



K-12 ONLINE LEARNING

St. Andrew's Schools K-12 - Online Learning Plan

In the event of a school closure, St. Andrew's Schools is committed to delivering an engaging, thorough educational experience with the same culture of care that our students are accustomed to in their regular school day. Our faculty is committed to ensuring continuity in learning for each of the children in our care. Teachers will work to include feedback and interaction through the duration of a school closure period.

St. Andrew's Schools Online Learning Plan allows us to continue instruction in the event of an extended campus closure within a flexible framework that emphasizes the following:

- Live Student-Teacher Contact Time
- Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

Through our Online Learning Plan, we will continue to live our mission, vision, and strategic plan, which together assert that, in order to prepare our students to respond to an ever-changing world, learning remains responsive, adaptive, personalized, and relationship-based.

Should a school closure become necessary, Head of School Dr. Ruth Fletcher will send email communications to parents and faculty/staff announcing a timeline for implementation. Families can expect that school will not be in session remotely for the first 2 days of a school closure, but that we would use this time to make final preparations for online schooling. An exact date will be designated for distance learning to begin for SAS students. The Head of School will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when live classes will commence.

This Online Learning Plan describes SAS' approach to online learning; the channels we will use for communication; the online platforms we will employ by division; the roles, responsibilities, and expectations SAS 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.

Technology Systems to Support Online Learning at St. Andrew’s Schools

SAS 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.

The table below describes these systems:

Channel	Audience	Description and Access
Email	Faculty, Parents, Students	Email will be used for all major communications and announcements, including those from the Head of School and Principals. Faculty will also use email and other platforms to interact with their students and parents.
Canvas - Learning Management System	Students and Parents	Teachers will utilize to post assignments and to meet virtually with students
PowerSchool	Students and Parents	Grades will be available here
St. Andrew’s Schools Website	Families and Public	

Online Learning Guidelines for Teachers

Our teachers are prepared 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 below are intended to help teachers across all divisions reflect on challenges they’ll confront in shifting to distance learning

Before diving into curriculum, teachers will take the time to assess students’ mental, physical, and emotional wellbeing. How are they doing? How are their families? In the event of a crisis that leads to implementation of school closure and online learning, students may be stressed or worried.

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 will be cognizant that each family’s circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Teachers will keep an open dialogue with students and families and avoid assumptions that all students’ circumstances are the same.

Stick with the familiar

Teachers will continue to use existing communication channels and learning management systems. In other words, stick with what's familiar to students. Teachers will remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences.

Less is more

Should St. Andrew's implement this OLP, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers will need to take a less-is-more perspective, including the pacing of lessons and volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

Embrace new opportunities and possibilities for your students

While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure 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

Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning. If the SAS campus is closed, students will gather for synchronous learning times via Canvas Video Conferencing. In the Upper School, students will follow their current schedule beginning with homeroom. Students will be asked to submit classwork/homework during the class period in the same manner they do now. Students will utilize video components and submit some kind of formative check in. During the course of the scheduled school day, and during the scheduled classes, teachers will be available, answering questions via chat/email/video conferencing during scheduled class time.

Practice Intentional Pacing

Teachers will be mindful of practicing intentional pacing in the same way that they do currently. To this end, teachers should be intentional and mindful of the amount of time it will take for a task, whether it be a classwork assignment or a homework assignment. Teachers will ask students to submit work that is done during the scheduled class time by the end of the class.

Continue work with current asynchronous learning experiences outside of class time

When school is closed and students are learning from various locations, teachers will continue to communicate regularly asynchronously (not all at the same time), primarily via Canvas. Curriculum assignments and resources will be posted on Canvas, and teachers can use Canvas and other familiar discussion forums/thread or tools for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to online learning. Online 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 frequency and end goal of assessment and align their assessment method to fit an online learning model with the focus to evaluate students' knowledge, skills and understanding.

