



CHADWICK
INTERNATIONAL

Chadwick International Distance Learning Guide



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Mission

Chadwick Schools develop global citizens with keen minds, exemplary character, self-knowledge, and the ability to lead.

Philosophy Statement

Chadwick Schools are deeply committed to self-discovery through experience and reflection. Students develop the joy of learning, self-confidence, well-being, and curiosity through interactive and practical experiences. Our schools share the Core Values of Respect, Responsibility, Honesty, Fairness and Compassion.

Through active participation in an intentionally diverse and inclusive environment, students make a positive impact within and beyond their own communities. By living and learning in a student-centered, collaborative atmosphere of excellence, integrity and trust, we come to expect the best of ourselves and others.

Overview



Approach

The arrival of the COVID-19 pandemic has required a number of changes to our everyday lives. At times, this situation has been challenging and unsettling for many people. Faculty, staff, and students alike would much prefer to be attending school together as a community on Chadwick's beautiful campus. It is in times like these, however, that a strong, values-based community like the one at Chadwick becomes most important. The members of our school community have put their minds and hearts together throughout this crisis, and they have witnessed countless examples of individuals choosing to Lead by Example during this difficult time. This is our great challenge and also our great opportunity.

Chadwick will continue to improve its programming and approach in order to offer the best possible educational experience for our students. Circumstances can change quickly, and the school may need to adapt learning plans at any time based on new and evolving information.

► Decisions will continue to be guided by the following priorities:

- 1/ The health and safety of our community members.
- 2/ The quality of our students' educational experience.
- 3/ The overall well-being of our community members.



Overview

Student Well-being

On campus, our schedule is designed to foster healthy minds, bodies, and spirits for an educational experience that's both academically and personally enriching. This whole-child approach is carried over into distance learning.

Building Connections

All students need a sense of belonging and acceptance in order to thrive in the learning environment. Teachers devote time in their classes to build relationships with students and to help students form connections with each other. Time is also set aside in each division to build community beyond the individual classroom.

Screen Time

While there is significant opportunity for students to receive synchronous instruction, distance learning schedules also promote balanced routines and breaks from time in front of a screen. When and where it is possible, teachers encourage students to complete their work with a paper and pencil or other appropriate materials.

Counseling Office

The goal of the counseling office is to support each student's social-emotional learning and growth. Counselors in each division are fully available to students and parents while distance learning is in session. Students or parents may schedule an individual Zoom meeting by reaching out to the counseling office in their division.



Overview

Method of Instruction

Whether on or off campus, Chadwick will continue to provide our students opportunities that foster academic excellence, personal growth, and individual self-expression. Our faculty strive to offer students access to the full depth and breadth of the Chadwick experience through distance learning opportunities. While the environment and tools are different, teachers continue to meet the same standards and curriculum goals as on campus. Student instruction includes a combination of synchronous sessions and asynchronous lessons and assignments.

Discussion-based

Even as courses move online, they are designed for collaborative, student-led discussions where lessons are related to the real world. Students question and reflect, draw their own conclusions, give and receive meaningful feedback, and apply what they learn to their own lives. Students may participate in full class, small group, and 1-on-1 meetings with faculty throughout the course of the week.

Learning Styles

Many students respond differently to the online learning environment. Some students may feel it is easier to find their voice in an online setting, while others may find it more challenging to engage. Chadwick teachers are committed to accommodating the needs of individual students and helping them to find ways to thrive in this new environment.

Teacher Collaboration

Many teachers have found that moving to distance learning has encouraged and allowed them to collaborate with their fellow teachers at a higher level than ever before. As teachers look for creative ways to deliver lessons and accommodate students' individual needs, they are increasingly sharing resources and working together to support students across their grade level in new ways.



