Distance Learning Plan

This document is designed to describe the actions and approach ISB will take in the event ISB moves to Distance Learning.

ISB
International School Basel

Contents

Notification Period and Start Date

If face-to-face learning on school campuses for all students is no longer possible, the Director will send communications to students, parents and teachers/staff making this announcement and delineating a timeline for implementation. The Director will also confirm the starting date of the online learning programme.

The process will start with two days of teacher preparation. During these two professional collaboration and development days, teachers will arrange to relaunch their classes on the designated Learning Management System (LMS), which is email, as well as Seesaw in the Junior School and Google Classroom in Grade 5, Middle and Senior School. The division principals will also share more specific information and guidelines with students and parents.

The ISB Distance Learning Programme will commence on the date designated by the Director. From then on this plan will be in effect and teachers, students, and parents will work together to take learning "online." Although ISB hopes that implementation of the DLP will not be necessary, in the event of a serious crisis or emergency, it is important that this DLP describes ISB's approach to distance learning, including:

- the channels we will use for communication; the Learning Management Systems (LMS) we will employ by division;
- the roles, responsibilities, and guidelines ISB 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.

Distance Learning at ISB

ISB deliberately uses the term distance learning rather than technology-specific labels such as "virtual learning," "e-learning," or "online classes." This choice reflects our conviction that quality learning can occur at a distance without solely relying on computers. Rather than being tied to an electronic device for their learning, ISB's goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active. Accordingly, ISB's shift to distance learning begins with consideration of how we can intentionally align distance learning experiences with our Mission stated below.

ISB's approach to distance learning begins with the assertion that the learning experiences teachers normally design, when school is in regular session, cannot simply be replicated through distance learning. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way. However, when designed and delivered well, distance learning can be successful in its own right. Teachers must use appropriate methods (i.e. those tailored to an online environment) for engaging students in learning and supporting their growth. Accordingly, this DLP provides guidelines and insights about how ISB's faculty can leverage digital and experiential learning in ways that bring the curriculum to life.

Mission-Driven

Aligning this DLP to ISB's Mission gives teachers the opportunity to think differently about the possibilities that may result from the challenging circumstances associated with Distance Learning. As teachers reflect on how to best design or redesign their units, lessons, or courses, we encourage them to consider the following questions:

We all want to learn more

- How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?

- What are the most important understandings and skills I can help my students develop at this time?

- How will I assess student learning in meaningful ways?

We all do it in different ways

- How can I scaffold lessons effectively so that my students construct their own understandings?

- How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?

We all have fun learning

- What are the authentic learning opportunities that have resulted from this emergency or crisis?

- Where might my students' curiosity and motivation open other new possibilities?

We all help.

- How can I ensure that there is a sense of community and continuity in students' lives?

- How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?

At the core of ISB's approach to distance learning is the belief we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

Technology Systems to Support Distance Learning

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

Q1:
How will ISB communicate with parents, students, and faculty/staff during Distance Learning?

A:
ISB 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 situation. They contain auditing tools that will allow ISB to ensure that all students and parents are receiving important communications. The table below describes these systems:

Channel	Audience	Description & Access
Email	Faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the 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 GSuite	Students across all divisions	Google GSuite (including Gmail, Docs, Classroom, Hangouts, Meet, etc.) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Hangouts or Google Meet.
Seesaw	Early Childhood and Junior School students	Junior School teachers and students will continue to use Seesaw and other apps they are already familiar with.
Google Classroom	Grade 5-12 Students	Middle and Senior School teachers and students should use their Google Classroom classes for sharing and assessing assignments as well as general communication for the whole class.
The Veracross Portal and Gradebook	Parents and Teachers	The Veracross Portal is the portal for parents, which can be accessed from ISB's public website or through this link https://www.isbasel.ch/login. Teachers will continue to enter grades through the Veracross Gradebook.
ManageBac	Teachers & Senior School Students	Teachers & students submit IBDP work and communicate on IB external requirements, like the Extended Essay, through ManageBac
The Faculty Google Classroom	Faculty and staff	The Faculty Google Classroom is the hub for faculty and staff to get information from the administrators, and access important documents and updates.
ISB Communications Portal	Parents, Staff and Students	The Communications Portal a password-protected part of our website accessible by clicking on "Login" on www.isbasel.ch. Through this Portal, users are able to access general school information, extra-curricular programmes, event listings, calendars, administrative messages, directories and statements of official school policy.
Public Website	General public	ISB will maintain general information on the situation here: www.isbasel.ch

Q2:

Are the learning management systems (LMS) employed in this plan the same as those used during normal school operations?

A:

Yes, ISB's systems are already built on cloud-based systems, including Google GSuite, Google Classroom, and Seesaw. That means these systems will continue to work from anywhere in the world, even during an emergency. ISB's data is not physically hosted on the school's network, which means we can continue to use our systems during a crisis, even if buildings are damaged or our campus is inaccessible. Finally, each of our primary systems has multiple administrators, so they can be managed remotely (from anywhere, online) by more than one person, in the event that a system administrator is out of contact or unavailable.

Q3:

How will students have access to these systems off-campus?

