

# Approaches to August

## Nishimachi International School

### Guiding Principles



#### Guiding Principle 1

The health and safety of our students, staff, and immediate community is our number one priority.

#### Guiding Principle 2

Decisions will be based on our founding philosophy, school mission and the Nishimachi Learner Expectations.

#### Guiding Principle 3

Decisions will be made considering the space, schedule and staffing constraints of our school.

#### Our Commitment

*We will commit to doing our part to contain and minimize the risk of spreading COVID-19 in our community.*

*We will ensure our decisions are guided by a balance of local and global resources and guidelines.*

We will prioritize:

- Varied teaching techniques
- Collaborative/Social aspects
- Differentiation according to students' needs
- Active learning approach
- Support for student wellbeing

# RISK LEVELS

We will determine which type of learning model to use based on the risk levels outlined below.



## LOW

- Government recommends reopening
- MEXT, Minato-ku, CDC, WHO, or other trusted sources say risk is low
- Very low medical uncertainty (can get tested easily, antibody tests available, reliable treatment)
- Infection rates locally continue to decline and are traceable
- Nishimachi is confident the risk level is low enough to manage a fully open campus with health precautions in place
- Most JCIS and local schools open their campuses fully



## MEDIUM

- Unclear or ambiguous government guidance
- MEXT, Minato-ku, CDC, WHO, or other trusted sources say there is some risk
- Degree of medical uncertainty present
- Infection rates locally are contained and contact tracing is present
- Nishimachi feels we can minimize risk through various precautionary measures (physical distancing, hand washing, mask wearing, and lower density of students on campus)
- JCIS and local schools are opening with precautions



## HIGH

- State of Emergency in Japan/Tokyo or Tokyo public schools close
- MEXT, Minato-ku, CDC, WHO, or other trusted sources say risk is high
- High degree of medical uncertainty (hospitals are overwhelmed)
- Increased COVID-19 cases in Tokyo or cases remain at concerning levels
- Known infections within the Nishimachi community
- We feel we cannot mitigate risk or ensure the safety of our community
- Campus closure of JCIS and local schools

# LEARNING IN PRACTICE

## IN PERSON LEARNING MODEL

## HYBRID LEARNING MODEL

## REMOTE LEARNING MODEL



Access to Campus

Campus is open to all students.

Campus is open, but not all students can be on campus simultaneously.

Campus is closed, students are learning from home.



Scheduling

Regular ES and MS schedules.

ES and MS schedules similar to in-person learning with half our students at home.

Resume final version of Remote Learning schedules from SY2019-20

*All K- G2 students on campus with modifications. TBC in August*

*i.e. ES: AM=core classes + PM=specials;  
MS: 4 periods/day*



Learning Environment

Face-to-face with physically distanced classrooms

Students at school receive face-to-face instruction while students at home experience live-streamed instruction for core classes.

Virtual classes through Zoom, Google Classroom, Google Chat and Seesaw.



Recreation/Recess Time

Students use various school spaces for recess as in the regular schedule.

Students on campus enjoy various spaces for recess.

Students at home create their own experiences for recess.

Students create their own experiences for recess.



Specialist Classes  
Art, Drama, Music, PE

Students participate in specialist classes as in the regular schedule.

Students on campus participate in specialist classes in person.

Students at home refer to choice boards.

Students participate in modified forms of art, drama, music & PE that differ from the regular curriculum.

# LEARNING IN PRACTICE

## IN PERSON LEARNING MODEL

## HYBRID LEARNING MODEL

## REMOTE LEARNING MODEL



Teaching Approaches

Teachers use a variety of interactive teaching techniques, including whole group, small group and individual instruction.

Teachers use a variety of teaching techniques with students, including interactive components but also choice boards.

Teachers maintain some interactive teaching with check-ins and small groups, but also use one-way methods such as videos and educational platforms.

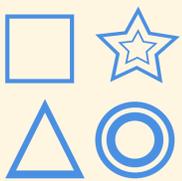


Collaborative/Social

Students work independently, in pairs and small groups with preventive measures in place.

Students work in pairs or small groups across classroom and virtual environments.

Students work in pairs or small groups via Breakout Rooms and shared documents.



Differentiation According to Students' Needs

Students receive support for individual needs in and out of the classroom.

All students' needs are catered for through supports such as repeated instructions, additional small groups and individualized attention.

Students receive support both in the virtual and physical classroom environments.

Students who are physically in the classroom have access to supports such as repeated instructions, additional small groups and individualized attention.

Students receive support in individual and small groups outside of the student's class schedule.

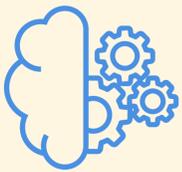
Classroom teachers ensure tasks and supports meet a variety of student needs, including the use of breakout rooms, additional links/resources and peer supports.

# LEARNING IN PRACTICE

## IN PERSON LEARNING MODEL

## HYBRID LEARNING MODEL

## REMOTE LEARNING MODEL



Active Learning

Active learning occurs through: participation, student interaction, critical thinking, use of materials and manipulatives, and students' innate curiosities.

Active learning may be limited due to the availability of materials and students learning in multiple locations, making whole class collaboration difficult.

Active learning will involve a combination of active participation in discussions, online collaboration, and independent task completion.



Student Wellbeing

Teachers work with students both in and out of the classroom in whole group formats (e.g. daily homeroom and advisory time), as well as addressing individual needs.

Teachers facilitate student wellbeing across in-person and virtual settings. Individual student issues are addressed as needed.

Student wellbeing is monitored via class check-ins, monitoring of student work and individual outreach.

## RISK LEVELS FOR SPORTS & ACTIVITIES

The US Olympic/Paralympic Committee has proposed a risk scale for COVID-19 transmission. Nishimachi will adapt this scale to categorize its current co-curricular offerings from low risk to high risk. These ratings do not mean all sports listed will automatically be canceled; rather, we are looking closely at the risks involved in each sport or activity to assess whether those risks can be mitigated.

*We will confirm and categorize the sports and activities according to risk levels in August.*



LOW

Activities that can be done with physical distancing or individually. No sharing of equipment or the ability to clean the equipment between use by students.

All sports and activities will be offered.



MEDIUM

Activities that can be done outdoors and/or with some physical distancing or protective equipment.

Some sports and activities will be offered.



HIGH

Activities that involve close contact and a high probability that respiratory particles are spread among participants.

No in-person sports activities will be offered.