



**Distance
Learning
Plan**

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Introduction to the St. Philip Neri Distance Learning Plan

The St. Philip Neri Distance Learning Plan is intended to communicate the school's approach to providing ongoing high-quality academic, social-emotional, and wellness supports for students and in the case of a school closure or other unexpected event. This plan is the ideal framework of how SPN would deliver support and resources to our students and families. Please note that the circumstances of a school closure event can vary. This plan will be followed during a school closure as best as possible. In the case of any school closure event, reasonable, commonsense decisions about how to proceed given the specific closure will supersede this plan. **The school administration reserves the right to alter this plan in any way necessary to meet the needs of SPN students and families during a closure. Additionally, state and/or Archdiocesan mandates may require alterations to this plan.**

Decisions about when school campuses will reopen are generally made by the State of Louisiana in conjunction with, and under the guidance and advisement of the Department of Education and a variety of health authorities. In the rare instance that St. Philip Neri School would need to close without there being a system-wide school closure, decisions regarding both closing and reopening SPN will be made by the Archdiocese of New Orleans, the Office of Catholic Schools, the pastoral leadership of St. Philip Neri Parish, and the school leadership of St. Philip Neri School as warranted, either unilaterally or in consultation.

St. Philip Neri Catholic School operates with the mission to provide a Catholic community where all stakeholders share the responsibility of developing each child spiritually, intellectually, emotionally, socially, and physically. Even in a distance learning scenario, SPN remains committed to creating learning environments that foster creative thinking, a culture of caring, and personal connections. Through our Distance Learning Plan, SPN will provide students with diverse learning experiences that prepare them for academic success through engaging and meaningful learning activities.

As we have developed our Distance Learning Plan, we acknowledge that distance learning cannot substitute for daily in-person instructional programs. Distance learning will require adjustments to the scope and sequence of our curriculum. These modifications will not compromise our standards. Our students will continuously develop a deep understanding for content and concepts, while applying vital skills and procedures through distance learning lessons, assignments, and resources. SPN believes that distance learning provides opportunities for students to become goal-oriented and resilient individuals.

To be prepared for the possibility of distance learning, the faculty receives professional development in techniques and strategies to connect remotely with their students to both maintain and strengthen relationships and to address the academic needs of individual learners, just as they would in face-to-face classroom environments. Distance learning requires different skills and approaches for students and teachers alike. SPN is committed to supporting both our teachers and our students during a transition to distance learning and to providing a nurturing environment for them to experience learning in new ways.

Schedules for planning and instruction need to be flexible enough to provide choice within structured and independent time for students, families, and staff. We are particularly mindful of health and wellness issues, including the amount of screen-time that is developmentally appropriate for students in different grade levels.



Introduction to the St. Philip Neri Distance Learning Plan

Guiding Principles of the St. Philip Neri Distance Learning Plan

- The opportunity for all learners to succeed
- Compassion, understanding, and flexibility during distance learning
- Using assignments that are familiar to students and in familiar formats
- The needs of our families during the closure
- Focus on “promotional” subject areas
- Impact on student learning overall

Guiding Principles for stakeholders in St. Philip Neri Distance Learning Plan

Teachers require time to develop lesson plans and collaborate with colleagues, time to provide direct and guided instruction for students, time to check in with students, and time for their own health and family needs during school closure.

Students have differing developmental considerations regarding screen time, attention spans, and independent learning, which should be addressed in teachers’ lessons; they likewise require time for their own health and family. Student needs vary from household-to-household as all families are impacted differently, and to varying severity, during a school closure event.

Families should provide guidance related to scheduling learning times for their children that help avoid conflict with use of home resources; and, certainly, they require time for their own health and family. Families should always use prudent judgement regarding what is in the best interest of their students during a school closure and make decisions, including academic decisions, that best meet the student’s and family’s needs at the time.

Digital Citizenship Reminders

As we enter a distance learning environment, it becomes more important than ever to apply practices of good digital citizenship. Students learn digital citizenship in Computer class and through the use of technology on campus throughout the school year. Reminders may be needed, however, especially with the stress of a school closure event.