A:

Grade 5 - 12: Please ensure your child has a device per the BYOD Recommended Specifications. *Grade 8, 9 and 10 students are currently not on the formalized BYOD program. However, all of these students will require a device from August 2020, as we roll out our BYOD across the whole of Grade 5 to 12. We are thus strongly suggesting that if your child does not currently have a device, you consider purchasing a device as soon as possible, as per the guidelines above.*
EC1 - Grade 4: Parents will be the primary contact for Distance Learning. We recommend having a device that students can use and a printer at home for materials sent by email.

Guidelines for ISB's Teachers

The transition to distance learning is not easy, but it should be made as simple as possible. 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 guidelines provided below are intended to help teachers across all divisions reflect on challenges they'll face in shifting to distance learning.

1 ## Walk the talk of our mission

ISB believes that: We all want to learn more; We all do it in different ways; We all have fun learning; and, We all help. 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' wellbeing. How are they doing? How are their families? What are they struggling with and how can we adapt to help them engage in learning in a variety of different ways?

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 to confirm their location (possibly not Basel) and time zone; whether their online access is reliable; and what devices the student has at their disposal. Open a dialogue with families and avoid assumptions that all students' circumstances are the same. Communicate difficulties to the EdTech Coordinator of your campus (david.collett@isbasel.ch or scott.hall@isbasel.ch).

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, which are described on page 3. 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 face-to-face learning on school campuses for all students is no longer possible, it may become necessary to explore new or different learning platforms that provide different experiences.

4 ## Remember, less is more

Should ISB implement this DLP, one challenge confronting teachers will be how best to streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more approach, including the pacing of lessons and assignments. We need to ensure that students do not get overwhelmed by the volume or nature of the tasks that they are being asked to do largely independently. And because it can also be hard to know exactly how long Distance Learning will continue, longer-term planning is difficult, so we must be able to adapt to the situation to convey the essentials.

5   Seize the moment; embrace new opportunities and possibilities for your students

Years or decades from now, how will your students remember these extraordinary times? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the circumstances 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, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning experiences for our students.

6   Provide space for personalized learning

Distance learning can provide opportunities for students to personalize what, how, and when they learn. Students can move more flexibility and freely through content when teachers create nonlinear curricula. Distance learning can also provide students with the opportunity to learn at different paces (e.g. Khan Academy). How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?

7   Design experiences and facilitate 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, practice skills, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, they understand the direction they are moving in, and they engage in 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.

asynchronous learning experiences

If face-to-face learning on school campuses for all students is no longer possible, in addition to assigning independent learning activities to students, teachers can still connect them asynchronously. For example, teachers can use Google Classroom to assign a Question and have students respond to it and each other in a long chat style format.

synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. If face-to-face learning on school campuses for all students is no longer possible, students might be able to gather for synchronous learning times, with their teacher giving feedback via video chat using Google Hangouts (also known as Google Meet), or they might engage in a live, online discussion. Collaboration remains important and there are many ways teachers can foster it through synchronous learning. This will be especially important in the IBDP grades, where the synchronous option would likely be introduced earlier than other grades. For students who cannot join the activity in real time, the teachers will provide resources such as a video or screencast, slides, or other materials for them to access at a later time.

8   Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to distance 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 end goal of a performance task instead of trying to force a traditional assessment format to fit into the distance learning environment. 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.

Guidelines for ISB's Parents

The transition to distance learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

1 ## Establish routines and expectations

From the first day ISB implements its DLP, parents need to establish routines and expectations. ISB encourages parents to set regular hours for their children's school work. We suggest students begin their studies at 8:30am. Keep normal bedtime routines for younger children and expect the same from your Middle and Senior School aged students, too. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

2 ## Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if this DLP is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should ideally be a space where parents are present and able to monitor their children's learning.

3 ## Monitor communications from your children's teachers

Teachers will communicate with parents through email, when and as necessary. The frequency and detail of these communications will be determined by your child's age, maturity, and degree of independence. ISB wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain their Learning Management Systems (e.g. Google Classroom, Seesaw, Google GSuite) and explain what they are working on.

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

Parents are encouraged to start and finish each day with a simple check-in. Teachers will post all the lessons for the day to Google Classroom at 8:30am each day. In the morning, ask your child: What are you learning today? What are your learning targets or goals? How will you spend your time? What resources do you require? What support do you need? This brief grounding conversation matters. It allows children to process the instructions they've 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's normal!), but they should do so 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 Support your child to process and own their learning

In the course of a regular school day at ISB, 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 ask a clarifying question, participating in small or large group discussions, showing their work to the teacher or asking a question, 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 share and process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important not to over-help or make your child feel dependent on you. Your child must own their work; don't complete assignments for them, even when they are struggling; if assignments are too difficult for your child to complete largely independently, provide that feedback to the teacher.

6 Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are at different stages and have different needs. There may be times when siblings need to work in different rooms. 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. This is vitally important to their health, wellbeing, and to their learning. ISB's physical education teachers will recommend activities or exercises, but 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 – remember, we all help!

8 Be mindful of your child's stress or worry

One thing is for certain: ISB 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 their routines, away from their friends and teachers, and generally out of sorts, whether they admit it or not. They need as much normalcy and structure as parents can provide.

9   Monitor how much time your child is spending online

ISB does not want its students staring at computer screens for 7-8 hours a day. If you do notice that the majority of your child's time is spent online, check in with them to see what they're doing. Oftentimes, students will "task-switch" between social media, youtube videos, chats, and school work. This leads to work taking a lot longer than it should because students aren't able to focus on the task at hand. This kind of behavior is monitored in school, but most students will struggle to self-monitor for extended periods of time. Set clear expectations for breaks when they can check social media or watch a video, but then they close out distracting tabs and put away their phone when work resumes.

