

THE
FRENCH
AMERICAN
opening minds SCHOOL
AN INTERNATIONAL SCHOOL

Distance Learning

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I. Continuing to advance the bilingual program

Distance Learning continues to be true to the mission and vision

Mission Statement:

The French American School of Rhode Island's multilingual experience cultivates globally-minded, confident, creative learners.

Vision Statement:

The French American School of Rhode Island leads in international education, creating a multicultural community prepared to change the world.

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- The shift to distance learning is not one anyone anticipated at the beginning of the school year. We are dedicated to continue working towards our objectives of challenging, supporting, and most importantly, connecting with students, within the framework of our bilingual program.
 - Our positivity and reassurance go a long way to support your children in a time when their sense of normalcy is being disrupted.
 - We know how important it is to keep connections at the forefront of the distance learning plan, even if the human connection that takes place within a classroom cannot be replicated.
 - We know how difficult and challenging these times are for families.
 - We want to help and support each other as best as we can.

Continuing to advance the bilingual program

- Following guidance and recommendations of AEFÉ/MLF and NEASC/NAIS regarding distance learning
 - Constantly fine-tuning distance learning upon feedback/ data/ observations

 - Preparing for next steps:
 - **Designing 2020 Summer Camp plan:** Physical summer camp / virtual summer camp / hybrid model / staggered groups
 - **Designing 2020/2021 scenarios plan :** Back to School on campus / distance learning / hybrid model / staggered groups
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Continuing to advance the bilingual program

- Distance Learning is a specific modality, requiring alternative approaches to delivery and assessment of students in all subject areas.
- Teachers are attending to each student's progress using a variety of online platforms, assignments, activities, and meetings.
- At FASRI, we continue to adjust and improve the delivery of our bilingual distance learning program based upon the feedback and consensus of our staff and community.

Continuing to advance the bilingual program

Key observations to date:

- Overall, students have adapted well. They have developed stronger work habits, additional autonomy, and more personal initiative. They take pride in their achievements and continue to be excited to learn.
 - Maternelle students, who naturally depend more on parental help, remain enthusiastic, and focused during group and one to one french sessions.
 - The middle school students are consistently showing growth, particularly in math and language studies.
 - Passport students are consistently attending small group sessions and demonstrating swift language acquisition.
 - Teachers are confident across the board that the program is advancing in a satisfactory manner, taking into account that each child learns at a different pace and each family context is unique.
 - The French program is built on a 3-year cycle of spiraling acquisition. Each year content knowledge introduced during the previous year/grade is revisited and reviewed.
 - Within distance learning, teachers have access to data and tools for tracking progress and providing targeted support (google forms, IXL , French fluency programs, etc).
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II. General Framework

Teaching and Learning Principles (1)

- Reasonable and effective balance between synchronous and asynchronous times
 - Continue to foster the connections between students and teachers , and maintain connections between peers
 - Develop autonomy and responsibility: many activities are designed so that students can be independent and in full charge of their learning (inner motivation and inner rewards)
 - Provide students with assignments, activities and projects which continue to build their skills while fostering curiosity and joy of learning
 - Integrate Arts and Music without adding workload - Art and Music as an outlet for expression and a booster to well-being and mental wellness
 - Provide students with a variety of educational activities and tasks (assignments) that are purposeful and engaging and can be done in home context
 - Provide individualization as much as possible with support/office hours and/or 1:1 sessions
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Teaching and Learning Principles (2)

