CHIST Virtual School Guidelines Elementary School

CHIST

CHIYODA INTERNATIONAL SCHOOL TOKYO

Contents

Part 1: Guiding Principles

Introduction

This document is designed to describe the actions, approach and guide to the Virtual School Approach CHIST will take in the event of an extended campus closure. Understanding that not all emergency situations are the same, our aim in this Virtual School guidelines is to provide a flexible Virtual School learning framework with guidelines that can be implemented in a variety of circumstances in the case of campus closure with minimal disruption to student education.

The Virtual School Approach was implemented during the end of the Winter Term 2019 and entire Spring Term 2020, due to the sudden Tokyo lockdown caused by the COVID-19 Pandemic. Many of the lessons learned through that period have driven the changes and adjustments made to enhance our program. With the uncertainty of the COVID-19 pandemic, another campus closure is possible in the 2020/2021 academic year. The Virtual School Approach may also be implemented in the case of a natural disaster causing damage to the school campus or making travel to and from school hazardous.

In the case of campus closure, the Head of School will send email notifications to parents and faculty/staff to announce the campus closure and inform of a timeline for the implementation of the Virtual School Approach. A minimum of two school days will be designated for teachers and staff to prepare and implement means necessary to continue learning digitally.

Distance Learning At CHIST

The purpose of Virtual School Approach is to ensure learning continues in the event of students being unable to attend the campus in cases of emergencies or pandemics. The goal is to carry on learning with the understanding that learning experiences under the Virtual School Approach format cannot replicate in class face to face learning experiences. What has been learned, world wide, is that the invaluable social interactions and mediation between students and between teachers and students cannot be recreated in the same way, but their importance and value cannot be disregarded in any learning approach/experience. Students should be able to independently extend their learning with the direction of the teacher. Learning should focus on key concepts, knowledge and skills. They should be interactive, develop creativity and involve a balance of synchronous and asynchronous lessons and on-screen and off-screen tasks.

Considerations

As teachers reflect on how to best design or redesign their units and lessons, we encourage them to consider the following questions:

- How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
- How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?
- What are the most important **understandings and skills** I can help my students develop at this time? and How can I help my students construct their own understandings?
- What are the authentic learning opportunities that have resulted from this emergency or crisis? and Where might my students' curiosity and motivation open other new possibilities?
- How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?
- How will I assess student learning in meaningful ways?

CHIST supports the belief that 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.

Lessons Learned

When CHIST closed its campus, due to the mandated lockdown, at the end of the Winter Term 2019 to combat the COVID-19 pandemic, we anticipated that it would be a temporary closure. This was not the case and the CHIST campus remained closed throughout the Spring Term for the 2020/2021 academic year. With much reflection on this experience, from student, parent, teacher and administrative perspectives, along with collaborative efforts with schools locally and globally and drawing from research and publication on the topic, the following are some of the important lessons/findings that we learned;

Importance of Human Connection
While we understood the importance of prioritising Social and Emotional Learning, the need for human connection between teacher and student and amongst students was greater than we anticipated and was something that was not prioritised enough. Through collaboration and greater understanding of the online platforms available we feel we are now better prepared and able to prioritise the human connection amongst our community.

A Greater Balance of Synchronous and Asynchronous Lessons
With the majority of CHIST students being second language learners along with the fact that meeting with the teacher increases motivation and engagement levels, an improved balance of synchronous and asynchronous lessons was needed.

Depth Over Breadth
"Less is More". Streamlining essential conceptual understandings, knowledge and skills keeps students and teachers from getting lost in content. This means prioritizing conceptual understandings, knowledge and skills that are foundational to future learning, engaging and relevant to students, and can be assessed meaningfully. Furthermore, short videos and short synchronous sessions often lead to more engagement than longer sessions. Rigor does not mean doing more, but having students engage in deeper thinking and authentically applying their learning. Students can learn about complicated things in simple, straightforward ways.

