



AAS MOSCOW DISTANCE LEARNING PLAN

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Overview

At AAS we are proud of the learning opportunities that we offer to our students to develop academic and holistic excellence.

THE ANGLO-AMERICAN SCHOOL OF MOSCOW

Mission
STATEMENT

AAS empowers each student to:

Respect

Self & Others,
Love Learning, and
Contribute as a Globally Minded Citizen

in order to achieve *individual* academic
and holistic *excellence*.

Our core values are
RESPECT • INTEGRITY • COURAGE • CURIOSITY • CARE

The purpose of this document is to outline how AAS will continue to offer quality learning experiences for our students in the event of distance learning. While we recognize that Distance Learning may not replicate onsite learning, we are committed to adopting high impact instructional practices to ensure learning is not compromised, even if it takes place remotely. It is our hope and desire that students continue to learn and meet expected standards in an online environment.

Any Distance Learning experience will be driven by the community as a whole. This mode of instruction includes thoughtful planning by our dedicated faculty, student engagement and motivation, and support from the parent community. We hope that through this plan students will be able to grow academically as well as holistically.

Goal of Distance Learning: Continue to offer a quality learning experience while not having physical access to the AAS campus.

Announcement of Distance Learning

- In the email from the School Director announcing the commencement of Distance Learning, a specific date will be designated as the first day. Prior to that date will be considered work days for faculty. During those days, school leadership will prepare more specific information for parents while teachers make preparations to restart their classes through our designated online platforms.

This Distance Learning Plan is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students in all time zones
- Limited and/or variable online access to technology and the internet for some students

This Distance Learning Plan will define the following:

- Implementation Procedure to conduct school remotely as long as necessary
- Expectations required of both teachers and families for the successful continuation of student learning and family communication

- Divisional Plans that address developmentally appropriate and meaningful student learning experiences

Engagement Expectations: It is expected that all students will engage in distance learning unless they have communicated to AAS that they will be withdrawing to be enrolled in another school.

Elementary School Attendance
<ul style="list-style-type: none"> • Teachers will create an opportunity for students to connect synchronously or asynchronously with classmates • Teachers will not be taking attendance in Faweb daily but must have a system to ensure any contact with students is recorded/dated • After no more than three teaching days, for a student with whom there has been no interaction, the teacher will reach out to the family to check on their welfare. <ul style="list-style-type: none"> ○ If a teacher is unable to contact a family or if there has been no contact made with a student for five school days, the teacher will contact the counselors who will reach out to the family to do a wellness check-in. ○ If the student is still not engaging, ES Counselors will contact the ES Leadership who will contact the family

Middle School/High School Attendance
<ul style="list-style-type: none"> • Teachers will create a check-in engagement for students for each day their class meets. • If the student completes the engagement or has been in communication with the teacher, they will be counted as PRESENT. • Teachers will give students until 8:30 am (Moscow Time) the FOLLOWING DAY for students to have completed the engagement. If they have not, then the student should be marked absent in JumpRope. • After two absences, teachers will follow up with the student and parents. • More than three absences in a row - counselors will be notified and follow up with the family.

Safeguarding

At AAS, safeguarding children is our top priority. As we plan for distance learning, we want to ensure a safe, positive learning environment. We are working with faculty to ensure that the safeguarding procedures we follow while on campus transition smoothly to a period of off-campus learning. As part of that, all video conferences with students will be recorded and stored securely to protect children. Below you will find the guidelines for video conferencing that our teachers will follow. If you are worried about something or someone you become aware of in an online platform, please report it to a designated AAS child protection officer, counselor or divisional leader.

Guidelines for Video Conferencing with Students

Purpose: At AAS, safeguarding children is our top priority. During this time we need to ensure a safe, positive learning environment while engaged in Distance Learning.