If it seems like your child is doing most of their work online, 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 of online and offline learning experiences. Division principals or teachers will periodically check in with you to assess what you're 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

The first week of Distance Learning can be an exciting time for students. If ISB implements this DLP, the initial excitement 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. Please also monitor your children's social media use. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's and ISB's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.
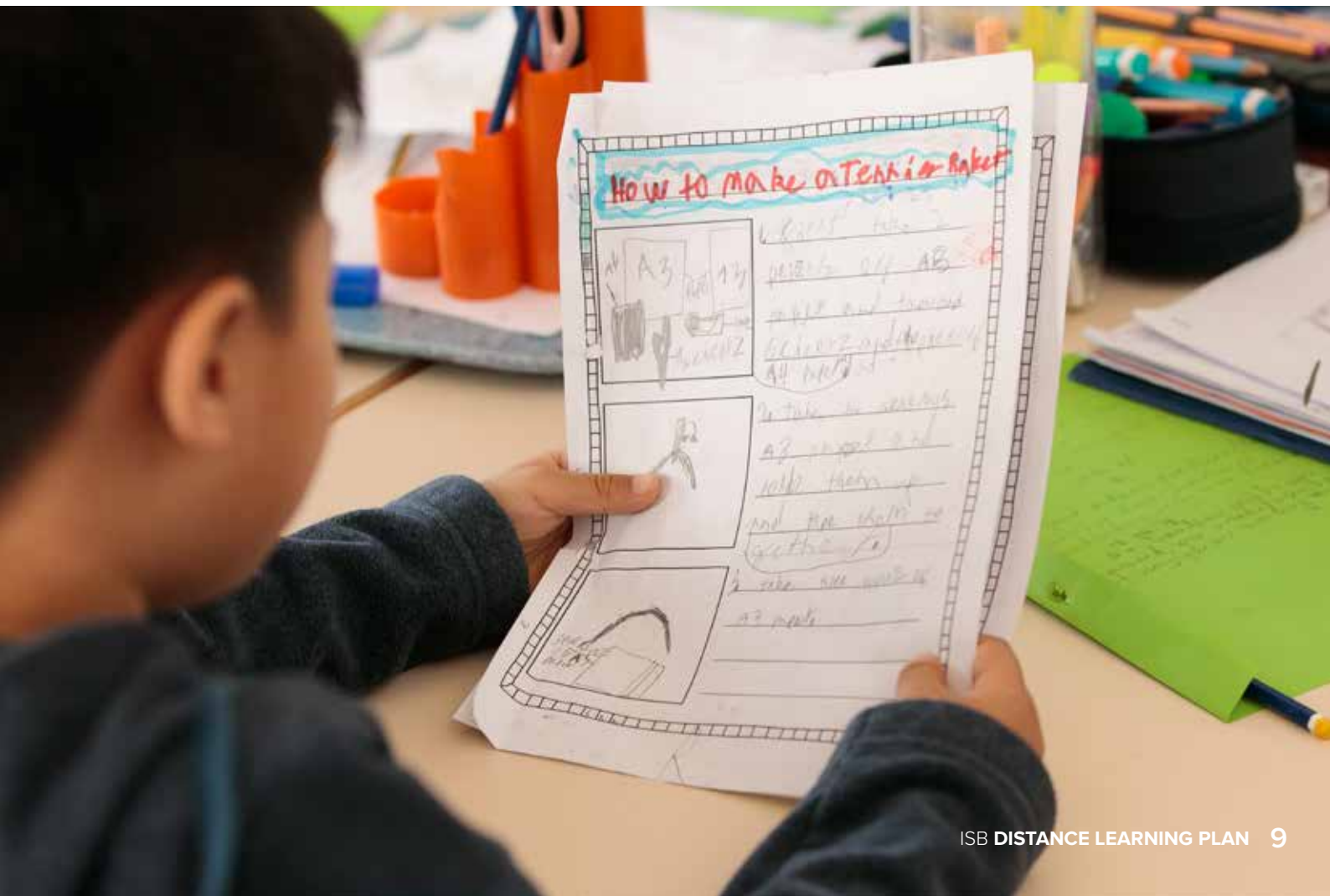
Roles & Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of school personnel, students, and parents, are delineated below.

School Personnel Roles & Responsibilities	
Leadership Team	- Create and distribute ISB's Distance Learning Plan, or DLP - Establish clear channels of communications between faculty, staff, families, and students in the event of this DLP being activated - Support faculty and students/families shifting to a distance learning environment - Help teachers implement DLP and ensure high-quality learning experience for all students
Director of Teaching & Learning; Programme Coordinators; Vice Principal Academics; Head of Digital Learning; Heads of Department	- Support all teachers and teams in the implementation of ISB's DLP Provide models and examples of outstanding distance learning units and lessons - Recommend new methods techniques for providing feedback to students - Support teachers and teams as they design new methods to assess student learning - Support teachers and teams in developing strategies to differentiate their instruction
Subject or Homeroom Teachers	- Collaborate with other team/department members 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 - Reflect on the Guidelines for ISB's Teachers shared earlier in the DLP and how you can implement them
Learning Support Teachers	- Communicate regularly with the subject or classroom teachers who teach the students on your caseload - Offer to scaffold or modify material or assignments, as necessary, for students on your caseload to support subject or classroom teachers - Help subject or classroom teachers differentiate lessons and activities for the students on your caseload - Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning - Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps
EAL Teachers	- Collaborate with co-teachers to design learning experiences that teach the students on your caseload - Provide supplementary learning activities for EAL students, either in the curriculum or with additional targeted learning needs - Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning - Monitor the progress of students on your caseload and provide timely feedback

