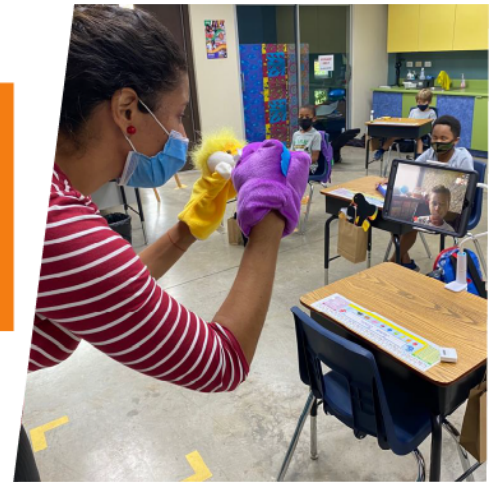


ELEMENTARY SCHOOL DISTANCE LEARNING PLAN



INTRODUCTION

Over the past year many parents will have experienced the Distance Learning Plan and understand the challenges and successes of learning remotely. At AISK we appreciate and understand the hard work and dedication shown by many of our families. Our teachers have become more experienced with remote teaching and distance learning. They too understand the challenges young learners and parents face.

With this in mind, we have redesigned our Distance Learning Plan (DLP). We have considered different distance learning models and the needs of our AISK community, both in terms of our students and working families. As an Elementary School we feel confident in offering a new style Elementary Distance Learning Plan, which includes a similar schedule and a unified approach across the Elementary School - ensuring easier access and improved levels of organization and presentation.

ORGANIZATION

Being prepared

Working at home is challenging for most students and families. Our experience shows that it is best if a child and their family builds up their online skills and confidence first, rather than being overwhelmed by work tasks, technology and schedules. To meet this challenge all our students would have practiced regularly at school, ensuring they can access their DLP, with their teachers.

Teachers will initially phase in work, giving time for families to adjust their home schedules and feel supported rather than overwhelmed. As the class and grade level gains confidence in the DLP, more live lessons will be introduced. We will ensure that students will be sent all the necessary materials and work packets that will allow them to follow these lessons and continue studying at home.

Organization

Schoology is an online and home communication platform.

Here is where your child can access their learning tasks, schedules and post their work. It also serves as the portal your child can use to access other on-line tools like *See-saw* and *Google Doc*.

The homeroom teachers page will have folders for each unit/subject and specialist tasks, making it clear for students and parents to follow. Older tasks or folders will be archived but can still be accessed. Keeping everything on Schoology will make it easier for the IT department to support teachers and parents whilst we continue to upgrade the system.

Daily live lessons

From EYP to Grade 5 there will be daily live lessons. There will be four days of academic work with “Specialist Fridays”. There will be daily virtual conferences for the whole class and during the week individual times for learning review and assessment to support students in their learning.

Art, Music, PE and Spanish Specialist lessons will have their own day – “Specialist Friday”. This gives students the important time to participate in the specialist lessons. Homeroom teachers will use this time to work together in their grades to plan more interesting and engaging learning. Additionally, there will be activities designed to promote social awareness and well-being, with emphasis on staying fit and healthy by looking after ourselves and each other.

Learning support and EAL will also continue in the DLP.

Weekday		Type of activity as appropriate to age
Monday to Friday EYP to G5	8AM G4, G5	Start of the Day
	9AM K, G1, G2, G3 9:30AM EYP EAL & Support 12 to 1:00PM individual support or Other Times TBD	Specials Daily Meeting
	Live lesson 1	Literacy activities – from KG to Grade 5 includes: games and challenges focused on language development, comprehension, vocabulary and early phonetic awareness with younger children. We have two on-line reading schemes, RAZ Kids and MYON, which most students know how to access. Much of our writing is based on Language frameworks, in particular, 6+ 1 traits of writing, and using graphic organizers to initiate thinking. For older students there is a program we use called ‘Word-work’ that helps enrich student’s vocabulary and ability to spell.
	Live Lesson 2	Math activities – from KG to Grade 5 includes: games and challenges focused on mathematical development. The activities chosen may come from our ‘Go