- *AAS will create a Google Meet link for each teacher. Think of this as your online classroom for synchronous sessions with students. Use only your assigned Meet link for live interactions with students.*
- *Use ONLY Google Meet for student-teacher video conferencing. Do not use FaceTime, Skype, Zoom or other unapproved platforms.*
- *Record **all** Meet sessions with students. A small recording icon will appear in the top left corner of the screen. The teacher will receive an email with a link to the recording afterward. Recordings will be centrally stored and catalogued; they can be posted for student review.*
- *After opening salutations, **clearly state** that the video is being recorded.*
- *Keep the discussion to the teaching and learning and the educational topic being addressed. Checking student welfare or other conversations that you might have with an Advisory or Homeroom are also encouraged.*
- *At the end of the meeting, **sign off by reminding the student(s)** that the meeting was recorded in-case either of you need to access it at a later date.*
- *Hold meetings using a computer rather than a tablet or mobile phone (for both parties).*
- *Sit in a well-lit, common space such as a kitchen or living room.*
- *Whenever possible hold the meeting time (for the students) during the Moscow school day.*
- *Dress professionally, as you would for any other workday.*
- *Speak professionally and avoid personal stories that could be misinterpreted.*
- *Do not hold 1:1 conferences to discuss sensitive topics (some biology topics, Health topics, etc..). Discuss those topics in larger class groups only.*
- *As this is considered part of your workday and this is your place of work, prior to or during any video conference, no consumption of alcohol or other drugs that are illegal in the Russian Federation will be allowed.*
- *Faculty are expected to adhere to all other expectations of professionalism clearly outlined in the Faculty Handbook.*
- *If you are worried about something or someone you become aware of in an online platform, please report it to a designated AAS child protection officer counselor or divisional leader.*

Roles and Responsibilities

School Personnel Roles and Responsibilities	
Leadership Team	<ul style="list-style-type: none"> • Develop divisional plans for distance learning. • Establish clear channels of communication between faculty, staff, families, and students in the event of Distance Learning being activated • Support faculty/staff and parents shifting to Distance Learning • Ensure effective implementation of Distance Learning plan and accountability to student learning • Check-in with faculty either through Google Meet sessions or personally for additional support.
PYP, Secondary Years, and Digital Learning Coordinators	<ul style="list-style-type: none"> • Support all teachers and teams in the implementation of the Distance Learning Plan • Provide models and examples of outstanding distance learning units and lessons • Support teachers and teams as they design new methods to assess students • Support teachers and teams in developing strategies to differentiate their lessons • Recommend new methods and techniques for providing feedback to students
Subject Teachers and Classroom Teachers	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students • Communicate frequently with your students, and as needed, with their parents • Provide timely feedback to support your students' learning
SEN Teachers	<ul style="list-style-type: none"> • Partner closely with subject teachers to accommodate the virtual learning curriculum they are providing to the learning support students on their caseload. • Help subject or classroom teachers differentiate lessons and activities for students on your caseload. • Communicate with all parents of students on their caseload the first week regarding the online learning plan. • Check-in with students on their caseload once a week.
Advisory Teachers (MS and HS)	<ul style="list-style-type: none"> • Provide guidance and support for students to aid in monitoring and supporting student wellbeing • Contribute to the central document on where students are physically located • Administer wellness surveys to gather data on student well being • Use virtual platforms (Google Meet, Outlook or Classroom) to conduct advisory check-ins with the cohort
Counselors	<ul style="list-style-type: none"> • Respond to the counseling needs of students as needed. This could include support in self-regulation, anxiety and/or wellness strategies that can be practiced during this time of virtual learning • Establish, update and maintain our respective counseling pages to share social-emotional related information and resources specific to the needs of the school population. Such as videos, webcasts, articles or presentations, etc. • Resource for faculty and staff as needed • Host Office Hours at set times for students to access meetings with the counselor

	<ul style="list-style-type: none"> ● Follow-up on with families if a teacher reports that a student has not participated in online classes for a one-week period of time ● Ensure continuity of processing student files for university applications, school transfers, recommendations and such in collaboration with office, IT staff, and teachers. ● HS - Support school advocacy and liaise with universities to ensure distance learning and its effects are clearly communicated and to advocate for our students.
Learning Coaches (Instructional, Tech and Curriculum Leader)	<ul style="list-style-type: none"> ● Provide resources for teachers to support the development of high-quality online learning experiences for students ● Create screencasts, videos, podcasts or other how-to resources for teachers ● Support teachers in the development of Virtual Learning experiences as needed
Librarians	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high-quality distance learning experiences and research ● Check in with subject and classroom teachers to identify ways to support their design of distance learning experiences ● Maintain and update online library site for obtaining resources ● Read with students
Divisional Secretaries	<ul style="list-style-type: none"> ● Maintain communication from the divisional office email and phone ● Maintain attendance records and liaise with counselors, faculty and leadership as appropriate
Instructional Assistants	<ul style="list-style-type: none"> ● Communicate regularly with classroom teachers to identify ways you can support students and contribute to this Distance Learning Plan ● Monitor student learning and provide feedback to students as requested by the teachers/departments you support
Online Tech Support Team	<ul style="list-style-type: none"> ● Provide timely response to student, family, and faculty requests regarding technology issues
Positions Not Explicitly Mentioned	For positions not listed above, please contact the specific division to confirm responsibilities.