Guidelines for Parents Supporting Online Learning

The transition to online learning may 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 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.

Establish Routines and Expectations

From the first day SAS begins instruction online, parents are asked to establish routines and expectations. Upper School students should plan to follow their regular course schedule, including homeroom. For Lower School students, we suggest students begin their studies at 8:00 a.m. Keep normal bedtime routines for younger children and expect the same from your Upper School 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.

Define the physical space for your child's study and establish times for quiet and reflection

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 Online Learning Plan 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.

A challenge for families with multiple children may be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

Monitor communications from your children's teachers

Teachers will communicate with parents through email, when possible and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents. Communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the online platforms (e.g. Canvas, iXL, KidBiz etc.) their teachers are using.

Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask: What is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they 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 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.

Take an active role in helping your children process and own their learning

In the course of a regular school day, your student 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 idea, participating in small or large group discussions, asking questions for clarification, 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 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 that your child own their work; don't complete assignments for them, even when they are struggling.

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. St. Andrew's Schools physical education teachers will recommend

activities or exercises, but it is important for parents to encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities.

Keep your children social, but set rules around their social media interactions

There's always excitement and uncertainty when there is a significant change to a routine, like school. In the event of a temporary school closure, the initial excitement of school being closed 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, especially during an extended school closure. Older students will rely more on social media to communicate with friends. SAS asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others. Please remember that lower school and middle school students under normal circumstances do not have access to their phones while in school. Although this cannot be monitored fully, it is best to have students focused on classes and not phones during instructional periods.

The guidelines above are modeled directly on the Distance Learning Plan of the American International School of Japan, with our gratitude.

Roles and Responsibilities During a Time of Online Learning

Student Roles and Responsibilities
<ul style="list-style-type: none">● Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule beginning with homeroom)● Identify a comfortable, quiet space in your home where you can work effectively and successfully● Regularly monitor online platforms (Canvas and email) to check for announcements and feedback from your teachers● Complete assignments with integrity and academic honesty● Do your best to meet timelines, commitments, and due dates, and communicate proactively with your teachers if you cannot meet deadlines or require additional support● Comply with the Upper School Parent and Student Handbook● Proactively seek out and communicate with other adults at St. Andrew's as different needs arise (see below)● Upper School students should dress according to non-uniform guidelines for live conferencing.
Parent/Guardian Roles & Responsibilities
<ul style="list-style-type: none">● Establish routines and expectations● Define the physical space for your child's study and establish times for quiet and reflection● Monitor communications from your children's teachers● Begin and end each day with a check-in● Take an active role in helping your children process their learning

<ul style="list-style-type: none"> ● Remain 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 support about. . .	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	Technology Department technology@standrewsschools.org
a personal, academic or social-emotional concern	Mr. Scott Herzer sherzer@standrewsschools.org Mrs. Sarah Snyder ssnyder@standrewsschools.org
Other concerns	Ms. Nichole Field Upper School Principal nfield@standrewsschools.org Ka’ipo Bailey-Walsh Lower School Principal kbailey-walsh@standrewsschools.org

Upper School Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families and students will receive an email from the Upper School Principal with division-specific information.
- SAS will call for a two day pause, where no instruction will take place for two days in order to allow families to make adjustments to prepare for online learning.
- In the days that follow, teachers will run classes according to your student’s current schedule.
- The primary tools for communication between teachers and students are email and Canvas.
- 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 will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.

Lower School Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the Lower School Principal with specific information.
- The primary tools for communication between teachers and families will be Seesaw, newsletters via email, and/or Google Classroom.
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K–2 will need higher levels of support than students in grades 3–6.