School Personnel Roles & Responsibilities

Role	Responsibilities
Homeroom Teachers (Middle and Senior School)	• Provide guidance and support for students to aid in monitoring and supporting student wellbeing • Administer wellness surveys to gather data on student wellbeing • Use virtual platforms (e.g. Google Hangouts) to conduct advisory check-ins with students in their cohorts
Counsellors	• Serve as liaison for communication with students/families in crisis • Maintain bank of social-emotional lessons • Tailor recommendations to the specific crises: Does the time of year affect the planning?; Do the events of the crisis require any special handling?; and What are talking points for teachers or advisors? • Host Office Hours at set times for students to access counselling sessions virtually • Students, parents, and guardians encouraged to schedule these meetings as needed
College Counsellors & IBDP Coordinator	• Evaluate timeline for graduation requirements, class credit, and IB testing deadlines • Host Office Hours at set times for students to call in and access support virtually • Encourage students, parents, and guardians to schedule these meetings as needed
Librarians	• Collaborate with colleagues to find resources for high-quality distance learning experiences and research • Regularly 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 • Be available for teachers and students as needed for support
EC1-Grade 5 Specialist Teachers	• Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families • Art – Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families • Music – Staying mindful of the instruments or resources families may not have in their home, develop a bank of activities for students and share these with classroom teachers and families • Communicate regularly with your students and provide timely feedback to them • Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences
EC1-Grade 5 German teachers	• Collaborate with colleagues in designing Distance Learning experiences in accordance with schoolwide and divisional plans • Develop high-quality learning experiences • Communicate with and provide timely feedback to students and parents
Teaching Assistants	• Communicate regularly with classroom teachers to identify ways you can support students and contribute to this DLP • Monitor student learning and provide feedback to students, as requested by the teachers and teams you support
Tech Support Team	• Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment • Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed • Be available in person or remotely to provide on-demand tech support help • Audit usage to identify students or parents who may be unavailable or out of reach

Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 8:30am 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 in a respectful, professional manner
- Support your ISB peers in their learning
- Comply with ISB's Acceptable Use Policy, including expectations for online etiquette
- Proactively seek out and communicate with other adults at ISB as different needs arise (see below)

For queries about ...	Contact
A course, assignment, or resource	The relevant teacher

A technology-related problem or issue	Email IT help desk or the Digital Learning coach for your division
	- Technical: helpdesk@isbasel.ch
	- EdTech (Google, etc):
	  - **Middle School/Senior School:** david.collett@isbasel.ch
	  - **Junior School:** scott.hall@isbasel.ch & kristina.hertzig@isbasel.ch

A personal or social-emotional concern	Your assigned Counsellor - **Junior School:** rebecca.bower@isbasel.ch; steven.ayling@isbasel.ch - **Middle School:** tony.jones@isbasel.ch - **Senior School:** joanne.storrar@isbasel.ch; kevin.davy@isbasel.ch
Other issues related to distance learning	The Principal or Vice Principal from your child's division: - **Junior School Principal:** george.dolesch@isbasel.ch - **Middle School Principal:** tico.oms@isbasel.ch - **Senior School Principal:** timothy.walsh@isbasel.ch - **or Senior School Vice Principal - Academics:** brent.mcavoy@isbasel.ch

Parent/Guardian Roles & Responsibilities

Provide support for your children by adhering to the Guidelines for ISB's Parents as well as you can:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor how much time your child is spending online
- Begin and end each day with a check-in
- Support your child to process and own their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Be mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

For queries about ...	Contact
A course, assignment, or resource	The relevant teacher

A technology-related problem or issue	The tech coach in your division by email
	 • EdTech (Google, etc):
	   - **Middle School/Senior School:** david.collett@isbasel.ch
	   - **Junior School:** scott.hall@isbasel.ch & kristina.hertzig@isbasel.ch

A personal or social-emotional concern	Your child's assigned Counsellor • **Junior School:** rebecca.bower@isbasel.ch; steven.ayling@isbasel.ch • **Middle School:** tony.jones@isbasel.ch • **Senior School:** joanne.storrar@isbasel.ch; kevin.davy@isbasel.ch
Other issues related to distance learning	The Principal or Vice Principal from your child's division: • **Junior School Principal:** george.dolesch@isbasel.ch • **Middle School Principal:** tico.oms@isbasel.ch • **Senior School Principal:** timothy.walsh@isbasel.ch • **or Senior School Vice Principal - Academics:** brent.mcavoy@isbasel.ch

Learning Considerations by Division

Early Childhood (EC1 - 3)

- After receiving initial notice from the Director about the implementation of Distance Learning and timelines, families will receive an email from the Junior School Principal with division-specific information.
- The primary tools for communication between teachers and families will be Seesaw and email.
- Distance learning for EC children will remain holistically focused on broad language, cognitive, physical and social-emotional development, and may be conducted in English or the family's home language.
- Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.
- The EC teachers will provide parents with:
    - recommended activities and experiences targeted at certain skills;
    - novel prompts responsive to current conditions designed to encourage children and families to engage with their environment and setting;
    - art and creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills; and suggested enhancements to daily experiences to support holistic development.