Parents

Parent Guidelines and Expectations

1. **Establish routine and expectations.** Lessons will be ready at 8:30 am Moscow time each day, so students can also start their day in the morning. Please keep normal routines. In addition, children should move regularly and take periodic breaks. Please start with expectations and routine as soon as distance learning begins.
2. **Define the physical space for your child's study and ensure times for quiet and reflection.** Having a regular space for children to work that is quiet and has a strong internet signal is crucial.
3. **Monitor communications from your children's teachers.** Teachers will be contacting parents by email, when and as necessary. Teachers can communicate with students using email or their learning management system (Google Classroom or Seesaw, depending on the division.)
4. **Begin and end each day with a check-in and take an active role in helping your children process and own their learning.** Students will need some help in creating balance in their day.
5. **Encourage physical activity and/or exercise.** Help schedule wellness time for your students. They should try to take small breaks throughout the day.
6. **Remain mindful of your child's stress or worry.** During check-in time, ask how things are going. Communicate with your child's counselor if there is a particular issue you would like to discuss.
7. **Monitor how much time your child is spending online.** They will have work to do, but make sure they are taking breaks and doing things offline.
8. **Keep your children social, but set rules around their social media interactions.** This will be even more important when they are spending a great deal of time online for school. During a normal school day, they have many opportunities to socialize offline; distance learning will make that more challenging.
9. **Attendance** - please note the expectations for individual divisions earlier in this document.

Parent/Guardian Questions

For queries about...	Contact
A class, assignment, or resource	Relevant teacher
A technology-related problem or issue	distance.learning@aas.ru
A personal, academic, or social-emotional concern	Your child's assigned counselor/teacher
Student illness, absence or travel issue conflicts	Your child's homeroom teacher (ES) or advisor (MS). Continue to also contact your divisional office as usual (MS/HS).
Other issues related to distance learning	The Principal or Associate Principal from your child's division

Students

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 8:30 am start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Google Classroom, SeeSaw, email, etc.) to 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 AAS peers in their learning
- Comply with the [AAS Acceptable Use Policy](#), including expectations for online etiquette
- Proactively seek out and communicate with other adults at AAS as different needs arise

For queries about...	Contact
A class, assignment, or resource	the relevant teacher
A technology-related problem or issue	tech.support@aas.ru
A personal, academic, or social-emotional concern	Your assigned counselor or teacher
Illness/absence or travel issue conflicts	Your homeroom teacher (ES) or advisor (MS) and the divisional office (MS/HS)
Other issues related to distance learning	The principal or AP from your division

Elementary School

GOAL

Continue to offer a quality learning experience while not having physical access to the AAS campus.

ELEMENTARY SCHOOL CONSIDERATIONS

- Initially, through email, the ES Principal will introduce division priorities and steps for how students, teachers and families will work together to best support learning.
- Teachers will maintain classroom communities, care for each individual child and provide instruction in curricular areas.
- All lessons will be located on a Google Slide. The classroom Google Slide decks will be updated daily, Monday through Friday, according to the school calendar.
- Classroom teachers will post daily lessons for Reading, Writing and Math lessons. Unit of Inquiry, Art, PE, World Language and Music lessons will be posted throughout the week on different days. Daily Google Slides will be shared by teachers Monday-Friday by 8:30 am Moscow Time.
- Teachers will develop synchronous (live) as well as asynchronous learning engagements for students.
- To ensure Distant Learning practices are commensurate with our Campus Learning philosophy, teachers will provide a range of digital, written and experiential engagements.
- Teachers will prioritize using digital resources already used in the classroom and familiar to the students. Digital screen time will be minimized.
- Upon parental understanding and approval of digital expectations, students will be allowed to bring home school iPads. All learning engagements will be accessible by school-loaned iPad or using home devices.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments that are unclear.
- Resources needed to support instruction and learning will be sent home with students in an instructional resource bundle, if needed.
- Regular feedback will be provided to students.
- Students should actively engage in a daily school routine, with the support of their parent/guardian, interacting with those assignments posted daily on Blogs, Google Classroom and/or Seesaw, and when arranged, engage in Google Meet sessions with their teachers.

