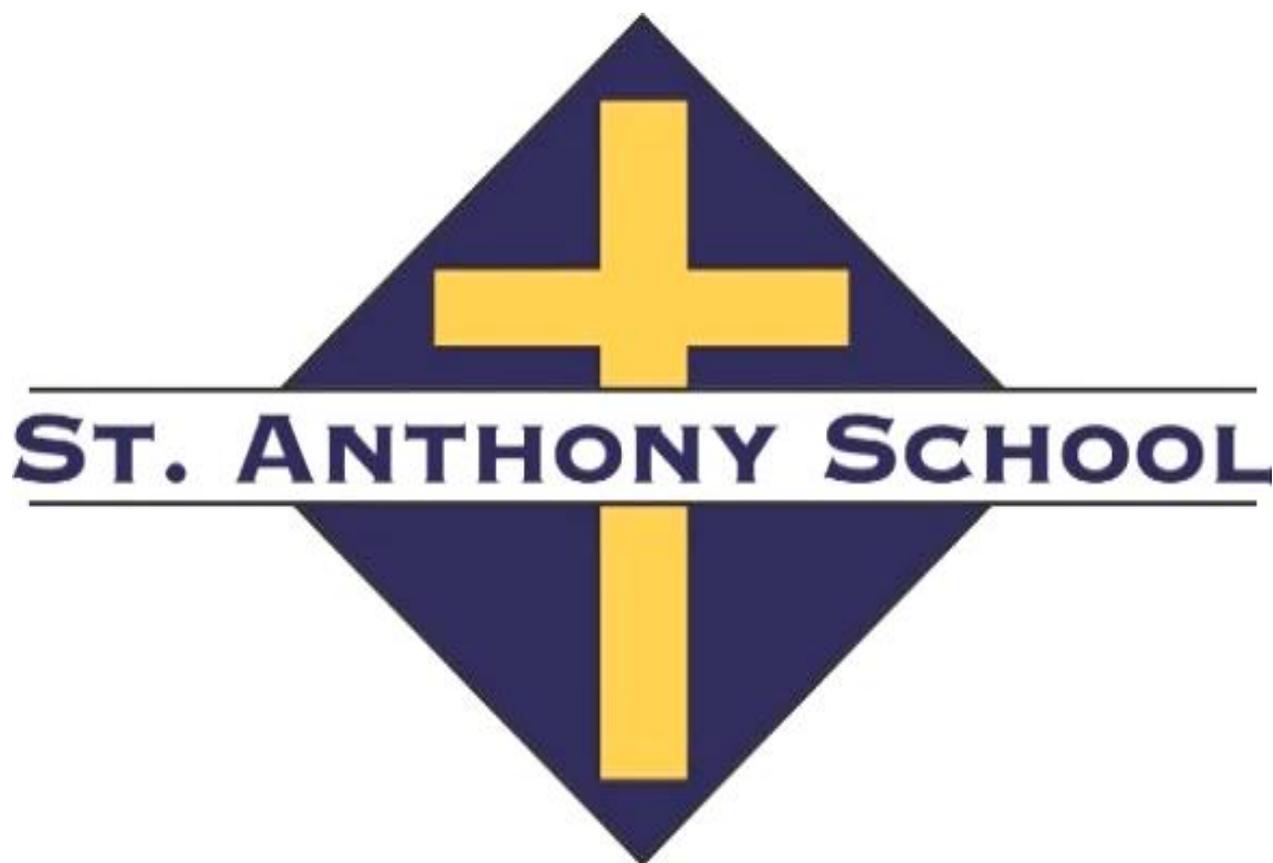


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# Distance Learning Plan

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## *Our Mission*

*St. Anthony Catholic School is committed to educating the whole child, by providing a learning environment that promotes academic excellence, spiritual growth, and moral development - building a solid foundation for today's youth to succeed in tomorrow's world.*

# Remote and Digital Learning in the K-8 Environment

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# Introduction

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We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine of daily learning, even in the event of school closure. We all recognize that distance learning **cannot replicate the magic that happens when school is in regular session!** The invaluable social interactions and mediation, real-time, in-person feedback, community, extracurricular events, and more are what make St. Anthony School a special place. However, when such an experience cannot be possible, there are many alternative and effective approaches available to our teachers in order to continue instruction and to engage students in meaningful learning.