Early Childhood: Approximate Time Frames for Learning

Approximate Time per Day	Subject Area
20+ minutes	**Emergent Literacy Activities, Games & Challenges** focused on developing an appreciation for reading. Read together. Developing language vocabulary and comprehension. Where appropriate, create books, practice letter formations.
20+ minutes	**Emergent Numeracy Activities, Games & Challenges** focused on counting, sorting, and patterning.
20+ minutes	**Holistically-Focused Activities, Games & Challenges** to support cognitive, physical, and social emotional development.
Flex Learning	Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects. - Learning new board game or skill - Practicing mindfulness/yoga/breathing exercises - Exploring a new interest or passion
Technology provided to enhance learning	

Clever, Seesaw, IXL, RazKids, Read/Write

Timeline of Distance Learning Plan Implementation (same as Junior School below)

Junior School (Grade 1 - 5) Priorities & Considerations

- After receiving initial notice from the Director about the implementation of Distance Learning and timelines, families will receive an email from the Junior School Principal with division-specific information.
- The primary tools for communication between teachers and families will be Seesaw and/or newsletters via email; Google Classroom will be used by Grade 5 only.
- Students will have both off- and on-screen learning activities designed to engage Junior School learners in experiences that connect to current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning, as well as the suggested level of adult involvement. It is expected that students in grades EC1-Grade 2 will need higher levels of support than students in Grade 3-5.

Junior School: Approximate Time Frames for Learning

Grade 1 - 2	
10 - 40 minutes	**Reading** approximately twenty minutes per day. **Writing** will vary. Where appropriate, students will have writing within the Writers Workshop model
10 - 30 minutes	Mathematics
20 - 30 minutes	Unit of Inquiry
10 - 20minutes	German
Grade 3 - 5	
30 - 50 minutes	**Reading** twenty minutes per day. **Writing** approximately 20 - 30 minutes within the Writers Workshop model three to four times per week
25 - 30 minutes	Writing (English/Science/Social Studies connections as appropriate)
25 - 30 minutes	Mathematics
20 - 40 minutes	Unit of Inquiry (This may include researching, writing, and reading)
10 - 20 minutes	German
All Junior School Students	
Specialist Classes	Specialist classes will continue as normal on the day your child has a specialist class. This will be reflected in the weekly schedule sent out by the homeroom teacher.
Flex Learning	Students are also encouraged to pursue interests, make connections, further develop skills, concepts etc. Ideas may come from the student, teacher, or parent.
Technology provided to enhance learning	
Clever, Seesaw, IXL, RazKids, Google Classroom (Grade 5), Read/Write	

Junior School Timeline of Distance Learning Plan Implementation

Week 1 - Week 3

The Teacher-Parent-Student relationship is vital to keeping the learning going in Junior School.

- Due to the age of the students, emailing parents in the morning is the most efficient way to share activities and assignments with students in the Junior School.
- For many of the students at the Junior School (EC1-Grade 5), parents will have the role of sharing/ providing the access to instructions and materials from their devices.
- Teachers will be on email to answer parent questions during school hours.

Feedback survey sent to parents at the end of every other week asking:
What went well? What could be improved? What is the average breakdown of time spent across the subject areas?

Based on the feedback collected via survey results and email correspondence, we will aim to adapt and adjust our approach to better suit the needs of our students. It is important that we be responsive to parent feedback when planning for the following week of learning.

Weeks 4⁺

As Distance Learning continues, the Teacher-Parent-Student relationship remains vital to keeping the learning going in Junior School.

- Teachers will add additional synchronous learning elements including incorporating at least two Google Meet video conferences (10-20 minutes in length) per week.
- Teachers will continue to use Seesaw to share the learning objectives to share activities and assignments with students in the Junior School.
- For many of the students at the Junior School (EC1-Grade 5), parents will have the role of sharing/ providing the access to instructions and materials from their devices.
- Teachers will be on email to answer parent questions during school hours.

Feedback surveys sent to parents as needed.

Middle School (Grade 6 - 8) Priorities & Considerations

- After receiving initial notice from the Director about the implementation of Distance Learning and timelines, families will receive an email from the Middle School Principal with division-specific information.
- The primary tools for communication between teachers and parents will be email and Google Classroom Guardian Summaries; between teachers and students, it will be email and Google Classroom.
- Teachers will assign and link all materials via Google Classroom class pages.
- Distance learning for our early adolescent learners will focus on having a balanced, holistic experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but could include; links to videos; graphic organizers; scanned material to read and engage with; or independent research material via Newsela or other educational databases.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or when assignments are unclear.
- Parents are encouraged to give feedback regarding the clarity, timing, and level of independence of the work.
- Our Counsellor is always available to support students with academic, social, or emotional needs.