Overview

School-wide Technology

Chadwick offers a 1:1 device program for Grade 1 - Grade 12 students. When possible, students have practiced using their learning platforms and applications on campus in advance of distance learning in order to be prepared for periods of distance learning. New students will also be provided additional training in order to stay on track with their coursework. Technology is used to extend learning beyond the classroom, promote collaboration, encourage creativity, and facilitate a self initiated-learning environment. Teachers will use distance learning to leverage new and improving digital resources and tools when students are learning off campus. These may be adjusted as teachers pilot new tools and find better ways to engage students in the concepts that they are learning.

Technology Acceptable Use Policy

Chadwick is dedicated to fostering a safe instructional online environment where students can develop the skills to practice good digital citizenship. Students receive age-appropriate training and sign acceptable use agreements (Grade 1-4 and Grade 5-12). Additional resources are available for parents in the Chadwick website portal.

Parent as Partners

Parents are our partners in this journey, and through clear communication channels, Chadwick seeks to improve and ultimately to deliver the highest quality of distance education possible. To do so effectively, the school is depending on the parent community to continue to provide feedback on what is working and what needs to be fine-tuned.



Feedback is appreciated through the following channels

- Just as during on-campus learning, please don't hesitate to communicate directly with your child's teachers. They would like to hear from you. If you're not comfortable speaking or writing in English, please call or write to your child's division office and they will be happy to translate for you.
- Periodically, division principals will send out parent surveys. Participation is encouraged; past survey responses have resulted in many improvements to our program.
- For specific concerns connected to divisional programs, please connect with the division principals. If you provide your name, you can expect a response within 24-48 hours of sending the message.
- Comments can be left in the Head of School's Suggestion Box; however, please note that these are anonymous. Unless you provide your name, we will not be able to respond directly to you.
- For any other concerns, you can contact our Assistant Head of School, Mr. Bobby Fagogenis (bfagogenis@chadwickschool.org).

Student Expectations

Our teachers understand that it may take some time for students to adjust distance learning. Each class will spend time discussing the expectations for students during distance learning. It is helpful to have parents discuss and reinforce these ideas at home. Parents and students are encouraged to reach out to their teachers at any point if they have questions.

Before class

- Choose a quiet place - remind others at home that you are participating in distance learning.
- Sit in school-appropriate surroundings, such as at a desk or table (not a bed).
- Dress as if you were at school.
- Don't sit with your back to a window or bright light, which makes it hard for your teachers and classmates to see you.
- Turn off background noise (TV, music, etc).
- Make sure that your surroundings are appropriate and don't distract other classmates.
- Turn off Kakao Talk and other instant messaging apps.

During class

- Join classes ready to engage with classmates and teachers.
- Sign in to Zoom using your real first and last name.
- Keep your camera on and show your face for the entire class session unless instructed by the teacher. This is for safety reasons. If you do not, your teacher may remove you and you will be marked absent from class. If your camera is broken, your parents will need to notify the main office, who will communicate this to your teachers.
- Pay attention in the same way that you would in your classroom.
- Listen to instructions and answer when your teacher calls on you.
- Speak in a strong, clear voice.
- Be respectful to your teacher and classmates and use the same language as at school.

The following activities are not allowed

- Sharing meeting information including links, passwords, times, etc. with others who are not in that class. This includes sharing with students from other classes, on social media, or public websites.
- Taking photos/screenshots/videos of others, even if they say it's okay.
- Posting or sharing pictures, screenshots, or videos of others on social media or through chat.
- Distracting others during the class (don't tap your desk, chew gum, send private messages, or do other things that will cause unnecessary distractions).

After class

- Leave the video conference at the end of the session.
- If there was something that you did not understand, follow up with your teacher.



Village School



Division Communication

The Village School aims to ensure that parents are aware of and have advance notice of all important classroom information. Classroom teachers will send out a weekly newsletter every Sunday at 5 p.m. with classroom plans for the week. These plans will include weekly distance learning sessions for all subjects and include links to synchronous meetings. Each morning, the teacher will provide a daily update on Seesaw, outlining the day's activities. A weekly email will also be provided each Friday by the Village School principal summarizing division-wide updates, events, and news.