- Optional additional French exposure in Maternelle with storytimes, games, songs short zoom sessions and online after school clubs
 - Support students, parents, faculty and staff with social emotional resources and counseling services (Student Support Department)
 - Create “screen breaks” with screen-lite themed Wednesdays (Earth Day - Poetry Day - Math/Science Day - Kindness Day) - students explore hands-on and concrete educational activities
 - Create opportunities for whole school virtual events to keep a sense of belonging and community (Art challenge/Contest – Virtual Art Exhibition – Virtual Music Presentation – Step up and graduation ceremonies – Student Orientation to next grade)
 - Continuously refine formats upon families feedback (students, parents) - Faculty/Staff available at all times (email, zoom)
 - Invest a lot in Teachers/Educators Professional Development (webinars, online workshops and trainings)
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	PK1 to K	1st/2nd grade	3rd/4th grade	5th grade	6th to 8th grades
Digital Platforms	Google emails, Seesaw, Padlet, Zoom	Google emails, Seesaw, Padlet, Zoom	Google emails, Google Classroom and G-Suite, Zoom	Google emails, Google Classroom and G-Suite, Zoom	Google emails, Google Classroom and G-Suite, Zoom
Hybrid modalities	70% asynchronous 30% synchronous Zoom length 15 minutes	65% asynchronous 35% synchronous Zoom length 30 minutes	65% asynchronous 35% synchronous Zoom length 30 minutes	55% asynchronous 45% synchronous Zoom length 50 minutes	55% asynchronous 45% synchronous Zoom length 50 minutes
Bilingualism	80% French 20% English	70% French 30% English	70% French 30% English	50% French 50% English	45% French 45% English 10% Spanish
Program Plans	Weekly plan ahead of following week Every evening, daily email to parents to present the next day's activities	Weekly plan ahead of following week Every evening, daily email to parents to present the next day's activities	Weekly plan ahead of following week Daily plan every morning on Google Classroom and by email	Weekly plan ahead of following week Daily plan every morning on Google Classroom and by email	Weekly plan ahead of following week Daily plan every morning on Google Classroom and by email
Number of Zoom meetings (Instruction)	2 Zoom meetings of instruction per day: small groups, whole class, individual	3 Zoom meetings of instruction per day: small groups, whole class - morning + end of school day - Separated Zoom classes (French / English)	3 to 4 Zoom meetings of instruction per day: small groups, whole class - morning + end of school day - Separated Zoom classes (French / English)	3 to 4 Zoom meetings throughout the day: whole class - Separated Zoom classes (French/English) and subject areas	3 to 4 Zoom meetings throughout the day: whole class - Separated Zoom classes by subject areas
Number of Zoom meetings (Additional French times, support, office hours)	1:1 or small group / Additional optional Zoom meetings in French per week: storytime, songs, games	Zoom support / 1:1 or small group support Office hours	Zoom support / 1:1 or small group support Office hours	Zoom support / 1:1 or small group support Office hours	Zoom support / 1:1 or small group support Office hours
After-School online activities	Free After-school online activities in French available: storytime, zumba, cooking	Free After-school online activities in French available: storytime, zumba, cooking	Free After-school online activities in French available: storytime, zumba, cooking	Free After-school online activities in French available: cooking	Free After-school online activities in French available: cooking
Art and Music Program	Art and Music: Specialty teachers in zoom meetings every other week- projects assigned on 2-week timeframe	Art and Music: Specialty teachers in zoom meetings every week- projects assigned on 1-week timeframe	Art and Music: Specialty teachers in zoom meetings every week- projects assigned on 1-week timeframe	Art and Music: Specialty teachers in zoom meetings every week- projects assigned on 1-week timeframe	Art and Music: Specialty teachers in zoom meetings every week- projects assigned on 1-week timeframe
Social Emotional Development (SEL) support	SEL support, individual or in group	SEL support, individual or in group	SEL support, individual or in group	SEL support, individual or in group	SEL support, individual or in group 7th 8th: Restricted email features
Screen-lite Days	Screen-lite Wednesdays (themed days)	Screen-lite Wednesdays (themed days)	Screen-lite Wednesdays (themed days)	Screen-lite Wednesdays (themed days)	Screen-lite Wednesdays (themed days)

III. Digital Ecosystem

Selected core platforms

- Google Accounts (Google Classroom - G-Suite Apps)
- Seesaw
- Padlet
- Zoom for video conference
- Other selected IT tools (Flipgrid, ...)

All safety and security guidelines have been followed, especially for video conferencing: embedded password in links to private Zoom meetings, waiting room giving full control to teachers, no recording, screen sharing controlled by teachers

Principles and precautions

- Protection of children's privacy and safety is priority
- IT coordinator filters and selects best IT tools to address pedagogical needs
- IT coordinator coaches, trains and mentors teachers individually
- FASRI domain name and Google environment is regulated and controlled
- Only 7th and 8th graders have been allowed emails with restricted features (they can only communicate with FASRI teachers, not peers)
- Clear usage guidelines communicated to teachers and checked by IT coordinator on an ongoing basis

Student Participation in Distance Learning Agreement : <https://forms.gle/HoRjDimjrvCani8m7>

SEL Digital Services Consent Form: <https://forms.gle/5bhvvFwgxw1fyCPZ7>

IV. Family/School Partnership

Partnership is key to succeed

- With distance learning/remote work modalities, always assume the best in others.
 - Remote modalities add a layer of complexity to deliver instructions, and to interactions and communication.
 - Kindness, compassion and trust are paramount to sustain positive outcomes: everyone is trying their hardest.
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Partnership is key to succeed