Lower School: Approximate Time Frames for Learning

Kindergarten to Second Grade	
20–25 minutes	Reading/Writing (Social Studies connections as appropriate)
20–25 minutes	Mathematics
20–25 minutes	Science
Third to Fifth Grade	
25–30 minutes	Reading/Writing
25–30 minutes	Social Studies
25–30 minutes	Mathematics
25–30 minutes	Science
All Lower School Students	
Specials – Art, Hula, Library, Music, P.E., and Technology	Art, Hula, Library, Music, P.E., and Technology teachers will provide a range of activities that continue to support the current program.
Flex Learning	<ul style="list-style-type: none"> • Reading aloud and independent reading - Reading times are: K and Gr 1 - 10 minutes Gr 2 - 15 minutes Gr 3, 4, 5 - 20 minutes • Board games & challenges with math/strategy/critical thinking

February 29, 2020

Talking to Children About COVID-19 (Coronavirus) A Parent Resource

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don't know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children's anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

Specific Guidelines

Remain calm and reassuring.

- Children will react to and follow your verbal and nonverbal reactions.
- What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children's anxiety.
- If true, emphasize to your children that they and your family are fine.
- Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

Make yourself available.

- Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
- It is important that they know they have someone who will listen to them; make time for them.
- Tell them you love them and give them plenty of affection.

Avoid excessive blaming.

- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

Monitor television viewing and social media.

- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young children.
- Engage your child in games or other interesting activities instead.

Maintain a normal routine to the extent possible.

- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don't push them if they seem overwhelmed.

Be honest and accurate.

- In the absence of factual information, children often imagine situations far worse than reality.
- Don't ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the <https://www.cdc.gov/coronavirus/2019-ncov/index.html> website.

Know the symptoms of COVID-19.

- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
 - Fever
 - Cough
 - Shortness for breath
- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child's healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

Review and model basic hygiene and healthy lifestyle practices for protection.

- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
 - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
 - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.

- Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
- Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
- Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.

Discuss new rules or practices at school.

- Many schools already enforce illness prevention habits, including frequent hand washing or use of alcohol-based hand cleansers.
- Your school nurse or principal will send information home about any new rules or practices.
- Be sure to discuss this with your child.
- Contact your school nurse with any specific questions.

Communicate with your school.

- Let your school know if your child is sick and keep them home. Your school may ask if your child has a fever or not. This information will help the school to know why your child was kept home. If your child is diagnosed with COVID-19, let the school know so they can communicate with and get guidance from local health authorities.
- Talk to your school nurse, school psychologist, school counselor, or school social worker if your child is having difficulties as a result of anxiety or stress related to COVID-19. They can give guidance and support to your child at school.
- *Make sure to follow all instructions from your school.*

Take Time to Talk

You know your children best. Let their questions be your guide as to how much information to provide. However, don't avoid giving them the information that health experts identify as critical to ensuring your children's health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

When sharing information, it is important make sure to provide facts without promoting a high level of stress, remind children that adults are working to address this concern, and give children actions they can take to protect themselves.

Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

Keep Explanations Age Appropriate

- Early elementary school children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe and that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as “adults are working hard to keep you safe.”
- Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. They may need assistance separating reality from rumor and fantasy. Discuss efforts of school and

community leaders to prevent germs from spreading.

- Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Having such knowledge can help them feel a sense of control.

Suggested Points to Emphasize When Talking to Children

- Adults at home and school are taking care of your health and safety. If you have concerns, please talk to an adult you trust.
- Not everyone will get the coronavirus (COVID-19) disease. School and health officials are being especially careful to make sure as few people as possible get sick.
- It is important that all students treat each other with respect and not jump to conclusions about who may or may not have COVID-19.
- There are things you can do to stay health and avoid spreading the disease:
 - Avoid close contact with people who are sick.
 - Stay home when you are sick.
 - Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash.
 - Avoid touching your eyes, nose, and mouth.
 - Wash hands often with soap and water (20 seconds).
 - If you don't have soap, use hand sanitizer (60–95% alcohol based).
 - Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

Additional Resources

Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/SMA14-4886>

Coping With Stress During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19), <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>

Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

For more information related to schools and physical and mental health, visit www.nasponline.org and www.nasn.org.