		Maths' scheme or from investigations set by the homeroom teacher. These activities and investigations include; counting, sorting, identifying simple shapes, number sequences, patterns and arrays, units of measure distance, volume, weight and time (metric & US), graphs and collecting statistics, simple algebra and problem solving. As the child gets older the investigations get more challenging and complex.
	Live lesson 3	<p>Social Studies - Across elementary social studies is a critical school subject that allows students to gain knowledge, skills and understandings that will enable them to better understand the world as it was and currently is. It provides students with the opportunity and tools to become critical and creative thinkers that can solve complex world problems now and in the future.</p> <p>Science/STEM - Our Next Generation Science Standards curriculum states that students should examine what scientists do to investigate the natural world and what engineers do to design and build systems. STEM expands the "inquiry" in science and through a range of processes (which can be done on-line) encourages students to engage in practices to build, deepen, and apply their knowledge of core ideas in Science, Maths and Technology whilst developing cross-cutting transdisciplinary skills such as Thinking, Social, Communication, Self-Management and Research skills.</p>
	Individual	<p>Learning review & planning the next steps in learning</p> <p>Neurophysiological studies show that one of the most important components of learning is repetition or practice, which helps to stimulate and strengthen the connections of the wiring in the brain. Revisiting key concepts helps to retain information and reinforces connections in learning. It helps to remind students of what they learned and develops a concrete base for their future learning. In particular, it is very important in distance learning as knowledge, skills and understanding can be reinforced in this way. It also provides teachers with an opportunity to assess students in their learning from the previous week.</p>
Monday to Friday	<p>Specials</p> <p>4-Day Rotation</p> <p>Times determined by Master Schedule and based on traditional ES schedule</p>	<p>PE , Spanish, Art, Drama, Performing Arts, and Music</p> <ul style="list-style-type: none"> • live mini-lessons • recorded activities <p>Specials will follow specified curriculum with modified learning activities and lessons adapted to virtual learning.</p>
Monday to Friday	<p>Learning support & EAL</p> <p>Times will vary</p>	<p>EAL - students enrolled in EAL will engage in a variety of activities based on the grade and proficiency levels of the students to develop their skills in speaking, listening, reading and writing in the English language. The EAL teacher will schedule the class meeting times for each grade level.</p> <p>The learning support sessions are developed specifically for each individual child to provide the scaffolding or remediation they need to support their academic development. Face-to-face conferences are scheduled by the learning support teacher with each student based on their intervention plans.</p>
Monday to Friday	End of Day	<p>K- G5 Approximately 1PM</p> <p>EYP Approximately 11AM</p>

Monday to Friday	Teacher Planning , Parent-Teacher Conferences, Individual/Small Group Student Support	EYP to G5 All ES Teaching Staff
------------------	---	--

ATTENDANCE

- 1.) **All students are expected to participate in the Distance Learning Plan.**
- 2.) Connecting virtually – students must communicate on a daily basis to their homeroom or specialist teacher (attendance in live specialist lessons will be recorded.)
- 3.) Students must be dressed appropriately in school uniform/PE kit
- 4.) Attendance will be based on these measures:
 - i. Daily attendance taken during the daily meeting /class conference period, at the start of all four days. Students' attendance in these sessions will be checked on PowerSchool and a record kept.
 - ii. Weekly completion of classwork or proof of engagement with the learning as requested by the teacher*.

*Students not completing work or providing proof of engagement each week, as requested by the teacher, will be marked absent for any periods during the week which the student was expected to be working independently.
- 5.) In the case of student illness, please follow the regular procedure by communicating this to the [Elementary Administration Assistant](#) Katie Edwards . Students are expected to catch up on missed work upon return to the DLP.
- 6.) In cases where a student has limited or no internet connectivity a parent must contact the [Elementary Administration Assistant](#), Katie Edwards or [Dr.Badynee](#) who will inform the teachers, and students must catch up on work missed when connectivity returns.

Ms Edwards: Tel 876-355-4860

Dr. Badynee: Tel 876- 702-2070 Ext. 12001

ELEMENTARY CONTENT AND PARENTAL INVOLVEMENT

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Schoology with links to Google Docs (if used).
- Schoology pages will be updated daily and lesson updates will be ready for access by 8:00 a.m. (Jamaica time) and include the lesson template. This will include
 - a written guide of the work tasks for each lesson.
 - A link to any digital/scanned resources and other sources.
- Teachers will respond to student and parent emails/questions within 24 hours on weekdays.
- No sites requiring VPN will be used as a resource and no large files will be used.
- **Parental Involvement**
 - Parents are a child's first and most important teacher. Research shows that family engagement is one of the best tools to help a student succeed in school and distance learning programs.
 - Our AISK feedback shows that ES students who succeeded in the DLP had parental supervision every day. Those students who had no adult supervision struggled to access the DLP.