Importance of Home-School Partnership

While Virtual School was a major challenge for teachers, we recognize that in many cases the disruption for families was even greater. Parents are often not sure how to best support their children, when and how to intervene, how to provide feedback, and how to provide structure. We also understand that many parents have work responsibilities that prevented them from supporting their children as much as they would have liked to. Should CHIST need to implement this approach again, it will be important to support parents with resources and improved communication on how they can best support their children's learning.

Effective Communication is Essential

Effective communication between school and parents and teachers and parents is essential to ensure that families are aware of expectations, learning and needs. We understand the need for more frequent communication and support for families with understanding curriculum and any changes implemented.

Part 2: Schedule

Outline

While the Virtual School Approach is being implemented, it is not possible to follow the regular time timetable because of the need to extend working period and accommodate off screen time. With a focus on UOI, Literacy and Mathematics, a modified timetable will be implemented, designed to closely replicate a regularly structured day. Students will log in to have their attendance taken during a morning meeting with five periods scheduled during the day culminating with an afternoon meeting to check on progress. Regular 10 minute breaks between period and an hour lunch break will be incorporated.

The daily timetable will consist of three/four homeroom periods (a combination of Unit of Inquiry, Math, Literacy), a specialist period and a personal inquiry time or 1-1/small group session.

Specialist (Japanese, Music, Art, PE, Library) classes will be scheduled once a week. EAL teachers will continue to support students in the EAL program.

It is important for students to maintain an active and healthy lifestyle despite any restrictions. The PE department will create a bank of exercises and activities that students can select from to continue to enjoy the benefits of activity.

Google calendars will be set for all students to enable them to better keep track of their schedules and to provide quick and easy access to online classrooms (zoom/Google Meets)

Example

Timetable	
Morning Meeting	8:45-8:55
Period 1 - Homeroom	9:00-9:50

UOI/Math/Literacy	
Period 2 - Homeroom UOI/Math/Literacy	10:00-10:50
Period 3 - Specialist Japanese/Music/Library/Art/PE	11:00-11:50
Lunch	11:50-1:00
Period 4 - Homeroom UOI/Math/Literacy	1:00-1:50
Period 5 - Personal Inquiry/Reading 1-1/small group conference	1:50-2:25
Afternoon Meeting	2:30-2:45

Part 3: Guidelines For Teachers

Introduction

The transition to a Virtual School Approach is neither simple nor easy. Teachers need to think differently about methods, how to communicate, give instructions and provide feedback. It can be a burden, but in the long run, it will improve our own educational capabilities. Designing lessons that are authentic and meaningful require a lot more thought and consideration. Finding opportunities and means for students to collaborate and communicate takes a lot more effort to moderate and organise. The guidelines below are intended to assist teachers in the transition and expectations for the Virtual School approach

Teaching and Learning

Units should be broken down with the most important conceptual understandings (big ideas), skills and knowledge, highlighted and focussed on. Provocations and questioning designed to drive learning should be the focus. Rather than fact finding, engaging and thought provoking learning experiences to test theories should be designed.

Mathematics is viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics. Mathematics learning goes through three stages: constructing meaning, transferring meaning into symbols and applying it with understanding. An online, asynchronous platform prioritizes the intentional practise and consolidation of skills with a synchronous platform providing opportunity for introduction of new content/skills, reflection, inquiry and collaboration. English language learning focuses on both the receptive (receiving and constructing meaning) and the expressive (creating and sharing meaning) domains. While English learning is socially constructed, English learning in an online, asynchronous platform prioritizes the intentional practise of skills in reading (receptive) and writing (expressive). A synchronous platform prioritizes engagement, discussions, presenting, focussing on listening (receptive) and speaking (expressive) skills.

Embracing New Opportunities and Possibilities

Years or decades from now, how will your students remember the emergency that resulted in school closure? While the aim of the Virtual School Approach is to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from campus 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 to seize the moment and design new learning transdisciplinary experiences for our students.

