



Distance Learning Plan

March 26, 2020

Dear Parents,

The school appreciates all the patience, extra effort, and even pain, you have put in to making the transition to our pilot Distance Learning Plan (DLP). It is not easy to balance your professional lives with managing a modified classroom in your home. Give yourself, your child, your teachers, moments of grace as we work together to navigate this unprecedented time in our history. Together we are doing all we can. And this is enough.

Teachers began initial work on our DLP on Friday, March 13. With the objective of making reasonable efforts to provide equitable delivery of instruction during times of emergency closure. Teachers set out, utilizing a scaffold approach, to explore the use of a variety of media to share content. Instructional packets, teacher websites, emails, YouTube videos, ZOOM calls, Microsoft Teams' collaborations, Google Classroom content and Meets, along with interactive web materials have been frequented, streamed and delivered to your homes. With these tools in place teachers are feeling confident about educational continuity in this time of uncertainty. These initial days have also allowed us to try out new

teaching methods and make modifications where needed. We are ready to enter the next phase of our DLP.

It is our intention with the DLP that we continue to live our mission of providing an excellent Catholic education. In doing so we also acknowledge in the DLP that not all core content can be taught and assessed to the degree of in-person instruction in the classroom. It will take teachers time to gauge how long an assignment might take at home versus in the classroom with teacher guidance. Teachers will continue to support our students' on-going education by delivering and assessing content. While the tools to deliver and assess content differ by department, the goals of the DLP are unanimous and seek to provide:

- Live student-teacher contact time
- Online content delivery through a variety of media
- Online monitoring of student progress/student assessment through PowerSchool (grades K-8), Google Classroom (grades 3-5) and Microsoft Teams (6-8th)

In the first weeks of our pilot DLP the school has made modifications and enhancements to how content is delivered and assessed. The major tenets of our articulated DLP will include the following stipulations to support on-going student learning:

- Less is more- we acknowledge in a DLP not all core content can be taught and assessed to the degree of in-person instruction in the classroom. In the DLP lesson design teachers will seek to streamline content and elevate the essential learning for students. Teachers will take a less-is-more perspective, including the pacing of lessons and volume of assignments and types of assessments.
- Asynchronous and synchronous learning experiences- teachers will provide opportunities, when developmentally appropriate, for students and small groups to have discussions and dialogues during a set time period, knowing that students might not all be online at the same exact time (asynchronous). Collaboration remains important and teachers can foster it through synchronous (all students at the same time) learning. There will be some streamlined opportunities, provided through different platforms, for discussion, class meetings, sharing, show and tell, and more. The

expectation, initially, should not be that the teacher deliver a full day's worth of content remotely to the entire class.

- Assessment- This is one of the most challenging components of developing a DLP. Teachers will think differently about the frequency and end goal of assessment. Instead of relying on traditional assessment methods that might not fit the distance learning model, new methods (infographics, videos presentations, oral assessments, etc.) will be considered and utilized to assess student achievement of standards. Assessment accommodations may be considered, when necessary, to support the DLP.
- Trimester 3 report cards will be issued at the completion of the term. Teachers and parents will continue to utilize PowerSchool for inputting and accessing grade information.
- Work completion- The school will allow for grace within the framework of the DLP. We understand there may be times where work just doesn't get finished on time or completed to the degree of what is expected in the normal classroom.

Scheduling and communication considerations in the DLP have been adapted to provide a sense of school routine and likewise flexibility for students working from home. Lesson design presents a challenge in the DLP. To allow for asynchronous and synchronous learning experiences specific departments will adhere to the following scheduling guidelines:

- Student content, including lessons, resources, assessments, will be accessible through parent email communications, teacher webpages, Google Classroom, and Microsoft Teams. Individual teachers and or departments may choose additional media to communicate content. The following should serve as a framework for communication expectations.
 1. PreK-2 grade- Daily parent email
 2. 3-5 grade- Google classroom, daily parent email
 3. 6-8 grade- Microsoft Teams, teacher websites
 4. Specialist and Counselor lessons and information available on specific teacher websites
- Student attendance is assumed daily in the DLP. Teachers in grades 3-8 monitor student engagement in the Google and Microsoft environments. Should a student (PreK-8th) be ill or a family choose not to participate in the

DLP, absences must be reported daily to: <https://st-johnschool.org/attendance/>

- Teachers will continue to deliver core content Mondays-Thursdays. Fridays will be lighter work days for students, with time for weekly catch-up, some assessments, and video conferencing with teachers. Fridays will also provide teachers with time for additional planning and preparation of content for the following week's lessons.
- Grade 6-8 core teachers will schedule video check-ins with students, when desired, at normally scheduled class times. Zero period video check-ins will be scheduled over the lunch hour when needed.
- Feedback is necessary for a successful DLP. Teachers are open to gentle, constructive, and respectful feedback from parents and students alike.
- Administration will periodically send email updates to parents apprising you of any pertinent information about when our 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 pastor, the Archdiocese of Seattle, School Commission and Department of Health.

Parent support and collaboration in the DLP is fundamental to the success of remote learning. As you may have experienced already, the transition to distance learning is challenging for families. The demands on your time will be greatly stressed in the DLP, particularly if you have younger students. The school will allow for grace within the framework of the distant learning plan. We understand there may be times where work doesn't get finished to the degree of completion expected in the normal classroom.

You may need to think differently about how to support your children; how to create structures and routines that allow your child to be successful; and how to monitor and support your child'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.

Parent Roles and Responsibilities

Provide support for your children by adhering to the 10 Guidelines for 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

Additional resources are available on our [school counselor's website](#).

The St. John School DLP will be updated and enhanced over time as we walk the remote learning path and learn collectively from the experience. The school thanks you for your partnership. We appreciate you supporting the home classroom and know it is not easy. You are doing all you can. And this enough.