

July 15, 2020

# ASFM 2020 – 2021 Learning Scenarios Roadmap 2.0





# GUIDING PRINCIPLES

ASFM is committed to welcoming our students back to learning as soon as possible in an open minded, caring and global manner, empowering all students to continue to develop their individual potential in this ever-changing world and based on the following principles:

A

Prefer face-to-face onsite learning over online distance learning whenever it is safe to do so.

B

Act with fidelity to the School's **Mission, Vision and Core Values.**

C

Prioritize student, faculty, and staff **health, safety, and wellbeing** over other principles.

D

**Ensure hygiene- and health-related policies** are research-based, clearly communicated, effectively implemented, and diligently enforced.

E

Promote practices and policies to **reduce risk** of virus transmission and support our capacity to be responsive and agile when facing changing health circumstances.

**F**

**ASFM staff can not offer learning opportunities to students in their private homes** or outside of official ASFM facilities due to SEP indications, legal ramifications, labor ramifications, risks of contagion, risks of accidents, child protection guidelines, lack of supervision capabilities, and staff protection guidelines.

**G**

In the event that our local community experiences a spike in COVID-19 cases, has a community member\* test positive, and an interruption of physical operations occurs once again due to risk mitigation or governmental decree, **a shift to DLP will happen immediately** (\*TBD extent of ASFM community).

**H**

We will do our best to work with all parents, students, and staff who have **specific needs and/or situations** that might prevent them from starting the school year in a Hybrid model and/or who experience future problems with possible shifts from one scenario to another.



# DRIVERS

ASFM honors the learning, health, safety and the wellbeing of all of its community members and all decisions will be driven by these factors.



## GOALS

- ✓ **Return to campus ASAP!**  
We prefer face to face learning!
- ✓ Deliver an **optimal & age appropriate** Distance and/or Hybrid learning program.
- ✓ Ensure the **safest** possible school environment.

## VALUES

**Empathy**  
**Respect**  
**Honesty**  
**Integrity**  
**Responsibility**

# FINANCIAL RELIEF

These discounts are possible because of cuts and adjustments to the School's operational budget. Once students return to campus full time, tuition will need to return to the normal rates.



- Tuition Freeze for the entire 2020-2021 School Year
- No temporary leaves permitted
- Salary Freeze for the entire 2020-2021 School Year
- Tuition discounts will not be combined with other scholarship discounts; the higher amount will be applied.

Discounts in tuition starting in August and while ASFM is on a DLP and/or Hybrid plan; as an **optional process** where parents can "opt in" to accept the discount or opt out.

- N-PK: 30%
- ELEM: 15%
- MSHS: 10%

**CLICK HERE to access  
and activate the discounts**

# TIMELINE

## A

### Phase A

School Year begins with **DLP 2.0** to set foundation, routines, and expectations for the school year; be prepared to toggle back and forth as needed:

**August 10 – Aug 28:**  
DLP 2.0 – Grades N – 1

**August 10 – Sept. 4:**  
DLP 2.0 – Grades 2–12

## B

### Phase B

**Hybrid** (DLP + Onsite)  
Learning begins (if we have a NL green light; otherwise continue with DLP):

**August 31 onward:**  
Hybrid – Grades N – 1

**September 7 onward:**  
Hybrid – Grades 2–12

## C

### Phase C

**Full onsite learning resumes when possible**

(if we have a NL green light; otherwise continue with DLP)



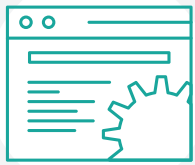
# **ELEMENTARY SCHOOL DISTANCE LEARNING 2.0**



Following the **research**



Continuing with **age appropriate** activities and assignments



Providing technology, supplies and **resources** for students that are aligned to the learning objectives and unit planning



Attention to **personalized** learning – weekly meetings with each child



Specialists and Spanish live instruction weekly



Development of **Unit Zero** to help build community, form relationships, empowering independence & teach skills with new classroom groupings



**Differentiated synchronous and asynchronous** learning events for each grade level



Focus on **social-emotional learning**, individual well-being and self care



**Balancing** 1:1, small group and whole group instruction



Focus on **higher engagement** with students (synchronous and asynchronous events)



Early and ongoing **personalized assessment** of academic skills for each grade level



Adjustment in **online learning platforms** to increase clarity for students and parents



**Schedules** for students and teachers established in start of school year



**Consistent launch** to each school day with whole group event



Students in tier 2 and 3 receive academic support through an **individualized** approach



Well-being Department to provide **emotional support** to students, parents and teachers