Synchronous Learning Experiences

When it comes to student engagement and learning, relationships matter more than ever when moving to an online format. To better support students, not only with breaking down and understanding content and tasks requirements, all classes must contain a 20-30 minute synchronous session. This should take place either at the start/end of the period or after a provocation. Breakout rooms should be used to encourage collaboration and discussions. *Zoom classes will be recorded in order to provide additional resources for students.

Student Support

Students require a great amount of support and may be less inclined to seek help during synchronous sessions. In order to provide ample support, it is the expectation that teachers will remain online/available for the duration of their lessons. While parent support is essential in a Virtual School Approach, parents should not be placed in the role of educator. 1-1 or small group conferences are required to be scheduled at a minimum of once per week to provide individual support and monitoring of progress. It is the teachers' responsibility to have a plan/agenda for the meeting. Be flexible, responsive and positive. Students will be affected by the closure in different ways. Expect to receive late submissions or responses at times.

Maintaining the Role of Facilitator and Designer of Learning

In shifting to the Virtual School Approach, it is especially important for teachers to maintain the role of designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Teaching through the Virtual School Approach places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to inquire, demonstrate agency and experiences that allow them to work toward mastery of skills. Learning should remain conceptual based and provide real world experiences rather than fact based and rote/repetitious.

Asynchronous Learning

Asynchronous (time-independent activities such as screencasts, recorded videos/messages, set Seesaw activity or worksheet assignments) teaching/assignments should be used to provide students with opportunities to use and further develop/master skills, map out their understandings and provide content to be assessed. Asynchronous activities can be set for after or before

synchronous sessions, during personal inquiry times or for students to extend/practice skills. Avoid requiring printing.

Personal Inquiries

Individual personal inquiries should be encouraged, whether it be unit based or off topic. All personal inquiries should be codesigned and set up with the homeroom teacher, supported by the PYP Coordinator, using the IB personal inquiry planner template or a modified version.

Less is More

One of the biggest challenges confronting teachers in a Virtual School Approach will be how to best streamline content and elevate the most essential learning for students. In other words, teachers should take a less-is-more perspective, including the pacing of lessons and assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

Collaboration

Collaboration between grade level teachers and specialists becomes ever more important under this approach. Grade level teachers are expected to collaboratively work on creating content, asynchronous assignments, strategies used to assess, provide feedback and communicate with families. While we encourage creativity and individual expression in teaching, it is expected that grade level classes be learning the same content with a similar pacing.

Differentiation

Differentiation is expected to ensure all students can access the curriculum and make progress at appropriate levels. Through effective monitoring and individual conferencing, teachers should highlight areas where individuals need more support/practise and where they need to be extended and provide opportunities for them to work at a level more appropriate for their progress.

FeedBack

Feedback to student work, questions and posts should be provided in a timely manner. All feedback should begin with praise and positive feedback, highlighting something that they did successfully (e.g. "I like how you _____." or "I like the way that you showed that _____.") followed by areas to improve and/or next steps.

Part 4: Reporting

Attendance

Attendance for all synchronous classes is considered compulsory and students will be marked absent for the day when multiple classes are missed without notification from a parent. Attendance will be taken during the morning meeting period at 8:45am. Teachers will check the attendance of students at the start of each class or during the synchronous portion of each lesson.
Students out of the country or those unable to follow the Virtual School Approach time schedule must be informed to the section principal prior to commencement of the program or as soon as possible in the case of any changes to their situation. These students will be marked as present as long as they complete the set assignments.

*Parents should notify the office (and homeroom teacher) if their child will not attend prior to 8:00am on the day.

Actions to take if students are not engaging in Virtual School	
Is the student in attendance and engaging with online learning systems or posted assignments?	
Yes	**No**
No action required keep encouraging student	Try to contact parents by phone or email
	If no response after two attempts, teachers to inform Principal and VP/PYPC if unable to contact parents, or despite contacting parents there are still multiple absences and/or no engagement with online learning
	Follow up by Principal and VP/PYPC to discuss reasons for lack of attendance/non-engagement and explain possible impact

Assessment

Assessment is one of the most challenging adjustments for teachers transitioning to a Virtual School Approach. Implementation of the Virtual School Approach 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 to performance instead of forcing usual assessment methods that may not fit a Virtual School Approach. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of a Virtual School Approach and prevent frustration on the teacher's part when usual methods do not work.