The purpose of this document is to describe the actions St. Anthony Catholic School will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Learning Plan (DLP) to accomplish three goals within a flexible framework:

- Live Student-Teacher Contact Time
- Offline & Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

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

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

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

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

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

# Distance Learning at St. Anthony FAQs

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

## **How will the School ensure that my child is continuing to learn?**

Teachers have been working closely with administrators and academic technology coordinators to develop lesson plans using online platforms and digital resources to ensure continuity of learning for students. Students will continue to be engaged with their teachers through a range of methods, including video, online discussions, email, and phone communication. Teachers, School administrators, and the learning support team will be available to communicate with students and parents on an ongoing and regular basis during a campus closure to ensure that individual student learning needs are being met.

## **What resources are available to my child if he/she begins to face challenges with learning?**

Your child's teacher is the first resource for your child if he/she faces learning difficulties. Teachers will make themselves available to speak with students and their parents directly as well as providing one-on-one support by Google Meet or phone. In addition to your child's teacher, the student support team is available to provide one-on-one support for your child, either by Google Meet or phone. If your child begins to struggle with learning, please reach out to your child's teacher and the principal so we can put additional support in place.

## **My child is becoming extremely anxious about the situation that has led to the campus closure. What resources are available to support my child?**

Parents of children who experience heightened anxiety should consult with their pediatricians and/or psychologists. During a campus closure, parents/guardians should monitor students' mental health and seek outside support as needed.

## **My child has ADHD, and prolonged screen time can exacerbate the symptoms, making it very challenging for my child to learn. What support can the School provide?**

The School's student success coordinator can provide additional support for students with ADHD and/or other learning challenges through one-on-one Google Meet sessions and phone check-ins. Not all distance learning is dependent on extended periods of screen time. Students will continue to be assigned work that will need to be completed without screens, including reading, writing, solving math problems, hands-on projects, and other special projects. Teachers have been asked to be mindful of the kinds of assignments they are creating to avoid overdependence on screen use. Please reach out to your child's teacher if you observe your child having difficulties focusing due to increased screen time.

## **My child is not feeling well and is not able to engage in learning. Is there a way to report an "excused absence" so he won't be penalized for not engaging in distance learning?**

If your child becomes ill while the School is using a distance learning approach, use the established protocols for reporting your child's "absence" from School. Your child's teacher will work with your child and with you to ensure that he/she is able to make up any missed work and provide necessary extensions for assignment deadlines.

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

St. Anthony Catholic School will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency.

# Technology Systems During Distance Learning

Channel	Audience	Description & Access
Email	Faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the Principal and teachers. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well. Please make sure all parent emails are up to date and correct.
FACTS Family Portal	Faculty, Staff, Parents, students	FACTS Family Portal will be used for grading and communication from teachers and Principal. We will also be using educational links.
Google G Suite	3K - 8th grade	Google G Suite (including Docs, Forms, Classroom, and Gmail) will continue to be the platform used by our Middle School and younger grades
Google Meet	Teachers, students, parents	Google Meet is an online video conferencing platform that allows for live group meetings, hosted by teachers.
Accelerated Math & Reading	Students grades 5K-8	Teachers will continue to provide online login and assign daily practice to students just as they have already been doing. <a href="https://global-zone50.renaissance-go.com/welcomeportal/46131">https://global-zone50.renaissance-go.com/welcomeportal/46131</a>
Khan Academy	Students grades 5-8	Teachers will assign videos and online practice questions for their classes. <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>
Study ladder	Students grades 4K-4	Online Learning Platform <a href="https://www.studyladder.com/">https://www.studyladder.com/</a>
Quizlet	Students Grade 5-8	An online learning forum for flashcards, review games, and quizzes to assess learning
Duolingo	Students grades 5-8	Spanish students can work on keeping their Spanish up (with parents!) by logging in with their SACS Gmail account and engaging in 20 minutes of daily challenges. <a href="https://www.duolingo.com/">https://www.duolingo.com/</a>
BrainPop Jr	Students grades K3-8	Online educational videos
Flocabulary	Students grades K5-8	Videos and activities for K-12 online learning
Smart Music	Band Students	An online music practice platform

# Distance Learning Guidelines for Teachers

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

## 1 - Walk the talk of Faith, Family, Knowledge, Service

Our commitment is to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to implementation of this DLP, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Be sure to make time to pray with them, share prayers or prayer times.

## 2 - Evaluate your students' conditions for distance learning

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

## 3 - Stick with the familiar

Especially in the first weeks after moving to this 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.

## 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 should not ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, and media/government responses.