Middle School: Approximate Time Frames for Learning & Resources

All Middle School Students (Grade 6 - 8)	
40 minutes per class (6 classes per day)	Middle School Classes
Flex Learning and Technology Resources	

Flex Learning (substitute for homework)
 - Independent & self-directed
 - For the sake of learning
 - No time limit/requirement
 - Learning will be shared in SWL
	- Read for pleasure
	 - Be active
	 - Explore personal interests/passions
	 - If safe…
	   Explore local sights
	   Seek out social interaction

Technology to enhance learning	- Middle School Library site and catalog and how to access Middle School databases for reliable research sources - Google Classroom, NoRedInk, Gizmos, Read/Write, Adobe Creative Suite

Middle School Timeline of Distance Learning Plan Implementation

Week 1

Timing is everything, and teachers, parents, and students will need to work together to help our Middle Schoolers structure their day and stay on top of their assignments.

- Lessons will be **asynchronous,** with students learning independently of the class time and teacher.
- All lessons for the day are posted to Google Classroom in the morning during Homeroom/Registration time. This allows students to see the day's work and plan how and when to get it done, providing students a reliable structure for their day. One school period = 40 minutes of focused work
  - **Sample scenario:**
    - A student has allocated one hour to work on I&S, from 10:00-11:00 because that is when the lesson normally takes place.
    - Teachers should expect that 20 minutes from that hour would be spent transitioning into the lesson, accessing getting into the work, locating resources, reaching out to a peer to ask a clarifying question, emailing the teacher for some quick feedback regarding their work, asking a parent for help explaining something, etc.
    - As such, teachers should give students no more than 40 minutes of material to complete for any one lesson.
    - This will ensure that students are able to keep on a reasonable schedule. If every lesson were to go "over" by 15 minutes, students would have an additional hour and half of work to finish per day. This would be unsustainable for many students, especially given how much more demanding independent learning can be.
- Assignments will be posted daily, not in advance of the lesson, because we do not want students overwhelmed with weeks of work loaded on them at the outset. Students should know where they're going with an eye towards a culminating learning experience, but by chunking learning into 40-minutes of focused learning per lesson, we scaffold work so that students can make consistent progress in their learning.
- The teacher is available by email during the day but "on demand" during the time that the class would normally take place. I.e If a student wants help, they can ask any time, but during class time they can expect to get help in real time.

Feedback survey sent to parents at the end of the week, asking:
What went well? What could be improved? What is the average breakdown of time spent across the subject areas? To what extent was your child able to access the learning independently?

Based on the feedback collected via survey results and email correspondence, we will aim to adapt and adjust our approach to better suit the needs of our students. It is important that we be responsive to parent feedback when planning for the following week of learning.

Week 2

The second week of distance learning will be almost the same as in week one, with a few notable changes.

- Lessons will continue to be **asynchronous,** with students learning independently of the class time and teacher. All lessons will continue to be posted to Google Classroom in the morning during Homeroom/ Registration time.
- However, the teacher will now be available "on demand" via Google Hangouts Video chat during the time the lesson would normally take place. As such, if a student wants help, they can...
  - email their teacher any time during the school day
  - video chat "live" with their teacher and classmates during class time
- Assignments will be posted daily, not in advance of the lesson, because we do not want students overwhelmed with weeks of work loaded on them at the outset. Students should know where they're going with an eye towards a culminating learning experience, but by chunking learning into 40-minutes of focused learning per lesson, we scaffold work so that students can make consistent progress in their learning.
- The teacher is available by email during the day but "on demand" during the time that the class would normally take place. I.e If a student wants help, they can ask any time, but during class time they can expect to get help in real time.

Week 3

In the third week of distance learning, motivation can become a challenge as the novelty of distance learning begins to wear off.

- Lessons will continue to be **asynchronous,** with at least one synchronous Google Meet video conference (10-20 minutes in length) during class time per week.
- Lessons will continue to be posted at the start of the day, with the teacher available "on demand" via Google Hangouts Video chat during the time the lesson would normally take place (after the synchronous Google Meet). As such, if a student wants help, they can...
  - ask during the Google Meet session
  - email their teacher any time during the school day
  - video chat "live" with their teacher and classmates during class time
- At this stage there will be a change in the material being assigned to the students. It will become more collaborative and discussion-based so as to engage the class in a collective learning experience.
- As motivation wanes, it is important to maintain a sense of community so that students feel like they are a part of a collective learning environment.

Feedback survey sent to parents at the end of week 3.

Weeks 4+

As distance learning continues, motivation will continue to be a challenge.

- Lessons will continue to be **asynchronous,** with at least two synchronous Google Meet video conferences (10-20 minutes in length) during class time per week
- Lessons will continue to be posted at the start of the day, with the teacher available "on demand" via Google Hangouts Video chat during the time the lesson would normally take place (after the synchronous Google Meet). As such, if a student wants help, they can...
  - ask during the Google Meet session
  - email their teacher any time during the school day
  - video chat "live" with their teacher and classmates during class time
- At this stage there will be a change in the material being assigned to the students. It will become more collaborative and discussion-based so as to engage the class in a collective learning experience.
- As motivation wanes, it is important to maintain a sense of community so that students feel like they are a part of a collective learning environment.

Feedback surveys sent to parents as needed.

Senior School (Grade 9 - 12) Priorities & Considerations

- After receiving initial notice from the Director about the implementation of Distance Learning and timelines, families will receive an email from the Senior School Principal with division-specific information.
- The primary tools for communication between teachers and parents will be email; between teachers and students, it will be email and Google Classroom.
- Teachers will assign and link all materials via Google Classroom class pages.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but could include; links to videos; graphic organizers; scanned material to read and engage with; textbook sections; or independent research material via educational websites and databases.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or when assignments are unclear.
- Parents are encouraged to give feedback regarding the clarity, timing, and level of independence of the work.
- Counsellors are always available to support students with academic, social, or emotional needs.