- o Therefore, all ES learners will require a parental or adult supervisor, who reminds children to complete tasks, collect learning resources, set up breaks and give them support to post work and upload video clips.

Please be responsible.

ASSESSMENT

It is very important for teachers to be able to assess students' abilities and plan the next steps in their learning. Generally, this is part of a continuous process with teachers in the homeroom making judgements through listening and marking work, on the student's comprehension and mastery of skills throughout the day. In the DLP this can be tricky, so we have built in times throughout the week when teachers can make these judgments and give feedback to students.

Assessment will be carried out by listening to a child's oral contributions in conferences, tracking a child's progress on checklists, setting presentation tasks for students, examining their work and checking through regular tests and summative assessment tasks. We are anticipating that live sessions will allow teachers to gather more assessment data on individual students. Teachers will plan ahead for assessment.

During the week, there will be daily virtual conferences for the whole class and individual times for checking students' understanding, giving feedback on work tasks and reviewing work to support students in the next steps of their learning.

ONLINE CONTENT & SAFETY

Parents please be aware that many sites and web tools are for children aged 13+. This includes Goggle, Facebook, Tik-Tok, Zoom and What's App (hence why we use Schoology.) Most require adult permission and an adult to be present when using. Most images and work online is protected by copyright. All students are expected to adhere to AISK's Acceptable Use Policy and rules and expectations for behavior in class.

In the event students are behaving inappropriately, the school will follow the protocol below:

- 1.) The teacher will communicate with the student directly to inform them of the inappropriate behavior and ask them to stop.
- 2.) If the behavior does not improve, the teacher will again contact the student and copy the Divisional Principal, who will then contact the student.
- 3.) Should the inappropriate behavior continue, the student will be told to exit the class and the Principal will inform the parents. The student will be considered absent from the class and expected to make up any work missed.

In addition:

- Teachers can, at their discretion, contact the Principal right away should the misbehavior warrant immediate intervention.
- The school reserves the right to block students from accessing our online platforms if they are not used appropriately and therefore suspend the student from participating in Distance Learning.

The school reserves the right to apply further disciplinary sanctions when normal school resumes

STAY SAFE

Please find a link below to a student guide with tips to stay safe on the internet. Please read and follow the advice.: [Stay Safe on the Internet](#)

Elementary School: Approximate Time frames for learning

SPECIALIST SUBJECTS - All Elementary Students	
<p>Approximately 20 minutes once every two weeks.</p>	<p>Art, Music, Drama, Spanish teachers will provide a range of activities and virtual experiences that continue to support the current ES program.</p> <p>Specialist classes occur each week on Friday.</p> <p>Specialist teachers will post for students video clips or photos on their specialist subject page or as directed by the homeroom teacher.</p>
<p>PE twice weekly approx. 20 minutes a session</p>	<p>PE</p> <p>The PE teacher will focus on two main aspects; keeping active and healthy, and using sport for enjoyment, challenge, self-expression and socializing.</p> <p>The PE teacher will post a demonstration video or conference call with a physical exercise activity/activities - giving students the possibility to extend or repeat.</p> <p>Live PE sessions are possible and can occur with Grades 5 and 4 and students will be given advanced warning.</p> <p>Completed tasks can be shared on the homeroom teacher's page.</p>
For those students who have EAL and Learning Support	
<p>30 minutes per class twice a week</p>	<p>EAL classes will continue to focus on developing the student's proficiency in the English language through a variety of activities. The EAL teacher will hold regular conferences with students to assist them in their learning and may provide activities to be completed independently.</p>
<p>30 - 40 minute sessions 3 times per week</p>	<p>During learning support the focus is on achieving the individual child's learning targets based on their identified learning needs. Teaching will take place through individual conferences and may include activities to be completed independently.</p>
<p>School counseling</p>	<p>Marie Reynolds, School Counselor, will offer support for students with social and emotional needs, which may include discussing strategies with parents to help their children navigate the distance learning programme. The Counselor can also provide opportunities for individual or group sessions or friendship groups to chat i.e. helping overseas students to connect socially to their classmates.</p>

IT TECHNICAL SUPPORT

The AISK IT Department staff are available for remote support during normal school hours 7:45am - 1:30pm.