While learning through the Virtual School Approach period will continue to be assessed and monitored following CHIST's assessment policy, it may look differently than in a normal setting. Teachers will use a variety of assessment strategies to assess students on work submitted, demonstration of understanding in synchronous lessons and group and 1-1 conferences. While assessments will take into account the situation, students will still be expected to complete assigned tasks, participate in group/class/1-1 conferencing, and demonstrate understanding at a sufficient level.

*We implore that outside tasks/assignments and Juku lessons do not take precedence over CHIST assigned work.

Report Cards

We aim to provide a report appropriate to the situation covering the units through the period of Virtual School. Assessing reporting outcomes determined at the beginning of the year is something we will continue to strive for. However if the situation deems this is not possible, we will make the necessary adjustments to the reporting procedures where required. Any changes to reporting will be informed at the earliest opportunity.

Part 5: Communication

Overview

Effective communication between all parties is an essential element of the successful implementation of the Virtual School Approach. CHIST will continue to use the same channels it employs for normal day-today communication with parents, email and notifications on the website/Parent Portal. Communication with students will take on a variety of forms using email, Zoom, Google GSuite platforms (Docs, Classroom), Padlet and Seesaw depending on the age group. All communication should be kept in a professional manner.

Parents should communicate effectively with Homeroom teachers and keep up to date with requirements for your child and inform them as early as possible if your child has difficulties keeping up with work, or completing work independently or with little support.

Communication With Parents

Official communication with parents should be kept to email along with notifications via the website. Parents should be sent a daily timetable via Family Announcements on Seesaw. Teachers will send out weekly newsletters to parents to keep them informed of learning.

Communication With Students

Communication means with students will vary depending on the grade level. The implementation of Google Classroom during regular schooling will enable an easier transition and provide a means to post work, daily and weekly schedules along with contact details. Grade 1 will use Seesaw to access assignments and daily updates for lessons. Live communication via scheduled Zoom classes and conference times will provide chances to ask questions, seek clarification, assess understandings and socialise. It is important to provide frequent and timely feedback to student work, which can be done via set class platforms.

Who to Contact

For queries about….	Contact
Homeroom class academics, participation, class socialization issues	Homeroom teacher
Specialists class assignments, courses, or resources	Relevant teacher
A personal or social emotional concern	School counselor sc@chist.jp
A technology-related problem or issue	Educational Technology Coordinator ict_chist@chist.jp
Other issues related to the Virtual School Approach or general academic concerns	Divisional principal or coordinator

Part 6: Digital Support

Overview

At CHIST, we access digital technologies to support learning, to access knowledge beyond the classroom, and to cultivate student driven learning through reflection, extension, research and personal inquiries. Leveraging digital technologies during the implementation of the Virtual School Approach becomes ever more important as these platforms become the main tools for communicating, managing learning, and staying connected. The systems we use are already built on cloud-based systems, including Google GSuite, Seesaw, Padlet, Mathletics, Reading Eggs etc. That means these systems will continue to work from anywhere in the world, even during an emergency. The data is not physically hosted on the school's network, which means we can continue to use all systems during a crisis, even if our campus is inaccessible.

Access

CHIST runs a 'bring your own device' system which means all students have a device capable of accessing all needed platforms. Grade 1 students will be provided with a CHIST shared Ipad to enable easy and quick access. Most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc. In the event that they cannot access their school Mac or iPad, ID's and passwords will be provided to students to enable independent access to needed digital resources.