Senior School: Approximate Time Frames for Learning & Resources

Approximate Time per Class per day (6 classes every day)	Grade Level
45 minutes	Grade 9
45 minutes	Grade 10
50 minutes	Grade 11
50 minutes	Grade 12
Flex Learning and Technology Resources	

Flex Learning (substitute for homework)
- Independent & self-directed
- For the sake of learning
- No time limit/requirement
	- Read for pleasure
	- Be active
	- Explore personal interests/passions
	- If it is safe…
	  Explore local sights
	  Seek out social interaction

Technology to enhance learning	- Google Classroom, NoRedInk, Gizmos, Read/Write, Adobe Creative Suite - Library Catalogue - Databases and Online Resources - Research Guides

Grade 9 - 10 Timeline of Distance Learning Plan Implementation

Week 1

Motivation is everything, and teachers, parents, and students will need to work together to help upper MYP students to: structure their day; stay focused and motivated; minimize potential distractions; stay on top of their assignments; and learn independently, all while still feeling connected to a community.

- Lessons will be **asynchronous,** with students learning independently of the class time and teacher.
- All lessons for the day are posted to Google Classroom in the morning during Homeroom/Registration time. This allows students to see the day's work and plan how and when to get it done, providing students a reliable structure for their day. One school period = 45 minutes of focused work
  - **Sample scenario:**
    - A student has allocated one hour to work on I&S, from 10:00-11:00 because that is when the lesson normally takes place.
    - Teachers should expect that 15 minutes from that hour would be spent transitioning into the lesson, accessing getting into the work, locating resources, reaching out to a peer to ask a clarifying question, emailing the teacher for some quick feedback regarding their work, asking a parent for help explaining something, etc.
    - As such, teachers should give students no more than 45 minutes of material to complete for any one lesson.
    - This will ensure that students are able to keep on a reasonable schedule. If every lesson were to go "over" by 15 minutes, students would have an additional hour and half of work to finish per day. This would be unsustainable for many students, especially given how much more demanding independent learning can be.
- Assignments will be posted daily, not in advance of the lesson, because we do not want students overwhelmed with weeks of work loaded on them at the outset. Students should know where they're going with an eye towards a culminating learning experience, but by chunking learning into 40-45 minutes of focused learning per lesson, we scaffold work so that students can make consistent progress in their learning.
- The teacher is available by email during the day but "on demand" during the time that the class would normally take place. I.e If a student wants help, they can ask any time, but when the lesson would normally be taking place, they can expect to get help in real time.

Feedback survey sent to parents at the end of the week, asking:
What went well? What could be improved? What is the average breakdown of time spent across the subject areas? To what extent was your child able to access the learning independently? To what degree were they able to keep up with the work?

Based on the feedback collected via survey results and email correspondence, we will aim to adapt and adjust our approach to better suit the needs of our students. It is important that we be responsive to parent feedback when planning for the following week of learning.

Week 2

The second week of distance learning will be almost the same as in week one, with a few notable changes.

- Lessons will continue to be **asynchronous,** with students learning independently of the class time and teacher. All lessons will continue to be posted to Google Classroom in the morning during Homeroom/ Registration time.
- However, the teacher will now be available "on demand" via Google Hangouts Video chat during the time the lesson would normally take place. As such, if a student wants help, they can...
  - email their teacher any time during the school day
  - chat "live" with their teacher and classmates during class time
- Teachers will also post weekly assignments for "extending your learning." These would be optional for students who have time and want to do some independent study in a subject of their choosing.

Week 3

In the third week of distance learning, for some students these routines will begin to feel monotonous and motivation will decrease. We can combat this by introducing new learning methods that involve all members of the community.

- Lessons will continue to be largely **asynchronous,** with at least one synchronous Google Meet video conference (10-20 minutes in length) during class time per week.
- Lessons will be posted at the start of the day; students can get help from their teacher via email at any time during the school day.
- More options will be given to students who choose to engage with the rest of the class during the time the lesson would normally take place. As such, teachers will begin to offer some of the following interactive options at various points throughout the week:
  - each class will have at least one synchronous Google Meet video conference (10-20 minutes in length) during class time per week
  - engage in a class discussion using Parlay, Google Meet or another ISB-approved tool
  - work on a small-group project, such as a video or presentation to share with the class
  - video chat "live" with the teacher and classmates during class time
- At this stage there will be a change in the material being assigned to the students. It will become more collaborative and discussion-based so as to engage the class in a collective learning experience.
- As motivation wanes, it is important to maintain a sense of community so that students feel like they are a part of a collective learning environment.

Feedback survey sent to parents at the end of week 3.

Weeks 4[+]

As distance learning continues, the content can feel overwhelming when being studied largely independently. We can combat this and support learning by introducing additional synchronous learning elements and involving all members of the community..