Adults and students both share a responsibility to model respect and polite, appropriate communication online. We can help each other maintain a safe and productive digital community by helping each other recognize when our words or tone are perceived as harmful by others.

Resources to support staff and families can be found on the [Common Sense Education’s Digital Citizenship](#) webpage.



Distance Learning at SPN

We acknowledge distance learning cannot substitute for daily in-person instructional programs; it is not possible to replicate completely the regular school day experience. While the faculty will be eager to engage with students and help advance their academic and social-emotional learning during a school closure event, student-teacher and student-student interactions at a distance are not equivalent to the invaluable social interactions that foster learning within our normal school setting. Still, SPN is committed to partnering with our students and families to make the best possible learning experiences in the case of a school closure event.

SPN intentionally uses the term “distance learning” to describe our plan rather than “virtual learning” or “online learning.” This choice is based on two core ideas. First, we recognize that during a closure event, students may have differing levels of access to reliable technology and the internet as a learning tool. The circumstances that cause a school closure often cannot be foreseen. During a closure, the length of the closure itself and the length of time that outside circumstances cause a substantial alteration of our “way of life” also cannot always be easily predicted.

Second, we assert that quality learning can and does happen remotely with and without computers. That said, technology can be a powerful learning tool and virtual collaboration platforms help maintain a degree of the connection akin to that of a traditional classroom. Training and preparation time for teachers prior to and throughout distance learning will emphasize effective ways to utilize both digital and non-digital learning resources and techniques.

Role of Technology Tools in SPN’s Distance Learning Plan

During a school closure, regardless of the cause of the closure, communication is vital. The school operates a variety of programs and platforms to ease communication with our families, including: the school website, Facebook, faculty e-mail, and the Viking Voice newsletter. Individual teacher websites using the Google Classroom platform are in place during “normal” school operation, and will become vital hubs of communication during a closure.

Teachers will use their Google Classroom pages to academic growth and learning experiences for students in a distance learning environment. Digital learning will be used wherever feasible in SPN’s distance learning. Many grade levels have textbooks with online components or regular access to online resources that are used during the normal operation of the school year. Teachers will post lesson plans, resources, and assignments that, at best, can be completed with or without substantial technology use. These lesson plans, resources, and assignments can have full effect and impact on the student, however, with the use of technology as a component. Starting with Phase II of this plan, teachers will post videos to introduce and instruct on new skills and concepts as the school moves forward academically during the closure. Live “office hours” will be offered by each teacher twice weekly.

Role of Academic Packets in SPN’s Distance Learning Plan

In the event of a closure that happens without much warning or time to adequately prepare, SPN does not want to hesitate in providing to our students appropriate, high-quality learning materials. To this end, academic packets have been assembled by each grade level that reflect a blend of review and reinforcement for previous learning and introduction of new learning.

Packets will be posted and shared by the teachers and the school as soon as possible after the announcement of a school closure. The packets serve the purpose of “bridging the gap” of academic progress for students while the closure and its potential effects are being assessed. Within 2 weeks, unless circumstances do not allow, teachers will begin posting lesson plans, assignments, and resources to their Google Classroom pages to continue to the learning that was taking place in the classroom and to move forward. Student focus should then shift from the packets to the weekly postings by the teachers.



