, 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. In the beginning, stick with the familiar.

3—Less is more

Should StJPII implement this DLP, 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 assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

4—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, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

5—Designers of experience; facilitators of learning

In shifting to distance learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning places a premium on a teacher’s ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

6—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. If the StJPII campus was closed, students might be able to gather for synchronous learning times via video chat using Google Hangouts Meet or Google Classroom. Collaboration remains important and there are many ways teachers can foster it through synchronous learning. Teachers need to establish a means of connecting with students daily continuing to foster relationships and trust to help support them through the DLP.

7—Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to distance 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 end goal to performance 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.

8- Digital Citizenship

Use technology effectively to communicate with colleagues/students/parents professionally with knowledge, understanding, and courtesy reflective of the values of St John Paul II Catholic School.

Guidelines for StJPII Parents

1—Establish routines and expectations

From the first day StJPII implements its DLP, parents should establish routines and expectations. StJPII encourages parents to set regular hours for their children's school work. Keep normal bedtime routines for younger children and expect the same from your MS 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 DLP is implemented. We encourage families to establish a space/location where their children will learn most of the time. Ideally, 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. Above all, it should be a space where parents are present and monitoring their children's learning.

3—Monitor communications from your children's teachers

Teachers will communicate with parents through email, and phone when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. StJPII wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain/share about the Learning Management Systems or distance learning methods (e.g. Google Classroom and Google GSuite) 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? We encourage the use of the student's planner to help keep them organized with their assignments. 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 StJPII, 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 owns 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-canceling 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. StJP II Physical Education teachers will recommend activities or exercises, but 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: StJP II will only implement this DLP 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. Though it may be difficult, 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. StJP II's counseling staff will be available for social/emotional needs and will be providing resources to assist parents during school closure and transition and implementation of DLP.

9—Monitor how much time your child is spending online

StJP II 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. 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

If StJP II implements this DLP, 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. Social media apps such as SnapChat, TikTok, Instagram, or Facebook are not official, school-sanctioned channels of communication. StJP II asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. TAUP agreement applies to DLP, so we ask parents and students to review the guidelines.

11- Digital Citizenship

Use technology effectively to communicate with faculty professionally with knowledge, understanding, and courtesy reflective of the values of St John Paul II Catholic School.

Roles & Responsibilities During Distance Learning

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

School Personnel Roles & Responsibilities	
Leadership Team	<ul style="list-style-type: none"> • Create and distribute the StJP11 Distance Learning Plan, or DLP • Establish clear channels of communications between faculty, staff, families, and students in the event of this DLP being activated • Support faculty and students/families shifting to a distance learning environment Help teachers implement DLP and ensure high-quality learning experience for all students • Support all teachers and teams in the implementation of the StJP11 DLP • Provide models and examples of outstanding distance learning units and lessons Recommend new methods techniques for providing feedback to students • Support teachers and teams as they design new methods to assess student learning • Support teachers and teams in developing strategies to differentiate their instruction
Subject or Homeroom Teachers	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students • Communicate frequently with your students and, as needed, with their parents • Provide timely feedback to support your students' learning • Reflect on the Guidelines for StJP11 Teachers shared earlier in the DLP and how you can implement them
Librarian	<ul style="list-style-type: none"> • Collaborate with colleagues to find resources for high-quality distance learning • Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences • Maintain and update online library site for obtaining resources • Be available for teachers and students as needed for support
Tech Support Team	<ul style="list-style-type: none"> • Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment • Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed • Be available via email at mraymond@jp2.org or remotely to provide on-demand tech support help
Auxiliary Team	<ul style="list-style-type: none"> • Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families • Art – Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families • Spanish - Develop a bank of resources, projects, and activities that students can access from home and share with classroom teachers and families. • Music – Staying mindful of the instruments or resources families may not have in their home, develop a bank of activities for students and share these with classroom teachers and families

- Communicate regularly with your students and provide timely feedback to them
- Collaborate with classroom teachers on how to integrate Music, Art, Religion, Spanish, and PE into classroom projects and experiences.

Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (teacher websites, Google classroom, email, etc.) to check for announcements and feedback from your teachers (daily AM & PM)
- 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 StJPll peers in their learning
- Comply with the StJPll Technology Acceptable Use Policy (TAUP), including expectations for online etiquette
- Proactively seek out and communicate with other adults at StJPll as different needs arise (see below)

<i>For Questions About...</i>	<i>Contact</i>
A course, assignment, or resource	Your Homeroom teacher or Asst. Principal Elementary Asst. Principal-Suzy de Leon Middle School Assistant Principal-Mike Weinman
A technology related problem or issue	Mary Raymond
A personal or social-emotional concern	Elementary Counselor-Jennifer Quinlan Middle School Counselor-Betty Costantini
Other issues relating to Distance Learning	Elementary Asst. Principal-Suzy de Leon Middle School Assistant Principal-Mike Weinman Principal-Rebecca Bogard

Early Childhood Pk-4 and Kindergarten

Distance learning for Early Childhood will remain focused on broad language, cognitive, physical and social-emotional development. Teachers will share a daily morning video on the teacher website with their class. This video will include 3 recommended home activities available on the portal, teacher website or online app. Teachers will have ongoing availability throughout the school day by email and will share specific office hours AM & PM. Email, teacher websites and the StJPII Parent Portal will be the main modes of communication and delivery.

Daily Expectations for Early Childhood

1. Emergent literacy activities supplied daily by teacher
2. Emergent numeracy activities supplied daily by teacher
3. PE, Music & Movement, Library and Spanish teachers will provide a range of suggested activities that will continue to support their current programming(provided weekly)

Elementary School (1st-5th grades)

1st & 2nd Grade

Distance learning for 1st and 2nd grade will focus on supporting students to maintain gains made thus far and deepen security in those skills.

Teachers will share a daily morning video on their teacher website with their class that includes a review of assignments and activities for the day. Students should spend the morning working on those assignments to completion.

Email, teacher website and the StJPII Parent Portal will be the main modes of communication and delivery. Teachers will have ongoing availability throughout the school day by email and will share specific office hours AM & PM.

3rd-5th Grade

Distance learning for 3rd and 4th grade will focus on supporting students to maintain gains made thus far and deepen security in those skills.

Homeroom teachers will send a daily video to their students/families to review assignments, lessons and activities for the day.. Following the morning message, students may work on daily assignments and access teacher support during office hours. Teachers may also schedule assignments or class meetings via Google Classroom in each of the students core areas.

Email, Google Classroom, teacher website and the StJPll Parent Portal will be the main modes of communication and delivery. Teachers will have ongoing availability throughout the school day by email and will share specific office hours AM & PM.

Daily Expectations for Elementary Students

1. Reading and writing with integrated subject areas as appropriate
2. Mathematics based on web-based individual math tools and Go Math program
3. Art, Music, PE, Library, Spanish, and Technology teachers will provide a range of suggested activities that will continue to support their current programming Daily Expectations for Lower School (provided weekly)

Middle School (6th-8th grades)

Distance Learning for the Middle School will reflect each student's daily core schedule. Auxiliary teachers will be providing weekly activities and assignments. Teachers will utilize Google Meet, the Google GSuite, and StJPll portal to conduct interactive classes through a shared adapted schedule to meet the needs of the students. Teachers will be available outside of those live class times to answer questions and give feedback. Teachers will have ongoing availability throughout the school day by email and will share specific office hours AM & PM.

Daily Expectations for Middle School Students

1. Interactive and independent learning experiences with each core class teacher
2. Independent work to be completed daily and submitted online to assigning teacher
3. Daily reading for pleasure
4. Physical activities to be suggested by PE faculty (provided weekly)
5. Same day email communication between student and teacher regarding academics
6. Inform teacher if you have an emergency/or lack of Internet connection
7. Follow StJPll TAUP, Netiquette, and Digital Citizenship at all times
 - Avoid misunderstandings (ALL CAP messages, think about who is reading message)
 - Be courteous- manners apply online, when in doubt don't send/post
 - Interact- ask relevant questions, reach out to teacher directly for guidance