## Distance Learning Guidelines for Teachers Continued

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### 5 - Less is more

Should St. Anthony Catholic School 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 volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

### 6 - Design asynchronous learning experiences

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

### 7 - Design synchronous learning experiences

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

### 8 - 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.

### 9 - Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to **think differently about the frequency and end goal of assessment** instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

# Distance Learning Guidelines for Parents

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We understand that a shift to a distance learning approach will require our students and families to make some adjustments. Yet a continued partnership with parents and guardians can play a vital part of ensuring the success of the plan. The principal, learning support staff, and teachers are all available to support and guide students should they need help. Below are some guidelines for parents/guardians to enable students to become successful at distance learning:

## **1 - Establish routines and expectations**

Once distance learning is initiated by St. Anthony School, it will be important for parents/guardians to help students establish and maintain a routine and structure for their day, beginning with a regular bedtime and wake-up time each day. While some of our students may want to stay up late and sleep in, establishing a regular school day routine will help your child retain a sense of normalcy and stay engaged in learning. Be sure to help your child build in “breaks” during the school day, encouraging them to stand up and move around so they are not remaining sedentary throughout the day. Reach out to your child’s teacher if you observe your child struggling to stay focused. Setting clear expectations with your child about regular school day hours will help your child maintain a schedule and stay on top of his/her schoolwork

## **2 - Create a study space for your child**

Productive learning relies on a conducive environment. We recommend that you create a separate, quiet space in your home for your child to study. The family room sofa with close proximity to a television or your child’s bedroom may not be the optimal place for your child to learn. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to avoid isolating your child and to allow parents/guardians to monitor your child’s learning and screen activity. A room with strong wireless connection will also be important.

## **3 - Stay in communication with your child’s teachers**

Your child’s teachers will maintain regular communication with parents/guardians. The frequency of the communications will depend on your child’s age, developmental stage, and level of independence. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families (depending on the grade and class, some teachers teach more than 60 students), so we ask that you be mindful when communicating with teachers, strive to be succinct, and focus on the essential. We also encourage parents to have their 5th-8<sup>th</sup> grade aged children explain the online platforms their teachers are using.

## **4 - Begin and end each day with a check-in**

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they have 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 is 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 - Encourage Independence and allow for productive struggle**

In the course of a regular school day at St. Anthony Catholic School, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Stay engaged in your child's learning by asking them questions and having them share their thoughts while encouraging their independence so they can take ownership of their own learning. Some productive struggle is essential to learning, so we ask that parents allow their children to grapple with problems and come up with ideas for tackling them. Stepping in too quickly to help solve problems will deprive your child of the opportunity to learn, try new approaches, and gain greater independence and confidence. If your child becomes discouraged and/or overwhelmed by schoolwork, please reach out to your child's teachers.

### **6 - Establish times for quiet and reflection**

A huge challenge for families with multiple children will be how to manage all their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

### **7 - Encourage physical activity and/or exercise**

Make sure your children remember to move and exercise. Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. It is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

### **8 - Remain mindful of your child's stress or worry**

One thing is for certain: St. Anthony Catholic School 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. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.

### **9 - Monitor how much time your child is spending online**

St. Anthony Catholic School does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Administrators or teachers will periodically check in with you to assess what you are seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

### 10 - Keep your children social, but set rules around their social media interactions

There's always excitement and uncertainty when there is a significant change to a routine, like school. If St. Anthony Catholic School 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. Older students will rely more on social media to communicate with friends. St. Anthony Catholic School 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. A student's written words and tone can sometimes offend or cause harm to others.

## Responsibilities During Distance Learning

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Many stakeholders will contribute to the effective implementation of this DLP.

### School Responsibilities

- Implement distance learning plans
- Establish clear communication channels to all constituencies
- Provide ongoing updates to families and faculty/staff
- Support teachers in implementing high-quality instruction and feedback in a distance learning model
- Help families find needed resources in the community (academic, health, social)

### Teacher Responsibilities

- Make remote learning activities available in a timely manner
- Be available at scheduled times to answer student/parent questions
- Provide timely feedback on student work
- Communicate regularly with students and parents
- Provide a range of meaningful learning opportunities that meet the needs of all learners during this time
- Provide regular feedback to students on progress related to learning activities
- Foster a sense of community and connectedness between and among students and families
- Create an array of assessments that allow for the ability to gauge student progress during distance learning