Distance Learning at SPN

SPN DISTANCE LEARNING PLAN – ACADEMIC DELIVERY FRAMEWORK AND TIMELINE		
PHASE OF PLAN	EXPLANATION	ETA
<p>Phase I:</p> <p>Academic Packets</p>	<ul style="list-style-type: none"> Students will be sent home from school with all possible learning materials, if the situation allows. It may be necessary to set up a separate “pick up day” for learning materials after closure begins. Teacher assembled using teacher-created materials and a variety of available online and offline resources. Mix of review and new content, concepts, processes and procedures. Meant to “bridge the gap” and promote academic growth while initial school closure issues are being mitigated. 	<ul style="list-style-type: none"> ASAP once closure is announced. Distribution through e-mail, posting to school website, and posting to teacher Google Classroom pages. Physical distribution will be utilized as an option if possible based on the circumstances of the closure.
<p>Phase II:</p> <p>Teacher Lesson Plans/Videos and Assignments Posted</p>	<ul style="list-style-type: none"> Teachers will post to Google Classroom the lessons they would have used in the subject area that week, along with any additional resources they can offer to augment the lesson. Teachers will post short instructional pre-recorded videos in each subject area introducing and explaining new content, concepts, processes, and procedures. Two scheduled live “office hour” times will be provided by each teacher each week through Google Meet. Assignments will be posted for students to complete. These assignments will tie directly into the lesson plans posted by the teachers. 	<ul style="list-style-type: none"> No later than one week into the closure. Teachers will post by 9:00 AM each Monday, unless otherwise noted.
<p>Phase III:</p> <p>Grading of distance learning assignments (The first two bullets from Phase II still apply)</p>	<ul style="list-style-type: none"> Teachers will post “graded” assignments with their weekly lesson plans and videos each Monday at 9:00 AM. Assignments will be due back to teachers by 9:00 PM the following Sunday. The look and makeup of the graded assignments will vary by grade level, with consideration to making these assignments reasonable to what students can complete at the time. Assignments will be in formats familiar to students from classroom experience. There will be only one graded assignment per subject area each week. Teachers will provide instructions with graded assignments, including expectations and how to return assignments. 	<ul style="list-style-type: none"> No later than two weeks into the closure. Timeline for introducing graded assignments may shift due to severity of closure, logistics, and preparedness.



Distance Learning and Minor Adjustments

Learning Supports for Students with INC Plans

Distance learning will include a mix of activities completed online and offline. Some students will need the support of a caregiver to complete the activities provided each week. When developing activities, teachers are encouraged to keep in mind the following principles of universal design for learning that will allow for greater access by all students.

- Adaptable – Activities accommodate a wide range of individual preferences and abilities.
- Simple and Intuitive – Activities are easy to understand.
- Flexible – Activities provide multiple ways for students to demonstrate knowledge.

Teachers will provide, as necessary, modified lessons, activities, assignments, and resources to meet the minor adjustments listed in a student's INC plan. Questions or concerns about meeting student needs through minor adjustments during distance learning should be directed first to the student's teacher.



Digital Tools and Resources for Distance Learning

The following is a non-exhaustive listing of digital tools and resources that will be used by SPN during distance learning:

TOOL/RESOURCE	AUDIENCE	EXPLANATION
Email	Staff, families	Email will be used for all major communications and announcements, including those from school, parish, and Archdiocesan leadership. Teachers will also use email to communicate, although they will use other platforms to interact with their students as well.
School website	Staff, families	Important communications will also be posted to the school website. Links to teacher Google Classroom pages will be posted on the school website in their normal location.
School electronic newsletter and social media	Staff, students	Important communications will also be posted on the school's Facebook page and in the Viking Voice electronic newsletter, which will be e-mailed at least once weekly during a school closure.
Google Classroom, Google Apps for Education	Staff, students, families	Teachers will post lesson plans, videos, assignments, and resources in Google Classroom. Google Classroom pages also serve as a vital communication hub for teachers, parents, and students.
Online Textbooks	Staff, students	Some grade levels have textbooks that are available online. Links to these online textbooks, along with access information will be found on each teacher's Google Classroom page.
Other online resources	Staff, students, families	Teachers will utilize web-based tools to further learning. Both school administration and individual teachers will provide information about, links to, and access to other helpful online resources as they are made available during a school closure event.



Guidelines for Adults Supporting Students' Distance Learning

Adults play an important role in supporting students as they transition to and engage in distance learning. Teachers and caregivers are the key players in this support role. Guidelines in this section are intended to offer reminders and suggestions for these partners in supporting students' success.

Teacher Guidelines

In the transition to distance learning, teachers will be asked to think and work differently than they have in the past. Their underlying compassion, creativity, and perseverance are the traits that will most lay the path to success in this Distance Learning Plan. The following guidelines represent reminders to help our teachers thrive in this new environment.