Village School

Schedule

The Village School is committed to providing our students continuity of learning during transitions between learning scenarios (on-campus, hybrid learning, or distance learning). The IB PYP curriculum remains at the core of the Village School's offerings during distance learning, and all of its essential components are included in the schedule. Student schedules will include a range of live Zoom teaching sessions and Seesaw activities for students to complete.

Morning Meeting

Beginning each day with a Morning Meeting in each class is an important component of the curriculum. Morning Meetings give students time to connect with each other and provide an opportunity for teachers to pose questions that are connected to their subsequent lessons. The relationships formed during this time build an important foundation for their academic work. This time also offers teachers an opportunity to focus on the social-emotional growth and well-being of their students.

Specialist Days

Students will have all of their specialist classes via Zoom sessions, Seesaw assignments, or both. PE, Art, Music, Drama, Guidance, Makerspace, Library, and World Language will all take place throughout the course of the distance learning schedule.

Tuesday Late Start

Tuesdays will remain a late start day and begin at 9:30 a.m. This is an opportunity for students to get extra rest and promotes a balanced schedule. Teachers use this time to collaborate and to pursue professional development opportunities.

Breaks

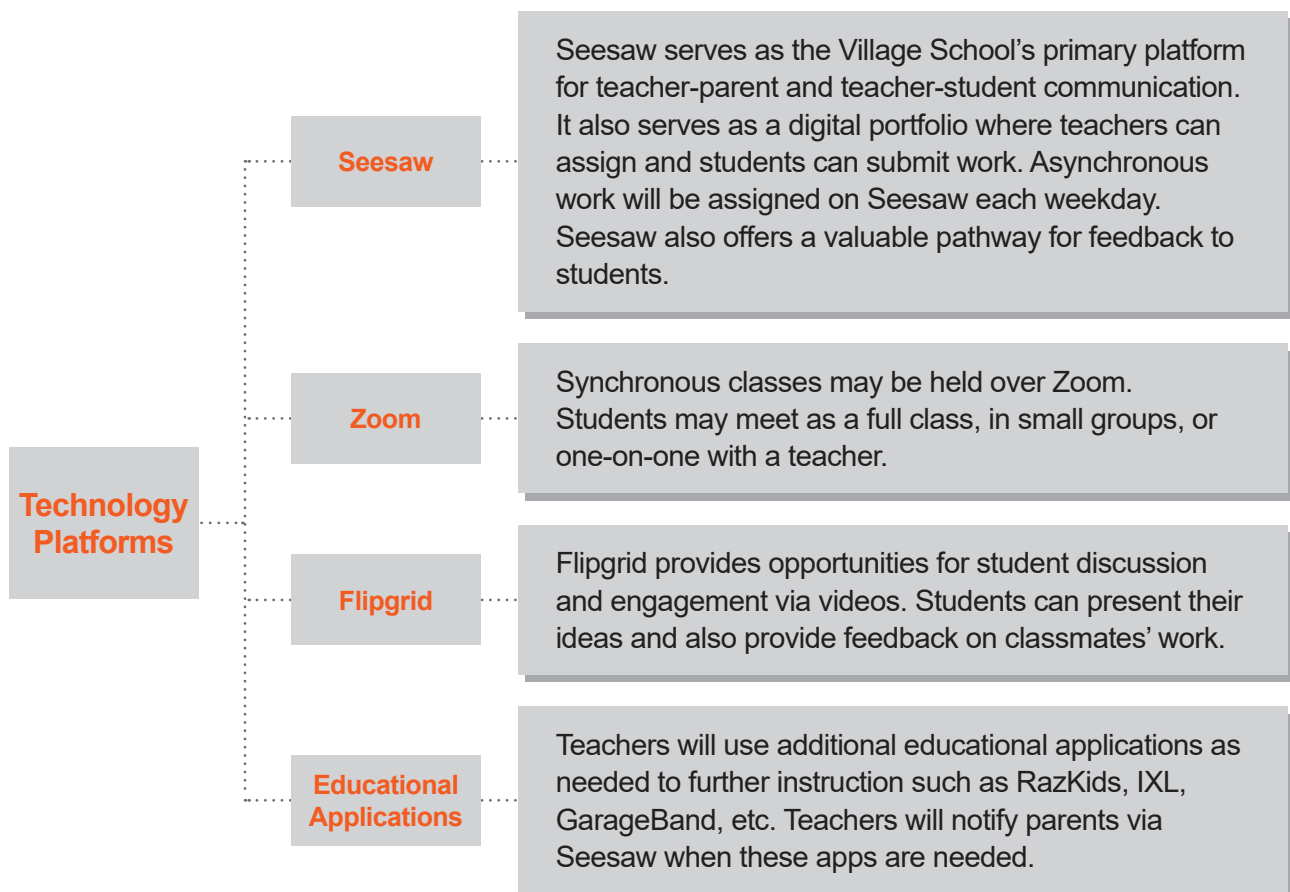
Class schedules are intentionally structured to provide breaks and recesses for students throughout the day. It is important for students to take advantage of these breaks for physical activity and nutrition.