Introduction of **'Meet the Community'** – Weekly discussions and interviews about values, sustainability and community members for Students N-5



# MSHS DISTANCE LEARNING 2.0





Even greater focus on **depth** of learning



Even greater **consistency** in unit planning throughout MSHS



Even greater focus on **authentic** learning opportunities



Continued emphasis on **student engagement and student choice**



**Personalized support** through Learning Support Teachers



**Protected time** for each subject throughout the week



**Office Hours** and mornings for extra AP and Honors sessions



Starting the day with **Community Time** for socio-emotional connections, academic planning and organization, and other community-building activities



**Daily schedule** has built in break, lunch, access times to provide a break from screen time



**Additional optional after class time** offered for those in need of extra teacher, learning support, counselor, or psychologist support

# ONCE ON HYBRID MODEL: TESTING, SCREENING & SOCIAL DISTANCING



# TESTING & SCREENING WITH HYBRID

# 1

## 1st Level

Daily at home formally **by parents**; no students with fevers (above 38 degrees) or other symptoms should be sent to school.

*This is a SEP indication!*

# 2

## 2nd Level:

Daily at school informally by teachers and medical staff; symptomatic students will be separated from others and sent home; testing will be required to return.



# GENERAL REALITIES OF HYBRID LEARNING PHASE

**A**

**No LOGO (bus) services** will be used to start the year once we go to a Hybrid model. Too many risks.

**B**

**No Cafeteria service** will be provided to start the year once we go to a Hybrid model. Too many risks.

**C**

Students can bring reusable water bottles and packaged snacks; **no microwaving**; students will eat in classrooms only.

**D**

ASFM Safety Plan COVID-19 will be implemented as needed.

# HYBRID LEARNING ELEM



Revised **live** scheduled events



Increased **student collaboration**



Supporting students who do not attend on-campus learning



More opportunity for **1:1 feedback**



**Smaller student group** events



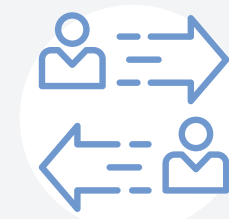
Continuation of **office hours for student check-ins**




**Abridged schedules** for on-campus and distance learning; working with MS to attempt to unify the rotations as much as possible.



Numbers of students allowed in class will depend on health and safety guidelines for spacing.



Follow the plans for **student entry**




# PHYSICAL/ SOCIAL DISTANCING AND PPE FOR N AND PK HYBRID PROGRAM

## Higher-priority strategies:

- **Cohorted classes** to minimize crossover among children and adults within the school; the exact size of the cohort may vary; approx. 10-15 students per cohort
- **Outdoor spaces** will be used when possible.
- Limit unnecessary visitors into the building.
- Students will be **regularly required to wash and/or sanitize their hands**, upon entry to school/classroom, during the school day, before meals, and after toilet use.

## Lower-priority strategies:

- **Face coverings**(cloth) for children in the N and PK setting may be difficult to implement.
- **Reducing classmate interactions/play** in N and PK aged children may not provide substantial COVID-19 risk reduction.



# PHYSICAL/ SOCIAL DISTANCING AND PPE FOR ELEM HYBRID PROGRAM

## Higher-priority strategies:

- Children will **wear face coverings** when the harms (eg, increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- **Desks will be placed 3 to 6 feet** apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- **Cohorted classes** to minimize crossover among children and adults within the school.
- **Outdoor spaces** will be used when possible.
- Students will be **regularly required to wash and/or sanitize their hands**, upon entry to school/classroom, during the school day, before meals, and after toilet use.

## Lower-priority strategies:

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, **reducing classmate interactions/play** in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

# HYBRID LEARNING MS



All modules of learning are designed to be completed on **campus or online**



**Feedback** critical to success given to students digitally or through face to face conferencing



**Abridged schedules** for on-campus and distance learning; working with ELEM to attempt to unify the rotations as much as possible.



**Numbers of students** allowed in class will depend on health and safety guidelines for spacing.



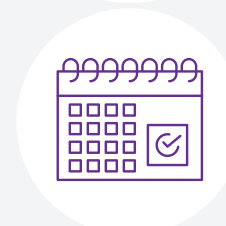
**Half the students will attend classes on-campus** during the first period meeting of the week and the **other half will be working via DLP** from home; the groups will switch for the second period meeting of the week



Certain classes may be **exclusively online due to health risks of teacher**



We will use **larger work spaces and outdoors** when possible to allow for greater spacing of students



**Schedule** that works for both types of learning – protected time and office hours available to students both on campus and online