1—Health, Safety, and Family First

During any school closure event, the health and safety of your students and yourself should be in the forefront. Be aware of rising stress or concern among your students and adjust your expectations to accommodate for developing needs related to personal illness or the need to assist an ill family member. Keep in mind that every student and every family deals with crisis differently- it is important to be pastoral to students and their families and understand that each student's experience during a school closure event may be different. Allowances will have to be given for what each student can reasonably be expected to accomplish through distance learning during a closure.

This guideline goes for yourself, as well. If you recognize that you are becoming ill or have a need to support a loved one, proactively connect with your teammates and school administration for support.

2—Keep It Simple

Working and learning in an altogether new way can be overwhelming. Teachers are reminded to prioritize the most essential learning concepts for direct instruction while pacing to allow for a balance of review, practice, and new content, where appropriate. These measures can help to prevent frustration and stress on the parts of you and your students.

3—Begin with the Known

Especially in the early weeks of distance learning, teachers should continue using existing modes of communication and learning models, where possible. Both you and your students are more likely to get off to a strong start with distance learning if you maintain as much of the familiar as you can. As time goes on and you and your students are more comfortable with distance learning, you may find opportunities to introduce additional approved tools or resources to support students' learning needs.

4—Identify What Distance Learning Tools Are Available for Your Students

Get to know the access to technology for each of your students and adjust your model for connecting and supporting learning accordingly. Leverage a combination of learning activities that take advantage of the resources available.

5—Focus on Feedback

Growth-producing feedback is essential to helping a learner move to their next level. In a distance learning setting with the loss of many nonverbal clues, articulated feedback can become even more critical to make clear to a learner what strengths and opportunities you see in their work. Utilize the media at your disposal to offer feedback as frequently as possible. Feedback may take the form of a comments on a submitted assignment, journaling, or communication through Google Classroom.



Guidelines for Adults Supporting Students' Distance Learning

Caregiver Guidelines

A shift to distance learning will likely come at a time when families are already experiencing a disruption to their routines and priorities. While distance learning may offer welcome structure and connections with others that are likely missing in the disrupted environment, the transition will be challenging. Caregivers will need to think differently about how to support their children.

1— Health, Safety, and Family First

Be mindful of your child's stress level and any anxiety related to world events or their own change in routine. Also, keep in mind that your child is sensitive to the stress and anxiety they perceive in you. If illness in your family makes it difficult for your child to participate in distance learning, be sure to share your situation with their teachers to work out a plan that is supportive of your immediate family needs while providing what access to learning is reasonable for your child.

2—Set Aside Time and Space

We encourage families to establish a physical space, if possible, where your child can participate in distance learning during the day. For many grade levels, there will be scheduled times when students are expected to join their teacher or class in a distance learning activity or check-in. Your child may need your help to be available for participation during these times. Consider how you can help maintain a sense of routine for your child, including expectations for wake up times and bedtimes that work for your family. Your children should move regularly and take periodic breaks as they study.

3—Stay Connected to Your Child's Teachers

Teachers will communicate with caregivers through email, Google Classroom, or other available methods, on a periodic basis. These check-ins will let you know how your child is progressing and give you additional insights into your child's learning experiences. However, keep in mind that teachers are responsible for outreach and engagement with many students and their families. If you have a question or concern about your child's learning, don't hesitate to initiate contact with your child's teacher.

4—Stay Active

Set expectations that your child engages in some form of physical exercise each day. Exercise will help your child maintain their health and development. This is vitally important to their health, wellbeing, and to their learning. Enrichment teachers will post lesson during a school closure and the PE teacher will recommend activities or exercises. It is also important for caregivers to model and encourage exercise. You may also think about how your children can help with additional chores or responsibilities at your home.

5—Monitor Screen Time

SPN does not want its students working at computer screens for 7-8 hours a day. We ask that caregivers 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. We thank you in advance for your patience and partnership.

Roles and Responsibilities During Distance Learning

Distance learning requires the active contributions of many partners. Key roles and responsibilities for school personnel, caregivers, and students are highlighted below.