Schoology If you have an issue or problem, especially with loading or operating *Schoology* and require technical support please contact the IT help desk helpdesk@aisk.com

Mr. Lionel Allen (llallen@aisk.com)

Mr. Nathaniel McIntosh (nmcintosh@aisk.com)

Mr. Jared Rogers (jrogers@aisk.com)

MIDDLE SCHOOL DISTANCE LEARNING PLAN



As educators, we know that learning occurs in many different forms and can take place in many different settings. Distance Learning at AISK is a type of educational experience that our Middle School students are prepared to embrace and to grow from in several ways: independently, with their peers, and with their families.

Over the course of a campus closure, students will continue to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present on campus. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards identified target standards. The goal of distance learning is to achieve an educational experience analogous to the students' experiences during a typical day at school: to interact, to engage, to grow, and, ultimately, to learn.

TIMING

Mon, Tues, Thur, Fri.		Wednesday	
Day 1-4		TEACHER AND STUDENT WORK DAY	
40 min classes 5 min transition 1 x 15 min break + 1 x 40 min lunch, additional IB classes 40 min, MS & HS Clinics 40 min		8:30-9:00	Bi- Weekly Special Events (e.g assemblies, extended advisory)
8:00 - 8:40	F	STUDENT WORK DAY & TEACHER WORK DAY	
8:40-8:50	Advisory (Daily Attendance)		
8:50 - 9:30	A		
9:30 - 9:45	BREAK		
9:45 - 10:25	E		
10:30 - 11:10	B		
11:10 - 11:50	LUNCH		
11:50 - 12:30	C		
12:35 - 1:15	D		
1:25-2:05	IB Additional Classes		

2:20-3:00	HS Clinic (Day 2 & 4)	
	MS Clinic (Day 1 & 3)	
	IB Additional Classes	
	HS Clinic (Day 2 & 4)	
	MS Clinic (Day 1 & 3)	

Distance Learning will follow the Day 1 to Day 4 rotation as per the schedule published for this academic year. Classes will be 40 minutes long and scheduled classes for Grades 6 to 10 will operate from 8:00am-1:15pm (Jamaica time) with one fifteen minute break and one forty minute lunch break. For students in Gr 11 and 12 there will be two additional classes in the afternoon with an extra ten minute and an extra fifteen minute break. Therefore, scheduled classes for Gr 11 & 12 will run from 8:00am-3:00pm . Period 1 will commence at 8.00am for all students.

Please note that Wednesday will be a designated asynchronous work day for students and a planning and meeting day for teachers. There is also a bi-weekly special event scheduled on Wednesday mornings and these will be communicated in the daily advisory sessions and posted in schoology. These events will be designed around student social and emotional wellbeing and promoting community.

On Mon, Tues, Thurs and Friday when Gr 11 & 12 students have classes. For Gr 6 to 10 students there will be designated times in the afternoon, called clinics, during which subject teachers will be available online to answer questions and provide extra support. A detailed schedule of the clinic and subjects available will be provided when we enter into our DLP. For the most part clinics will be optional, although in some cases where students are identified as needing extra help these will be compulsory

Scheduled Classes

During regular on campus school each class meets three times every Day 1 to Day 4 rotation. For distance learning it is not a requirement for all subjects and courses to meet three times out of four, although each class must have at least one scheduled whole class instruction per week. Subject teachers will communicate clearly with students at the start of each week which periods they are expected to attend online and the work they are expected to be doing during non-contact class periods that are scheduled for Days 1 to 4. Periods on Day 1 to Day 4 not scheduled for whole class time online are to be used by students for completing and working on any assignments/activities set by the teacher and for collaborative work. Teachers will also use this time to schedule small groups or one-to-one instruction online to help with differentiated learning and improve feedback to students on

their progress. Students will be provided with clear instructions in schoology at the start of the week of the classes they are expected to attend on Days 1-4. All Wednesdays are scheduled for independent work.

Students must go to Schoology at the start any scheduled whole class instruction to find the lesson template which will outline:

- the lesson aims and objectives,
- activities and links to resources required for the class,
- any assessments required, and
- procedures for checking out of class and demonstration of work.

Total time for engagement in learning for each class, including reading, homework, and work towards long term assignments, should not exceed 60 minutes.

ATTENDANCE

- 1.) Attendance will be based on three measures:
 - i. Daily attendance taken during the advisory period, all students must check in with their advisory teacher everyday.
 - ii. Attendance taken during any scheduled whole class, small group or one-to-one instruction.
 - iii. Weekly completion of class work or proof of engagement with learning as requested by the teacher*.