Village School



Community Building

The Village School will continue to offer community building opportunities to help students feel connected to the full student body. Regular student Assemblies will provide an opportunity to showcase student work, deepen relationships between faculty and students, and inspire a sense of school spirit.



Village School



Teacher Expectations

► Teachers are responsible for providing the following support:

- Send a daily message to students and parents on Seesaw outlining home learning activities for the day.
- Be available online from 8:30 a.m. - 3:30 p.m. to respond to messages, emails, and interact with students online. Tuesday mornings are late start days and teachers will be available from 9:30 a.m. - 3:30 p.m.
- Send a weekly newsletter to parents on Sunday at 5 p.m.
- Provide timely feedback to parents and students.

Family Support

Village School students are still developing their independence; therefore, a teacher-parent partnership is necessary for students to fully engage in distance learning and to access online resources. The learning tasks and activities designed by teachers will provide direction and support to families with the understanding that task completion depends on each individual family's circumstances. Parents may have more than one child to guide, work commitments, or other family complications.

► Parents are requested to provide the following support:

- Read home learning tasks and activities posted on Seesaw with your child.
- Read the weekly newsletter that is sent at 5 p.m. on Sunday.
- Designate a place in your home where your child can work independently on his/her assigned tasks and complete independent reading each day.
- Suggest that your child's free time on devices start after they complete their Seesaw activities to the best of their ability.
- Directly message your child's subject teacher via Seesaw if you or your child have questions and / or if your child needs extra help and support.
- Check to make sure that updated versions of Zoom, Seesaw, and other applications as assigned are on any devices that will be used for distance learning.

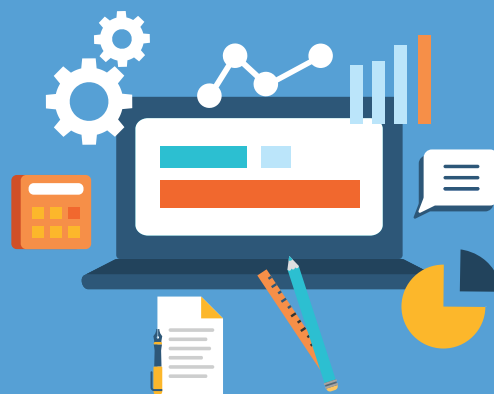
Middle and Upper School



Division Communication

The Middle School and Upper School have several structures in place to ensure consistent communication with both students and parents. Students in distance learning will be invited to classes and other activities by teachers through their Google Calendar. In addition, a weekly email will be provided to parents and students each Friday by the division principal summarizing division-wide updates, events, and news.