- Teacher:

Design and implement distance learning solution - Direct program progression - Design educational plan, materials, activities, assignments - Assess student progress - Listen - Give feedback/input - Always be supportive and students' cheerleader

- Parent:

Support their children to accomplish activities and tasks

Be a learning coach - supervise student digital activity and usage

Contact teacher for any questions

Listen - Give feedback/input - Always be supportive and child's best cheerleader

- Student:

Attend zoom classes and submit work - Abide to code of conduct as if in physical classes when interacting on Zoom

Do their best and be honest - Take pride in accomplishment

Listen - Ask teachers - Give feedback/input

Caring for students

- In every grade, teachers are closely monitoring students attendance, well-being and feelings (for example, in 5th to 8th grades, students fill out a short google form exit survey at the end of each week - how they feel, what they learned, what they liked, what was their greatest challenges).
 - Teachers contact parents in case of concerns or worries.
 - Teachers contact SEL Student Support Team in case they feel social worker/counselor intervention could be beneficial.
 - Head of School is in the loop, closely oversees (weekly review and check-ins when needed) and is available for helping with support.
 - Whole School Student Distance Learning Survey (PK1 to 8th grade) sent on April 15 for collection of comprehensive feedback.
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Caring for families

- FASRI provides every week in the Wednesday Newsletter a list of curated SEL resources. Links to resources stay in the newsletter for 2 weeks with new resources are marked “new”.
 - The Student Support Team is available on demand for support: gflores@fasri.org - lraud@fasri.org
 - Teachers closely monitor families feedback and are available at any times.
 - Whole school Parent Guardian Distance Learning Survey sent on April 15 for collection of comprehensive feedback.
 - Coffee Times with Head of School: every Thursday on Zoom 9 to 9:30 am
 - Admin Staff and Head of School available anytime by email/zoom bbrouder@fasri.org
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Caring for faculty/staff

- FASRI provides every week in the Faculty Newsletter a list of curated SEL resources. Links to resources stay in the newsletter for 2 weeks with new resources are marked “new”.
 - The Student Support Team is available on demand for support: gflores@fasri.org - lraud@fasri.org
 - Head of School closely monitors faculty/staff mental and emotional well-being: weekly check-ins with faculty/staff
 - Staff Distance Learning/Remote Work Survey sent on April 17
 - Art Contest (children and adults, families, faculty/staff)
 - Array of Professional Development opportunities (MLF, AEFÉ, RIDE and others)
 - AEFÉ and MLF Pedagogical Support groups (sharing of experiences and pedagogical guidance)
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Keeping a sense of well-being and community

- Wednesday Newsletter provides SEL and other
 - Engaging, hands-on and fun activities as weekly/bi-weekly assignments
 - Art and Music integrated in the plan - projects as an outlet for creativity and support mental and emotional well-being
 - Whole school screen-lite Wednesdays - Themed Days
 - Whole school Art Contest (children and adults, families, faculty/staff)
 - After-school online classes: storytimes, zumba, cooking/baking
 - Middle School Program Presentation - **Thursday, May 21**
 - Whole school Virtual Visual Arts Exhibition: **Tuesday, May 26 - Monday, June 1**
 - Whole school Music Presentation: **Monday, June 1 - Sunday, June 7**
 - Orientation for students from one grade to the next one - **Friday, June 5**
 - Step-Up Ceremonies and Graduation - **Monday, June 8**
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V. 2020/2021 School Year

Preparing for next steps

On April 23, RI Governor made announcement that school buildings will remain closed for the remainder of the year. On April 27, she communicated upon a plan for reopening RI.

FASRI Communication regarding the next steps will be sent to the community in timely manner as soon as further detailed guidelines become available (sanitary restrictions for schools)

2019/2020 remainder of school year:

- FASRI continues with distance learning for the remainder of the school year
- Physical summer camp / virtual summer camp / hybrid format / staggered groups

Designing 2020/2021 scenarios and plans:

- Back to School : school in session on campus
 - Schools will most likely be required to observe strict regulations
 - Hybrid formats with in-person classes on site and Distance Learning
 - Distance Learning
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Overnight and International Trips in 20/21

Visit the FASRI Website to discover the array of experiential learning opportunities which are part of FASRI Learning Experience: <https://www.fasri.org/academics/experiential-learning>

Trips will occur if conditions allow.

Otherwise, trip leaders will continue to advance the projects with partner schools in a collaborative distance manner (collaborative work via Google Classroom, G-Suite, Zoom).

Thank you