SPN Personnel Roles and Responsibilities

School Administration	<ul style="list-style-type: none"> • Provide ongoing updates to stakeholder groups. • Continue to ensure clear communication is flowing to staff and families. • Provide support in scaffolding lessons.
Archdiocese of New Orleans/ Office of Catholic Schools	<ul style="list-style-type: none"> • Disseminate information from state level to the school. • Support distance learning with resources, training. • Enumerate any additional expectations for our school.
Technology Coordinator	<ul style="list-style-type: none"> • Provide technical support and troubleshooting for teachers in the use of online programs, apps, and resources to support distance learning efforts. • Provide technical support and troubleshooting for students using school Chromebooks or other school technology. • Maintain school website, Facebook, and social media with up-to-date relevant information about the school closure and distance learning.
Teachers	<ul style="list-style-type: none"> • Assemble and distribute academic packets through posting and e-mailing. (Phase I) • Post lesson plans, videos, assignments, activities, and resources to Google Classroom each Monday by 9:00 AM. Host “office hours” live, twice weekly. (Phase II) • Create and post assignments to be graded and made part of the student’s average for the quarter. (Phase III) • Strive to build a sense of community and connectedness among students through e-mail, Google Classroom, posts, videos, and other means. • Communicate, relay, and remind students and families of key information announced by the school or the Archdiocese. • Provide students with feedback and support.



Roles and Responsibilities During Distance Learning

SPN Personnel Roles and Responsibilities, continued

<p>Outside Service Providers (i.e. Jefferson Parish speech, Catapult, private tutors)</p>	<ul style="list-style-type: none"> • Connect with individual students and families on caseload to support learning. • Support teachers in distance learning lesson planning to ensure minor adjustments are met for students with current INC plans on file. • When necessary deliver distance learning lessons and consultation for students.
<p>Enrichment department</p>	<ul style="list-style-type: none"> • Post weekly lesson plans, resources, activities, and suggestions in the teacher’s discipline. • Collaborate with colleagues to bring skills and concepts from enrichment courses into distance learning plans lessons, assignments, and activities. • Be available to support school administration, teachers, and students as needed.
<p>School Counselor</p>	<ul style="list-style-type: none"> • Communicate with students/families • Communicate with teacher partners (co-teachers) to provide support in scaffolding lessons. • Provide services and support as appropriate to students and caregivers via email and/or video conference. • Mental health/clinical staff should include email and phone out-of-office messages directing students and families to appropriate emergency mental health services. • Aid teachers in contacting students/caregivers when needed. • Assist with the school’s established attendance procedure and help with reaching out to students via email that aren’t taking advantage of the online learning.
<p>Other Staff Members</p>	<ul style="list-style-type: none"> • Keep up with communication from school and Archdiocese. • Provide assistance and support where needed or assigned.



Roles and Responsibilities of Distance Learning

Student Roles and Responsibilities

- Establish daily routines for learning.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Google Classroom for lessons, assignments, announcements, and feedback from teachers.
- Complete assignments with integrity and academic honesty.
- Do your best to meet due dates.
- Communicate with school counselor, teacher, and caregivers if you lack the resources to succeed in distance learning and/or if you are feeling overwhelmed.
- Be a good digital citizen.

Caregiver Roles and Responsibilities

- Establish routines and expectations.
- Identify a space in home where student(s) can learn comfortably.
- Monitor communication from teachers.
- Begin and end each day by “checking in” with your student regarding distance learning progress, be mindful of stress or worry. Encourage physical activity and/or exercise.
- Support your student’s digital citizenship skills.

Where to Go with Questions

During distance learning, students and caregivers will have questions and issues that arise. The table below provides some of the most common types of anticipated issues and questions alongside suggestions of who to contact for help. Email is the best way to reach school personnel during distance learning.