Learning Platforms

The following Online Platforms support both on and off campus learning and faculty/student/family collaboration. These tools have been implemented during on campus learning and will ensure a quality student learning experience when planning and delivering through the Virtual School Approach:

Channel	Audience	Description & Access
Email	faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the head of school 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	All students	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	All students	Grade 1 will use Seesaw to assign most lessons and for students to post work. Other grades will use it for posting selected work, as a reflection tool and portfolio
Reading Eggs/ Reading Eggspress	Grades 1-4	Reading Eggs is an interactive online program intended for children ages 4-8 and designed to teach children how to read or to build on existing reading skills. With Reading Eggspress making reading real books, improving spelling skills and building reading comprehension highly engaging for kids aged 7 to 13.
Mathletics	Grades 1-5	Mathletics is an engaging online mathematics platform that enables students to further develop and practice taught content at their own pace and level. It is inquiry based and provides opportunities for students to practice their mathematical skills through relevant, attention-grabbing activities and challenges.

Newsela	Grade 4-5	Newsela is a database of current events stories tailor-made for classroom use. Content is available in specific subject areas (social studies, science, etc.) or relevant world issues for students to research. Stories are both student-friendly and can be accessed in different formats by reading level.
BrainPOP/BrainPOP jr	Grades 1-5	BrainPop/BrainPOP jr are educational websites with over 1,000 short animated movies for students in grades K-12 (ages 6 to 17), together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music. They are designed to assist students in understanding content and the world around them.
Padlet	Grade 5	Padlet is an online virtual "bulletin" board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location. Padlet allows users to create a hidden wall with a custom URL. Padlet creators can also moderate posts, remove posts, and manage their board 24/7.
Zoom	Grade 1-5	Zoom is a cloud-based video conferencing service allowing teachers and students to virtually run classes or meet - either by video or audio-only or both. Other features available are live chats for posting questions, breakout rooms for small group collaboration, and it allows you record those sessions to view later.
MyOn	Grades 1-5	MyOn is a digital library that provides students access to over 6,000 books. Students can access this resource with books for research purposes, improving reading level and comprehension through quizzes and selecting from a variety of genres set at their individual levels, with many audio books to assist with challenging words.

Resource Center

Under this current pandemic situation, we understand that it is very difficult for you to access the CHIST Resource Center in person. However, online services are still available. Students and parents are welcome to use the e-materials from the CHIST family portal - Education - Resource Center. If you have any questions about the usage, you are welcome to ask about them at any time. CHIST has a librarian who is available to assist students and families during these times. Please contact the school librarians, rcenter@chist.jp for any assistance.

Part 7: Guidelines for Parents

Introduction

The transition to distance 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 child/ren's learning. Some students will thrive with distance learning, while others may require extra support. 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. When students struggle, they should be directed to communicate with their teachers rather than parents taking on the role as the teacher.

The guidelines provided below are intended to help parents think about what they can do to help their children be successful during a Virtual Learning Approach.

Establish Routines and Expectations

From the first day of implementation parents need to establish routines and expectations.

CHIST encourages parents to understand and know their children's schedule and assist them with setting routines for completing assigned tasks. Students should plan to follow their set schedule, accessing their Google Calendar to join live classes and using their set class time to complete assigned work in the time periods provided. Keeping set bedtime routines for students will encourage participation and provide a sense of normality (Don't let them stay up too late or 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

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 the Virtual School Approach is implemented. We encourage families to establish a space/location where their children will learn most of the time. This could be a public/family space, or a child's bedroom . It should be a place that can be quiet at times and have a strong wireless internet signal, if possible and not allow for too many distractions.

Monitor Communications from your Children's Teachers

Teachers will communicate with parents through email, when and as necessary along with posting daily schedules on Seesaw via Parent Announcements. The frequency and detail of these communications will be determined by your child/ren's age, maturity, and degree of independence. When you need to contact teachers, please remember that teachers will
be communicating with many students as well as other parents and that he/she will respond as soon as they are able between 8.00am-4.00pm daily. We also encourage parents to have their children explain the online platforms 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 resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they have 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 look to 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. The check-in routines will also help you to establish whether your children are in need of extra support and can assist with quick communication with teachers to get the required support.