COMMUNICATION

- Using Blogs, Seesaw and/or Google Classroom, Grade Level Leaders and Classroom Teachers will communicate daily learning expectations.
- Teachers will facilitate live conversations/discussions with students through Google Meet
- Teachers will respond to student and parent e-mails/questions within 24 hours Monday-Friday according to the AAS Calendar of school days.
- Teachers will be monitoring the students' engagement in the Distance Learning Plan

and report to the counselor if a child has not participated for three days in a row.

- For both parents and students, the transition to distance learning will have highs and lows. It is important to maintain healthy routines. If students are feeling that they need someone to speak with, counselors and teachers are available to support them with academic, social, or emotional needs.
- All parent/teacher communication should occur outside instructional time as part of a mutually-agreed upon discussion or via email

SAFEGUARDING

- Details for safeguarding protocols (appropriate tech use) can be found earlier in this document.
- If you are worried about something or someone you become aware of in an online platform, please report it to a designated AAS ES child protection officer (Francoise Scelle-Hebert, Helen Arnold, Masha Rebenko, Lizzie Peckenham), counselor or division leader.

SUGGESTED INSTRUCTIONAL TIME DURING DISTANCE LEARNING

Grades	Approximate Daily Learning Time
PreK and Kindergarten	95-115 minutes
Grades 1 and 2	115-135 minutes
Grades 3 and 4	135-155 minutes
Grade 5	150-170 minutes

RESOURCES

Google Suite Screencastify Seesaw Puppet Pals	BrainPOP IXL Spelling City Khan Academy Explain Everything (Teachers)	Linguascope Tumblebooks Grade-Level Blogs Epic Overdrive
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Middle School

GOAL

Continue to offer a quality learning experience while not having physical access to the AAS campus

GENERAL CONSIDERATIONS AND EXPECTATIONS

- After receiving initial notice from the Director about distance learning and timelines, families and faculty will receive an email from the MS Principal with division-specific information.
- For both parents and students, the transition to distance learning will have highs and lows. It is important to maintain healthy routines. If students are feeling that they need someone to speak with, counselors, teachers and advisors are available to support them with academic, social, or emotional needs.
- Students should engage in a daily school routine and schedule school days, interacting with those assignments posted daily on Google Classroom and when arranged, engage in larger group Google Meet sessions as much as possible.
- Teachers will establish daily blocks of time during the Moscow school day where they are available for live communication with students and parents.
- We will continue to take **daily attendance** in JumpRope. A student will be marked absent if they are expected to engage in a class or turn in an assessment that day and did not.

COMMUNICATION

- The primary tools for communication between teachers and families will be Google Classroom, JumpRope and email.
- Teachers will share materials in Google Classroom or by email.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments that are unclear.
- Larger group or class meetings will be conducted on Google Meet.
- Teachers will respond to student and parent emails/questions within 24 hours Monday-Friday on AAS Calendar school days.

LEARNING ENGAGEMENTS

- Distance learning for our learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner.
- Plan for approximately 45-60 minutes worth of learning activities per class (music and electives will be shorter as their time commitment is shorter during the school day).
- Distance learning can be socially isolating for students. We highly encourage regular collaboration between students to be included as a part of learning engagements and/or assessments. I.e. Creating a shared project or commenting on each other's work.

- We will follow the day schedule as per the AAS calendar (Day 1, Day 2, etc)
- Google Classroom pages will be updated for every lesson and ready for access by 8:30 a.m. (Moscow time) the day of the lesson.

ASSESSMENT

- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson. Projects and large assignments will *not* only be graded as a final product.
- Students will participate in both AfLs and AoLs during distance learning - and results will continue to be shared in JumpRope.
- Students will still be offered opportunities for redemonstration if they do not meet the academic standard.