FOR QUESTIONS ABOUT...	CONTACT
Specific course, assignment, or learning resource	Teacher
Minor adjustments or accommodations for students with current INC plans	Teacher, then Counselor, then Assistant Principal or Principal
Problem with school Chromebook	Technology Coordinator
Personal or social emotional concern	School Counselor
Academic concern	Teacher, then Assistant Principal or Principal
Other issue related to distance learning, school life, or the functioning of school during a closure	Principal



Guidance for PreK3 and PreK4 Distance Learning

Priorities and Considerations for PreK3 and PreK4

Tools

- Primary tools for communication between teachers and families will be e-mail and Google Classroom.
- Teachers will post and share online resources and activities as they become available during a school closure.
- If a closure is announced during the school day, students will be sent home with all necessary learning materials. Depending on the nature of the school closure event, it may be necessary to schedule a separate “pick up day” for learning materials. If it is necessary to set up a separate pick up day, it will be scheduled as soon as reasonably possible and appropriate, based on the nature of the school closure event.

Learning Activities

- An academic packet will be posted and shared as soon as possible after a closure is announced.
- In Phase II of SPN’s distance learning program, teachers will post lessons, videos, activities, and resources to keep students working on key skills and concepts during a closure.
- Students will have both off and on screen learning activities presented to them.

Teaching Tips

- Seek ways to build relationships with students and foster a positive online classroom, consider structures used in morning meetings.
- Consider that each student’s situation may be different during a closure. Communicate expectations while being pastoral and providing for flexibility and adaptability as needed by individual students.
- Encourage caregivers to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Focus on quality over quantity.

Guidance for PreK3 and PreK4 Distance Learning

Teacher Expectations

- Post and share academic learning packet as soon as possible once a closure is announced. (Phase I)
- If a closure is announced during the school day, send school learning resources home with students. (Phase I)
- Once a start date for Phase II has been set, post and share current lesson plans, activities, assignments, resources, and suggestions, along with videos to introduce new skills and concepts.
- Keep regular communication with parents and students through email and Google Classroom.
- Communicate with school administration. Share any questions, comments, or concerns you have and reach out with any issues that arise with your class during distance learning.
- Attend and participate in all required meetings during the closure.
- Reach out to students/families who are not engaging in learning.
- Consider the needs of your students while keeping a healthy work/life balance.

Guidance for Grades K - 4 Distance Learning

Priorities and Considerations for Grades K - 4

Tools

- Primary tools for communication between teachers and families will be e-mail and Google Classroom.
- Teachers will post and share online resources and activities as they become available during a school closure.
- Online textbook components will be used for weekly lessons and assignments, where available.
- Third party online websites and resources will be used in conjunction with weekly lessons and assignments, with alternate offline options also being posted by teachers.
- If a closure is announced during the school day, students will be sent home with all necessary learning materials. Depending on the nature of the school closure event, it may be necessary to schedule a separate “pick up day” for learning materials. If it is necessary to set up as separate pick up day, it will be scheduled as soon as reasonably possible and appropriate, based on the nature of the school closure event.

Learning Activities

- An academic packet will be posted and shared as soon as possible after a closure is announced.
- In Phase II of SPN’s distance learning program, teachers will post lessons, videos, activities, and resources to keep students working on key skills and concepts and to promote academic progress during a closure.
- Students will have both off and on screen learning activities presented to them.
- In Phase III of SPN’s distance learning program, weekly graded assignments in all subjects will be posted on Monday at 9:00 AM. These assignments are due to teachers by 9:00 PM the following Sunday. The assignments will be created and/or chosen by teachers to gauge student progress and academic growth in regards to key concepts and skills and with the goal of providing assignments that are familiar to students in type and format. The teacher will communicate instructions for these assignments as they are posted, including how they would like assignments submitted to them upon completion.

Guidance for Grades K - 4 Distance Learning

Teaching Tips

- Seek ways to build relationships with students and foster a positive online classroom, consider structures used in morning meetings.
- Consider that each student's situation may be different during a closure. Communicate expectations while being pastoral and providing for flexibility and adaptability as needed by individual students.
- Communicate expectations for lessons and assignments clearly, especially in the case of graded assignments.
- Create learning opportunities that are as self-directed as possible.
- Engage students in learning activities that require problem solving and higher order thinking skills, according to the revised Bloom's Taxonomy.
- Encourage caregivers to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Focus on quality over quantity.