## Student Responsibilities

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

## Parent/Family Responsibilities

- Establish routines and expectations for your child
- Establish beginning and end-of-day check-ins with your child
- Help them create a comfortable, distraction-free place to work
- Monitor communications from the School and your child's teachers
- Partner with your child's teachers and reach out should any challenges arise
- Help your child to plan out their work for the day and check in to keep them focused and on task
- Help your child "turn his/her work in" through the channels laid out by the teacher
- Take an active role in your child's learning and assist them in walking through instructions when needed
- Provide opportunities for your child to play and move outside
- Take advantage of opportunities to engage your child in the arts or other creative pursuits
- Be mindful of your child's physical and emotional health
- Reach out to teachers, learning support, etc. as needed
- Monitor your child's screen time
- Set clear rules around using technology for social interactions and monitor their usage
- Be a calm presence for your child
- Be a supportive partner of teachers and the School

For questions about ...	Contact
A course, assignment, or resource	Relevant teacher
Technology related problems	Mrs. Alisa Muir <a href="mailto:amuir@saintanthonycatholic.com">amuir@saintanthonycatholic.com</a>
Hardware	Mrs. Kristine Glemmo <a href="mailto:kglemmo@saintanthonycatholic.com">kglemmo@saintanthonycatholic.com</a>
Access to a program	Relevant teacher/Mrs. Muir

# Pre-K – Fourth Grade Priorities & Considerations

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

# Middle School Priorities & Considerations

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- After receiving initial notice from the Principal about school closure and timelines, families and students will receive an email from their homeroom teacher as well as class teachers with class instructions on Google Classroom.
- The primary tools for communication between teachers and families will be email and Google Classroom.
- The primary tools for communication between teachers and students will be email, Google Classroom and Google Meet.
- Learning experiences will be designed to be completed independently or in collaboration with other students. **Parents should not do the work for their children!**
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including eBooks.
- Students are encouraged to be proactive in reaching out to teachers via email when they have questions or assignments are unclear.
- A virtual meeting with a teacher and/or support staff will be available to support students who are experiencing academic difficulties. Please initiate contact by email.
- Students are encouraged to be mindful of academic

# Learning Timeframe by Grade Level

Grade Level	Minimum Time	Maximum Time	Recommended Length of Sustained Attention
Pre-K	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 minutes/day	5 - 10 minutes
1 - 2	45 minutes/day	90 minutes/day	10 - 15 minutes
3 - 4	60 minutes/day	120 minutes/day	15 - 20 minutes
5 - 6	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
7 - 8	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

## A/B Scheduling

Monday	Tuesday	Wednesday	Thursday	Friday
Math	Reading	Math	Reading	Mass
Science	Language Arts	Science	Language Arts	Catch Up Day
Religion	Social Studies	Religion	Social Studies	

Fridays will be used for additional clarification: Zooms, assignment catch-ups and tests, which will be monitored between all teachers so that no more than 2 will be administered that day.

Scheduled office hours Office hours will be announced when Distance Learning is implemented.

### Specials:

- Post your work on the Home Base page the night before your regularly scheduled meeting day to establish the work for that day.
- Personal email once weekly.
- Record progress through evidence either photo or document.

### Video Instruction

- Students should have video instruction available at least twice weekly. Once for A schedule and once for B schedule.
- Please limit each video to 10 minutes. It is just easier to download and send. If necessary, another video can be sent for clarification.
- We are not requiring a particular platform to video. If you are already using videos of yourself, continue to use that platform.

### Live Instruction

- Students should have scheduled opportunities for Live Instruction.
- Only students who have permission via an acceptable use form will be allowed to participate.
- Like the no photos or student work document, you will receive a list of no Zoom/Google Meet students.

### One-to-One Communication

- Students should still receive daily emails.
- Office Hours remain the same.

### Curriculum Streamlining

- It is NOT possible for us to cover the same amount of material in learning that we can in person.
- Please focus on skills that are necessary for the next grade. (e.g. If subtracting mixed numbers using renaming is in the curriculum for several grades and is only introduced in your grade, the skill can wait until the following year.)
- As everyone has used Zoom now, confer with the grades above and below to determine what students should have as general skills in literacy and math to determine which skills are most important

### Attendance/Students with Missing Work

- First, reach out to the student and parent
- Next, let an administrator know. An administrator will reach out to the parent to see if there is a problem.
- Mark all students present. If a student fails to complete the work, contact Mrs. Galemmo and she will mark them absent.

## Final Thoughts

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As teachers work to implement this distance learning plan, we call upon everyone to assume flexibility and grace for all. At this moment, we will all need to model resilience, critical and creative thinking, thoughtful responsiveness, and empathy to ensure that students continue to grow personally, academically, morally, and spiritually. We recognize this plan may need further refinement as we respond to a fluid situation. As we journey together in our mission to “foster Gospel values, inspire academic excellence, and develop service and leadership. We face this as a sacramental community united and empowered by the Holy Spirit”