APPROXIMATE TIME FRAMES FOR LEARNING

Most MS classes	45-60 minutes per class (4 classes/day) <ul style="list-style-type: none"> ● This includes homework time
Music and Electives	25-30 minutes per class

RESOURCES

Tech	Library
Google Suite (Classroom, Drive, Docs, Meet) Outlook email Screencastify Flipgrid Edpuzzle Padlet Khan Academy Explain Everything	Overdrive (digital and audio books) Databases

SAFEGUARDING

- Details for safeguarding (appropriate tech use) can be found earlier in this document.
- If you are worried about something or someone you become aware of in an online platform, please report it to a designated AAS child protection officer (Jessica Long, Shalene Huth, Matthew Treinen), counselor or divisional leader.

High School

GOAL

Continue to offer a quality learning experience while not having physical access to the AAS campus

GENERAL CONSIDERATIONS AND EXPECTATIONS

- After receiving initial notice from the Director about announcing a transition to distance learning, families and faculty will receive an email from HS Leadership with division-specific information.
- For both parents and students, the transition to distance learning will have highs and lows. It is important to maintain healthy routines. If you are feeling that you need someone to speak with, teachers, counselors and advisors are available to support you with academic, social, or emotional needs.
- Students are to continue to be fully engaged with their learning during the period of the distance learning.
- Teachers will have daily blocks of time during the Moscow school day where they are available for live communication with students and parents. The HS will maintain and publish a table for when each teacher is available.
- Advisors will check in with their advisees at least once a week via Google Meet and/or Email.

COMMUNICATION

- The primary tools for communication between teachers and families will be Google Classroom, Google Meet, and Outlook.
- If students have questions or are unclear about an assignment, they should be proactive in reaching out to the teacher.
- Teachers should respond to student and parent emails/questions within 24 hours, M-F.

LEARNING ENGAGEMENTS

- Distance learning activities are varied and create a balanced, holistic learning experience. Students will have both off- and on-screen learning activities.
- Learning experiences are designed for students to complete independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved in instruction or assessment. I.e. Parents or other adults are not to be asked to supervise assessments.
- Resources will vary by class and lesson, but will include links to videos, graphic organizers or to complete, scanned material to read and engage with, independent research material via our library databases, reading materials including ebooks and audiobooks via Sora.
- We will follow the day schedule as per the AAS calendar (Day 1, Day 2, Day 3, Day 4)
- Google Classroom pages will be updated for every lesson and ready for access by 8:30 a.m. (Moscow time) the day of the lesson.

- Advisors will check in with their advisees at least once a week via Google Meet and/or Email.

ASSESSMENT

- Assessments, both AfL and AoL will continue and be recorded in JumpRope/NetClassroom.
- They may take a different form and structure than those completed while classes take place on campus.

APPROXIMATE TIME FRAME FOR CLASSES AND RESOURCES

Note: There may be additional time needed to complete assessments

Grade 9	50 - 60 minutes
Grade 10	50 - 60 minutes
Grade 11	60 - 80 minutes
Grade 12	60 - 80 minutes
Resources	Google Classroom Outlook Google Meet JumpRope/FaWeb AAS Library Flipgrid Screencastify Edpuzzle Padlet

Resources

Technology Systems to Support Distance Learning		
Channel	Audience	Description and Access
School website	AAS Community	AAS will continue to maintain general information regarding closure on the special page www.aas.ru
Email	Faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the School Director and division principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google Apps for Education	Students in grades PK-12	Google Suite (including Docs, Classroom, and Meet) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Meet.
Seesaw	Grades PK-5	Grades PK-1: Students will receive their daily work through Seesaw Grades 2-5: Students may receive some activities through Seesaw
Grade Level Blogs	Grades PK-5	The class blogs might be used to post the daily work for students and grade level general information
JumpRope	Students and parents in grades 6-10	Gradebook for Grades 6-1
NetClassroom	Students and parents in grades 11-12	Gradebook for Grades 11-12

*Other apps and platforms might be added as needed.

Sources

We would like to thank the many schools that shared their Distance Learning Plans with the international community. Our Distance Learning Plan was crafted using plans from the following schools:

The American School in Japan

Shanghai American School

Western Academy Beijing

Hong Kong International School

Colegio FDR - The American School of Lima