



**Huron St. Peter  
School**

**Online Learning Plan  
2020-2021**

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## Contents

Letter from the Principal	3
Introduction	4
Scenarios	4
Family Choice (Ongoing)	4
Family Choice (Temporary)	5
Classroom Outbreak	5
Entire School Online Learning	5
Ongoing Online Learning Contract	7
<b>Appendix:</b>	7
From the CDC	8

## **Letter from the Principal**

Tuesday, August 18, 2020

Dear St. Peter School Families,

As you are aware, there have been many daily changes to what Back to School 2020-2021 will look like for our St. Peter School family. It is important to look at what is best for our students to academically move forward, while also maintaining their health and safety.

Catholic Education is at the heart of the Church. We believe that parents are the primary educators of their children, and therefore, possess a sacred right to decide how their children will be educated. In Catholic Education, we are called to partner with parents. This point will allow us to give our St. Peter families the choice of how to educate their students this fall. The options are listed below.

In-Person Learning: This will be an all day, five day option for face-to-face education. All additional safety measures including, but not limited to, face masks, sanitizing classrooms, desk shields, social distancing, hand washing, etc. will be used.

Virtual Learning: Families who choose this option will participate in daily education with our St. Peter classes. They will log on each day to access the classroom through videos displaying their teachers and smartboards. Students will be able to participate in the classroom through the webcam and virtual meetings. Students and families will be able to choose this option for each quarter(s) or the entire school year, with options to reevaluate their return whenever a family feels prepared.

We will continue to work together to create an open and collaborative relationship between school and home. Your students' safety and education is our number one priority.

God Bless,



Margaret Drew

## **Introduction**

With the COVID-19 pandemic, it has become quite clear that there is a need to support online learning. Whether there is a mandatory Stay Home order issued which impacts the entire school, a classroom outbreak, or even symptoms from one member of a family, we are prepared to support it all.

The 2020-2021 Online Learning model will look much different than what our families saw in March of 2020. Though we are extremely proud of how the staff, parents and students adjusted to the new way of education at that time, we have also learned from this experience.

## **The Process**

Each student participating in Virtual Learning, whether ongoing or temporary, will have access to a Google Site. One site exists for each Grade level. Within that site, both students and parents can access individual Google classrooms. It is within these classrooms that assignments and lessons will be accessed. Virtual students will synchronously participate in a daily Google Meet which will mirror the activities of a student attending school in the classroom.

## **Scenarios**

### **Family Choice (Ongoing)**

We respect that families need a choice whether to send their child(ren) into the classroom for face-to-face learning, or choose to learn remotely.

If a family chooses to keep children at home for an indefinite amount of time, the following procedures will be put into place:

- Students sign up for virtual learning on a quarter-by-quarter basis.
- Students are eligible to return to in-person learning during the quarter at any point.
- Parents will notify the school, in writing, *2 school days prior* to returning to in-person learning.
- Tuition remains the same whether the child is in the classroom or online learning.
- Families will have the ability to print and scan documents at home.
- If a child is ill and unable to attend online learning, parents will notify the school office each morning.
- Students will log-in to the Google classroom at the regularly scheduled start of the class.
- Students will be dressed in uniform. In the event of an all-school casual day or PE day, there will be exceptions. Online students should match their in-person learning classmates.
- Students will be in an upright position, whether at a desk or table and not lounging.
- Online students will retain a desk at St. Peter School in the event that he/she returns to the classroom. Class sizes will not increase based on the number of students participating in online learning.
- Students will be required to take any assessment tests given during the quarter(s) they are home.
- Parents will be asked to sign a contract that they agree to the above.