Combination of **synchronous and asynchronous** learning for all students



**Daily schedule** has built in break, lunch, access times to provide a break from screen time



**Additional optional after class time** offered for those in need of extra teacher, learning support, counselor, or psychologist support

# HYBRID LEARNING HS



All modules of learning are designed to be completed on **campus or online**



**Feedback** critical to success will be given to students digitally or through face to face conferencing



**Open Campus** to allow students to attend specific classes



**Numbers of students allowed in class** will depend on health and safety guidelines for spacing



Students will **sign up for classes they wish to attend**, and then return home for online classes



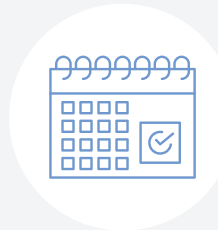
There will be an **equitable sign-up** for **on campus learning** opportunities based on health protocols



Certain classes may be **exclusively online** due to health risks of teacher



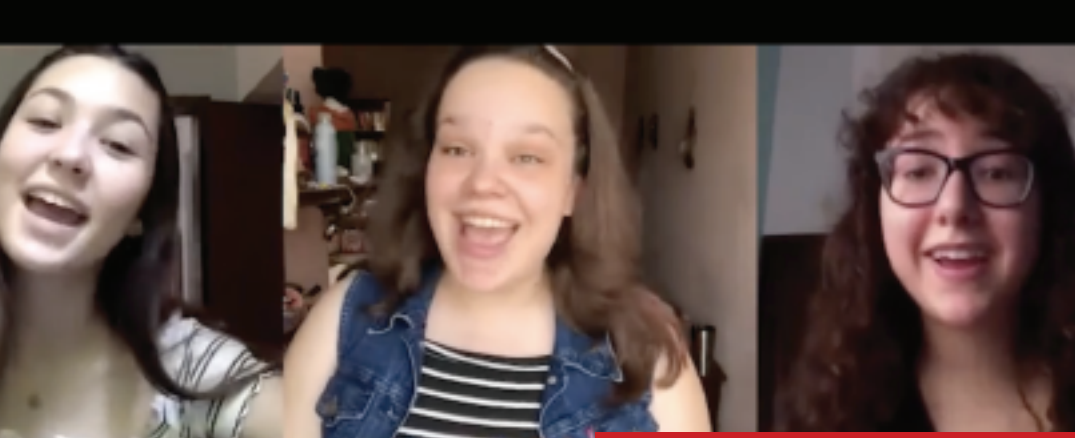
We will use **larger work spaces and outdoors** when possible to allow for greater spacing of students



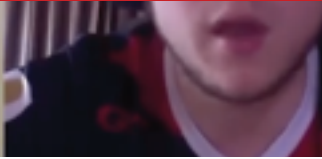
**Schedules** are designed to work for both types of learning – protected time and office hours available to students both on campus and online



Combination of **synchronous and asynchronous** learning for all students



# PHYSICAL/ SOCIAL DISTANCING AND PPE FOR MSHS HYBRID PROGRAM



## Higher-priority strategies:

- Universal **face coverings** in middle and high schools will be required when not able to maintain a 6-foot distance (students and adults).
- Particular **avoidance of close physical proximity** in cases of increased exhalation (singing, exercise) will be enforced; these activities are likely safest outdoors and spread out.
- **Desks will be placed 3 to 6 feet** apart when feasible.
- Students will be **regularly required to wash and/or sanitize their hands**, upon entry to school/classroom, during the school day, before meals, and after toilet use.
- **Cross-over of students and teachers will be limited** to the extent possible.
  - Ideas that may assist with cohorting
    - Block / rotating schedules
    - Eliminate use of lockers
    - Have teachers rotate instead of students **when feasible**
    - Teachers should **maintain 6 feet from students** when possible and if not disruptive to educational process.

# RESOURCES



- ASFM Roadmap 1.0
- ASFM Admin team research, experience, and feedback
- COVID-19 Planning Considerations: Guidance for School Re-entry, American Association of Pediatrics
- SEP guidelines and indications
- ASIJ Roadmap, Tokyo, Japan  
AISM Back to School Plan, Maputo, Mozambique
- Back to School Plan from the American School of Milan
- Catch the Spirit Back to School plan from Colegio Maya in Guatemala
- Community Playbook from RIFFA Views International School (Bahrain)



Please note that specific details of the Roadmap 2.0 are subject to change based on the ongoing contingency and pandemic.

**We believe in Open Minds, Caring Hearts,  
and Global Leadership as essentials for a  
healthy and successful life.**



Thank you Parents,  
Teachers and Staff  
  
Hope to see you all soon!