Middle and Upper School



Schedule

Students in the Middle School and Upper School will follow the 8-day schedule at all times whether in on-campus, hybrid, or distance learning mode. The school will continue to support students on the transition to this new schedule with frequent reminders. The school day begins at 8:20 a.m. and ends at 3:35 p.m.

8-day Schedule

Students in the Middle School and Upper School will follow the 8-day schedule at all times whether in on-campus, hybrid, or distance learning mode. The school will continue to support students on the transition to this new schedule with frequent reminders. The school day begins at 8:20 a.m. and ends at 3:35 p.m.

Tuesday Late Start

Tuesdays will remain a late start day and begin at 9:30 a.m. This is an opportunity for students to get extra rest and provides time for a balanced schedule. Teachers use this time to collaborate with each other and for professional development.

Synchronous Learning

All lessons in all subjects during distance learning will have a synchronous (live) component at their regularly scheduled time.

Community Building

Middle School Community Time

Middle School Community Time runs from 2:35 p.m. - 3:35 p.m. Tuesday-Friday. Community Time is a special time to run Middle School Clubs, Middle School Advisory Program, HOUSE, Middle School Assemblies, and much more. This is an important opportunity to deepen relationships among students, build new skills, and inspire a sense of school spirit.

Middle School Clubs

Each week, students have the opportunity to participate in three different clubs. Some clubs are student-led (with teacher support) and some are teacher-led. One day a week, there are also several “Power Boost” clubs. These clubs are designed to provide academic support for specific student needs. There will be math Power Boosts, writing Power Boosts, and Approaches to Learning Power Boosts. Students may be asked by their teachers to join these Power Boosts, which will run one day a week.

Upper School Community Time

Upper School Community Time runs from 2:35 p.m. - 3:35 p.m. Tuesday-Friday. Upper School Clubs and the Advisory program runs on Tuesdays and Thursdays. Wednesdays provide students the opportunity to participate in athletics. Students who opt-out of athletics have several choices; students can receive additional academic support, form interest groups such as robotics, attend athletic matches to promote school spirit, or take the opportunity to go home early and support their wellness. On Fridays, there are planned activities such as Assemblies and other school-wide activities. Community Time is an important opportunity to deepen relationships among students, provide service to the community, build new skills, and to inspire a sense of school spirit.

Upper School Clubs

Students have the opportunity to participate in two structured club times during Community Time each week. Many students also participate in additional committees or councils, work with small groups on passion projects, and engage in other initiatives. Although most clubs are student-led, Tuesday clubs and Thursday A clubs are supervised by a staff member with the knowledge and experience to provide students with support. Club activities allow our Upper School students to meet service as action and CAS outcomes.

Technology Platforms

Google Classroom

Each class will use Google Classroom to organize learning. Students will be invited to all synchronous lessons through their Google Calendar.

Google Meet and Zoom

Synchronous classes may be held over Zoom. Students may meet as a full class, in small groups, or one-on-one with a teacher.

ManageBac

ManageBac is an integrated remote learning platform for curriculum planning, assessment, reporting, and attendance.

Middle and Upper School



Teacher Expectations

► Teachers are responsible for providing the following support:

- Invite all students to synchronous lessons through their Google Calendar.
- Be available online from 8:30 a.m. - 3:30 p.m. to respond to messages, emails, and interact with students online. Tuesday mornings are late start days and teachers will be available from 9:30 a.m. - 3:30 p.m.
- Provide timely feedback to parents and students.

Family Support

► Parents are requested to provide the following support:

- Attendance will be taken during all lessons. Parents should inform the Middle School office (songdo-middleoffice@chadwickschool.org) or Upper School office (songdo-upperoffice@chadwickschool.org) before 8:20 a.m. if your child has a reason to be absent from class.
- Reinforce the expectations that faculty have for students. Encourage your child to show up on time, prepared for class, and ready to fully engage in the course.
- Communicate any concerns you may have to your child's teachers or to the school office.