### Family Choice (Temporary)

There may be times where a student is symptomatic, or the sibling of a symptomatic child. In this situation, we ask that all siblings remain at home until symptoms are gone, a negative COVID-19 test is administered, or each child is fever-free for 24 hours without fever reducing medication. In these situations, the following rules will apply:

- If a child is ill and unable to attend online learning, parents will notify the school office each morning.
- Students will log-in to the Google classroom at the regularly scheduled start of the class.
- Students will be dressed in uniform. In the event of an all-school casual day or PE day, there will be exceptions. Online students should match their in-person learning classmates.
- Students will be in an upright position, whether at a desk or table and not lounging.
- Parents will notify the school, each morning, if their child(ren) will be participating in online learning.
- Students will be required to take any assessment tests given during the quarter(s) they are home.

### Classroom Outbreak

In the event that a student or homeroom teacher has tested positive for COVID-19, the Erie County Health Department will use contact tracing to decide if/when students will need to quarantine. Parents will monitor symptoms and update the school. The school will work directly with, and receive input from, the Erie County Health Department in these situations. In these situations, the following will occur:

- The entire classroom will be notified via the OneCall system.
- If other students/families choose
- If a child is ill and unable to attend online learning, parents will notify the school office each morning.
- Students will log-in to the Google classroom at the regularly scheduled start of the class.
- Students will be dressed in uniform. In the event of an all-school casual day or PE day, there will be exceptions. Online students should match their in-person learning classmates.
- Students will be in an upright position, whether at a desk or table and not lounging.
- Students will be required to take any assessment tests given during the quarter(s) they are home.

### Entire School Online Learning

In the event that the entire school needs to stay home and quarantine for whatever reason, the following will occur:

- The entire school will be notified via the OneCall system.
- If a child is ill and unable to attend online learning, parents will notify the school office each morning.
- Students will log-in to the Google classroom at the regularly scheduled start of the class.
- Students will be dressed in uniform. In the event of an all-school casual day or PE day,

there will be exceptions. Online students should match their in-person learning classmates.

- Students will be in an upright position, whether at a desk or table and not lounging.
- Students will be required to take any assessment tests given during the quarter(s) they are home.

## Ongoing Online Learning Contract

1. During virtual learning, the student's behavior in the class will be appropriate behavior for any class. The student will be focused and working on classwork, respectful to the teacher, respectful to other students, and referred to the principal for inappropriate behavior.
2. Students are expected to log into the Google Meet at the beginning of the school day. There will be time throughout the day for breaks, but the expectation is to be actively participating in the St. Peter classroom daily. If a student is not logged on in the morning, this will result in an absence.
3. Students will be dressed in uniform. In the event of an all-school casual day or PE day, there will be exceptions. Online students should match their in-person learning classmates.
4. Students will be in an upright position, whether at a desk or table and not lounging.
5. Students will need the capability to print assignments.
6. Students will be required to take any assessment/tests given during the quarter(s) they are home while logged on the classroom Google Meet.
7. Students and parents are expected to communicate any issues or questions promptly to the teacher.
8. Parents are expected to set up a dedicated learning space in the home - free from distractions and interruptions (pets, siblings, television, etc.).
9. Parents are expected to make arrangements to pick up needed devices, textbooks, supplies and resources from the base school. Maintain these devices, supplies, textbooks, materials, and resources and return to school at designated time.
10. Parents will notify the school of the choice to move to virtual learning prior to the beginning of each quarter. The quarterly deadlines to elect to move to virtual learning are as follows: August 26, October 23, January 8, and March 19.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix:**

From the CDC

### **Why is it important to open schools for in-person instruction?**

While opening schools – like opening any building or facility—does pose a risk for the spread of COVID-19, there are many reasons why opening schools in the fall of 2020 for in-person instruction is important.

#### **Schools play a critical role in the wellbeing of communities**

Schools are a fundamental part of the infrastructure of communities. Schools provide safe and supportive environments, structure, and routines for children, as well as other needed support services to children and families. Schools play a vital role in the economic health of communities by employing teachers and other staff and helping parents, guardians, and caregivers work.