Take an Active Role in Helping your Children Process and Own their Learning

In the course of a regular school day at CHIST, 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 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.

During check-ins recommended at the start and end of each day, parents should engage with their children about what they are learning.

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. CHIST's physical education teachers will provide a bank of activities and 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 – expect them to pitch in!

Remain Mindful of your Child's Stress or Worry

One thing is for certain: CHIST will only implement the Virtual School Approach 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 sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to the school counselor should he/she experience high levels of stress or worry.

Monitor How Much Time Your Child is Spending Online

CHIST does not want its students staring at computer screens for 7–8 hours a day. We ask that parents monitor how much time their children spend doing on screen work and make adjustments to personal browsing and gaming times. Teachers will be collaborating to ensure that they are finding a healthy balance between screen work and off screen work.

Monitor Your Child's Behavior

Managing poor behavior online is an extremely difficult task. It is essential that students behave in an appropriate and considerate manner to not interfere with others learning. We ask that parents remain aware of how their children interact during live sessions and especially when collaborating with their peers, remind them of correct behavior if necessary. Students causing continuous disruptions may be removed from live sessions with a parent meeting required prior to being allowed to rejoin live sessions.

Part 8: Roles and Responsibilities

Many stakeholders will contribute to the effective implementation of the Virtual School Approach. The roles and responsibilities of students and parents are outlined below.

School Personnel

Leadership Team	- Create and distribute CHIST's Virtual School Approach guidelines - Establish clear systems, structures, and channels of communications for faculty, staff, families, and students in the event of this Virtual School Approach being implemented - Support faculty and students/families shifting to a distance learning environment - Help teachers implement the Virtual School Approach and ensure high-quality learning experience for all students
Specialist or Homeroom Teachers	- Collaborate with other members of your team or department to design transdisciplinary distance learning experiences for your students in accordance with grade level plans - Develop and deliver high-quality student learning experiences

	● Communicate frequently with your students and, as needed, with their parents ● Provide timely feedback to support your students' learning ● Reflect on the Guidelines and how you can implement them ● Provide guidance and support for students to aid in monitoring and supporting student wellbeing ● Specialist teachers to develop a bank of activities to be shared with students for active free learning experiences
EAL Teachers	● Support teachers in the development of high-quality student learning experiences in accordance with divisional plans ● Provide supplementary learning activities for EAL students, either in the curriculum or with additional targeted learning needs ● Communicate regularly with students and their parents to ensure they have success with distance learning ● Monitor the progress of students and provide timely feedback
IB Coordinators	● Remain in contact with the IBO ● Communicate information from the IBO teachers, parents and students, as it becomes available
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
Teaching Assistants	● Communicate regularly with classroom teachers to identify ways you can support students and contribute to the Virtual School Approach ● Monitor student learning and provide feedback to students, as requested by the teachers and teams you support
ICT Department	● Provide timely response to student, family, and faculty requests regarding technology issues ● 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 to provide on-demand tech support help ● Audit usage to identify students or parents who may be unavailable or out of reach

Students

- Establish daily routines for engaging in the learning experiences (following your daily schedule)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Google Classroom, Padlet, 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 complete assignments on time or require additional support
- Collaborate and support your peers in their learning
- Attend class meetings via Zoom according to your class schedule and available through Google Calendar on your device
- When attending a Zoom class or 1-1/group session, students must sit at a desk or table (not on a bed or laying on the floor)
- Communicate and behave with the same respect and consideration you would use in the classroom

- Proactively seek out and communicate with other adults at CHIST as different needs arise i.e contacting specialist teachers or the ICT department for technical support

Parent/Guardians
- Establish routines and expectations
- Provide an environment conducive to learning (access to technology, safe and quiet space during daytime hours)
- Monitor communication from your child/ren's teachers
- Take an active role in helping your children process their learning
- Monitoring time spent engaging in online and offline learning
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play
- Remain mindful of your child's stress or worry