- Lessons will continue to be **asynchronous,** with at least two synchronous Google Meet video conferences (10-20 minutes in length) during class time per week.
- Lessons will be posted at the start of the day; students can get help from their teacher via email at any time during the school day.
- More options will be given to students who choose to engage with the rest of the class during the time the lesson would normally take place. As such, teachers will begin to offer some of the following interactive options at various points throughout the week:
  - each class will have at least two synchronous Google Meet video conferences (10-20 minutes in length) during class time per week
  - engage in a class discussion using Parlay, Google Meet or another ISB-approved tool
  - work on a small-group project, such as a presentation or tutorial to share with the class
  - video chat "live" with the teacher and classmates during class time
- At this stage there will be a change in the material being assigned to the students. It will become more collaborative and discussion-based so as to engage the class in a collective learning experience.
- As motivation wanes, it is important to maintain a sense of community so that students feel like they are a part of a collective learning environment.

Feedback surveys sent to parents as needed.

Grade 11 - 12 Timeline of Distance Learning Plan Implementation

Week 1

Keeping DP students progressing in their learning is the top priority. We must also understand that students may feel anxious or demotivated as a result of the challenges presented by learning the DP via Distance Learning. We need to work to help DP students to: structure their day; stay focused and motivated; minimize potential distractions; overcome challenges; stay on top of their assignments; and learn independently, all while still feeling connected to a community.

- Lessons will be **asynchronous,** with students learning independently of the class time and teacher.
- All lessons for the day are posted to Google Classroom in the morning during Homeroom/Registration time. This allows students to see the day's work and plan how and when to get it done, providing students a reliable structure for their day. One school period = 50 minutes of focused work.
  - **Sample scenario:**
    - A student has allocated one hour to work on Economics, from 10:00 - 11:00 because that is when the lesson normally takes place.
    - Teachers should expect that at least 10 minutes from that hour would be spent transitioning into the lesson, accessing and getting into the work, locating resources, reaching out to a peer to ask a clarifying question, watching an online tutorial video explaining a concept, emailing the teacher for some quick feedback regarding their work, etc.
    - As such, teachers should give students no more than 50 minutes of material to complete for any one lesson.
    - This will ensure that students are able to keep on a reasonable schedule. Independent learning is much more demanding at the DP level. Students will not have easy access to peers and teachers who can explain difficult concepts or clarify misconceptions or misunderstandings. We should expect and account for the additional time students will need to access additional online support to complete the assigned "50 minutes" of work.

- Assignments will be posted daily, not in advance of the lesson, because we do not want students overwhelmed with weeks of work loaded on them at the outset. Students should know where they're going with an eye towards a culminating learning experience, but by chunking learning into 50-minutes of focused learning per lesson, we scaffold work so that students can make consistent progress in their learning.
- The teacher is available by email during the day but "on demand" during the time that the class would normally take place. I.e If a student wants help, they can ask any time, but when the lesson would normally be taking place, they can expect to get help in real time.

Feedback survey sent to parents at the end of the week, asking:
What went well? What could be improved? What is the average breakdown of time spent across the subject areas? To what extent was your child able to access the learning independently? To what degree were they able to keep up with the work?

Based on the feedback collected via survey results and email correspondence, we will aim to adapt and adjust our approach to better suit the needs of our students. It is important that we be responsive to parent feedback when planning for the following week of learning.

Weeks 2 - 3

In the second and third weeks of distance learning, the content can begin to feel overwhelming when being studied largely independently. We can combat this and support learning by introducing new methods that involve all members of the community.

- Lessons will continue to be largely **asynchronous,** with at least one synchronous Google Meet video conference (10-20 minutes in length) during class time per week.
- Lessons will be posted at the start of the day; students can get help from their teacher via email at any time during the school day.
- More options will be given to students who choose to engage with the rest of the class during the time the lesson would normally take place. As such, teachers will begin to offer some of the following interactive options at various points throughout the week:
  - each class will have at least one synchronous Google Meet video conference (10-20 minutes in length) during class time per week
  - engage in a class discussion using Parlay, Google Meet or another ISB-approved tool
  - work on a small-group project, such as a presentation or tutorial to share with the class
  - video chat "live" with the teacher and classmates during class time
- At this stage there will be a change in the material being assigned to the students. It will become more collaborative and discussion-based so as to engage the class in a collective learning experience.
- As workload and difficulty increase, it is important to maintain a sense of community so that students feel like they are a part of a collective learning environment.

Feedback survey sent to parents at the end of week 3.

Weeks 4⁺

As distance learning continues, the content can feel overwhelming when being studied largely independently. We can combat this and support learning by introducing additional synchronous learning elements and involving all members of the community..

- Lessons will continue to be largely **asynchronous,** with at least one synchronous Google Meet video conference (10-20 minutes in length) during class time per week.
- Lessons will be posted at the start of the day; students can get help from their teacher via email at any time during the school day.
- More options will be given to students who choose to engage with the rest of the class during the time the lesson would normally take place. As such, teachers will begin to offer some of the following interactive options at various points throughout the week:
  - each class will have at least one synchronous Google Meet video conference (10-20 minutes in length) during class time per week
  - engage in a class discussion using Parlay, Google Meet or another ISB-approved tool
  - work on a small-group project, such as a presentation or tutorial to share with the class
  - video chat "live" with the teacher and classmates during class time
- At this stage there will be a change in the material being assigned to the students. It will become more collaborative and discussion-based so as to engage the class in a collective learning experience.
- As workload and difficulty increase, it is important to maintain a sense of community so that students feel like they are a part of a collective learning environment.

Feedback surveys sent to parents as needed.

Adapted, with permission, from the American School in Japan plan.