#### **Schools provide critical instruction and academic support**

Schools provide critical instruction and academic support that benefit students and communities in both the short- and long-term. The main role and priorities of K-12 educational institutions are to provide age-appropriate instruction and support students' academic development. Reopening schools will provide in-person instruction for students, facilitate increased communication between teachers and students, and provide students with critical academic services, including school-based tutoring, special education, and other specialized learning supports.

Studies show that students have experienced learning loss during the period of school closure and summer months.<sup>[30]</sup> In-person instruction for students has advantages over virtual learning, particularly when virtual learning was not the planned format for instruction, and schools may not have the resources or capability to transition fully to virtual learning. In-person classroom instruction has the added benefit for many students of interpersonal interaction between the student and the teacher and the student and peers.<sup>[31]</sup> Teachers are able to more actively participate in student learning, provide feedback as students encounter challenges, and promote active learning among students.<sup>[32]</sup>

In-person instruction may be particularly beneficial for students with additional learning needs. Children with disabilities may not have access through virtual means to the specialized instruction, related services or additional supports required by their Individualized Education Programs (IEPs) or 504 Plans.<sup>[33]</sup> Students may also not have access through virtual means to quality English Language Learning (ELL).<sup>[34]</sup>

When schools are closed to in-person instruction, disparities in educational outcomes could become wider, as some families may not have capacity to fully participate in distance learning (e.g., computer and internet access issues, lack of parent, guardian, or caregiver support because of work schedules) and may rely on school-based services that support their child's academic success. The persistent achievement gaps that already existed prior to COVID-19 closures, such

as disparities across income levels and racial and ethnic groups, could worsen and cause long-term effects on children's educational outcomes, health, and the economic wellbeing of families and communities.<sup>[35], [35]</sup> While concern over higher rates of COVID-19 among certain racial/ethnic groups may amplify consideration of closing a school that educates primarily racial minority students, there should also be consideration that these may also be the schools most heavily relied upon for students to receive other services and support, like nutrition and support services.

### **Social and emotional health of students can be enhanced through schools.**

Social interaction among children in grades K-12 is important not only for emotional wellbeing, but also for children's language, communication, social, and interpersonal skills.<sup>[37]</sup> Some students may have experienced social isolation and increased anxiety while not physically being in school due to COVID-19. Resuming in-person instruction can support students' social and emotional wellbeing.<sup>[38]</sup> Schools can provide a foundation for socialization among children. When children are out of school, they may be separated from their social network and peer-to-peer social support. Schools can facilitate the social and emotional health of children through curricular lessons that develop students' skills to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, establish and maintain positive relationships, and make responsible decisions.<sup>[39]</sup>

### **Mental health of students can be fostered through school supports and services.**

Schools are an important venue for students to receive [emotional and psychological support](#) from friends, teachers, and other staff members. Lengthy school building closures can leave some students feeling isolated from important friendships and support from other caring adults.<sup>[40]</sup> Schools also provide critical psychological, mental and behavioral health (e.g., psychological counselling, mental and behavioral assessment) services to children who may not have access to these services outside of school. School closures have limited the availability of these services. Furthermore, isolation and uncertainty about the COVID-19 pandemic can create feelings of [hopelessness and anxiety](#) while removing important sources of social support. Some students may have experienced trauma through the loss of a loved one from COVID-19. Increases in anxiety and depression may occur when students do not have the structure and routine that being in school brings to their daily lives. Finally, having opportunities to be physically active through recess and physical education can help improve students' feelings of anxiety and sadness. These physical activities should be provided regularly to students in a safe and supportive environment that includes physical distancing and strategies to reduce close contact between students.

### **Continuity of other special services is important for student success**

Students who rely on key services, such as school food programs, special education and related services (e.g., speech and social work services, occupational therapy), and after school programs are put at greater risk for poor health and educational outcomes when school buildings are closed and they are unable to access such school health programs and services.<sup>[41]</sup> During periods of school building closures, students had limited access to many of these critical services,

potentially widening educational and health disparities and inequities.