Teacher Expectations

- Post and share academic learning packet as soon as possible once a closure is announced. (Phase I)
- If a closure is announced during the school day, send school learning resources home with students. (Phase I)
- Once a start date for Phase II has been set, post and share current lesson plans, activities, assignments, resources, and suggestions, along with videos to introduce new skills and concepts.
- Once a start date for Phase III has been set, post and share graded assignments with clear expectations and instructions, including how the assignments should be submitted.
- Score graded assignments in a reasonable amount of time after receiving them.
- Keep regular communication with parents and students through email and Google Classroom.
- Communicate with school administration. Share any questions, comments, or concerns you have and reach out with any issues that arise with your class during distance learning.
- Attend and participate in all required meetings during the closure.
- Reach out to students/families who are not engaging in learning.
- Consider the needs of your students while keeping a healthy work/life balance.

Guidance for Middle School Distance Learning

Priorities and Considerations for Middle School

Tools

- Primary tools for communication between teachers and families will be e-mail and Google Classroom.
- Teachers will post and share online resources and activities as they become available during a school closure.
- Online textbook components will be used for weekly lessons and assignments, where available.
- Third party online websites and resources will be used in conjunction with weekly lessons and assignments, with alternate offline options also being posted by teachers.
- If a closure is announced during the school day, students will be sent home with all necessary learning materials. Depending on the nature of the school closure event, it may be necessary to schedule a separate “pick up day” for learning materials. If it is necessary to set up as separate pick up day, it will be scheduled as soon as reasonably possible and appropriate, based on the nature of the school closure event.

Learning Activities

- An academic packet will be posted and shared as soon as possible after a closure is announced.
- In Phase II of SPN’s distance learning program, teachers will post lessons, videos, activities, and resources to keep students working on key skills and concepts and to promote academic progress during a closure.
- Students will have both off and on screen learning activities presented to them.
- In Phase III of SPN’s distance learning program, weekly graded assignments in all subjects will be posted on Monday at 9:00 AM. These assignments are due to teachers by 9:00 PM the following Sunday. The assignments will be created and/or chosen by teachers to gauge student progress and academic growth in regards to key concepts and skills and with the goal of providing assignments that are familiar to students in type and format. The teacher will communicate instructions for these assignments as they are posted, including how they would like assignments submitted to them upon completion.

Guidance for Middle School Distance Learning

Teaching Tips

- Seek ways to build relationships with students and foster a positive online classroom, consider structures used in morning meetings.
- Consider that each student's situation may be different during a closure. Communicate expectations while being pastoral and providing for flexibility and adaptability as needed by individual students.
- Communicate expectations for lessons and assignments clearly, especially in the case of graded assignments.
- Create learning opportunities that are as self-directed as possible.
- Engage students in learning activities that require problem solving and higher order thinking skills, according to the revised Bloom's Taxonomy.
- Encourage students and caregivers to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Focus on quality over quantity.
- Remember that all of a student's teachers will be providing learning opportunities for them. Additionally, the fact that students are at home may impact their ability to do the learning. Seek feedback from students to ensure they are not getting overwhelmed with too much work.
- Encourage students to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- The school counselor is available to support students with academic, social, or emotional needs.

Teacher Expectations

- Post and share academic learning packet as soon as possible once a closure is announced. (Phase I)
- If a closure is announced during the school day, send school learning resources home with students. (Phase I)
- Once a start date for Phase II has been set, post and share current lesson plans, activities, assignments, resources, and suggestions, along with videos to introduce new skills and concepts.
- Once a start date for Phase III has been set, post and share graded assignments with clear expectations and instructions, including how the assignments should be submitted.
- Score graded assignments in a reasonable amount of time after receiving them.
- Keep regular communication with parents and students through email and Google Classroom.
- Communicate with school administration. Share any questions, comments, or concerns you have and reach out with any issues that arise with your class during distance learning.
- Attend and participate in all required meetings during the closure.
- Reach out to students/families who are not engaging in learning.
- Consider the needs of your students while keeping a healthy work/life balance.