*Students not completing work or providing proof of engagement each week, as requested by the teacher, will be marked absent for any periods during the week which the student was expected to be working independently.
- 2.) In the case of student illness, please follow the regular procedure by communicating this to the MS/HS Admin Asst. (dcampbell@aisk.com). Students are expected to catch up on missed work upon return.
- 3.) In cases where a student has limited or no internet connectivity a parent should contact Ms. Campbell or Mr. Walker (cwalker@aisk.com). They will inform the teachers, and students should catch up on work missed when connectivity returns.

Ms. Campbell: Tel 876-355-4860

Mr. Walker: Tel 876- 553-3494

CONTENT AND INTERACTION

- 1.) Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Schoology and Google.

- 2.) Schoology pages will be updated for every scheduled whole class lesson. Lesson updates will be ready for access by 8:00 a.m. (Jamaica time) and include the lesson template. This will include
 - A written explanation and/or conference call to introduce, explain tasks or provide instruction for each lesson.
 - A method of interaction such as discussion forums, Google Meet or Hangout, PowerSchool or Schoology to provide feedback on student work.
 - Digital/scanned resources, assignments, links to resources, and other sources.
- 3.) If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- 4.) Teachers will respond to student and parent emails/questions within 24 hours on weekdays.
- 5.) No sites requiring VPN will be used as a resource and no large files will be used.

ASSESSMENT

- 1.) For each class, students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections, and online quizzes.
- 2.) Students must complete summative assessments to measure progress against learning targets as assigned by the teachers. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
- 3.) Clear instructions on where/how to turn in assignments will be provided to students and posted in Schoology

ONLINE CONTENT AND SAFETY

All students are expected to adhere to AISK's Acceptable Use Policy rules and expectations for behavior in class (please refer to [MS/HS Handbook](#)).

In the event students are behaving inappropriately, the school will follow the protocol below:

- 1.) The teacher will communicate with the student directly to inform them of the inappropriate behavior and ask them to stop.
- 2.) If the behavior does not improve, the teacher will again contact the student and copy the Divisional Principal, who will then contact the student.
- 3.) Should the inappropriate behavior continue, the student will be told to exit the class and the Principal will inform the parents. The student will be considered absent from the class and expected to make up any work missed.

In addition:

- Teachers can, at their discretion, contact the Principal right away should the misbehavior warrant immediate intervention.
- The school reserves the right to block students from accessing our online platforms if they are not used appropriately and therefore suspend the student from participating in Distance Learning.
- The school reserves the right to apply further disciplinary sanctions when normal school resumes.

STAY SAFE

Please find a link below to a student guide with tips to stay safe on the internet. Please read and follow the advice: **[Stay Safe on the Internet](#)**

HIGH SCHOOL DISTANCE LEARNING PLAN



During campus closure, students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus.

- The primary tools for communication between teachers and families are Schoology and their AISK Gmail.
- Teachers will use Schoology as the main means of communicating and sharing lesson content.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring should only occur at the recommendation of the teacher. Parents and guardians are asked to be aware of their level of involvement.
- Resources vary by class and lesson, but will include links to videos, graphic organizers or close reading passages, scanned material to read and engage with, independent research material, and the use of our e-text books already assigned to classes.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or if assignments are unclear.

Counselors and advisors are available to support students with academic, social, or emotional needs.

IB SPECIFIC INFORMATION

AISK is keenly aware of the additional pressures that this unexpected transition to distance learning will have on our IB community. Please know that we, like many other IB schools globally, are in regular contact with the International Baccalaureate Organisation (IBO). We will keep the community updated as information from IBO becomes available. In the meantime, our IB teachers will prioritize student learning that is critical to preparing our students for their externally assessed exams and assessments.

Mon, Tues, Thur, Fri.		Wednesday	
Day 1-4		TEACHER AND STUDENT WORK DAY	
40 min classes / 5 min transition / 1 x 15 min break + 1 x 40 min lunch, additional IB classes 40 min, MS & HS Clinics 40 min		8:30-9:00	Bi- Weekly Special Events (e.g assemblies, extended advisory)
8:00 - 8:40	F	STUDENT WORK DAY & TEACHER WORK DAY	
8:40-8:50	Advisory (Daily Attendance)		
8:50 - 9:30	A		
9:30 - 9:45	BREAK		
9:45 - 10:25	E		
10:30 - 11:10	B		
11:10 - 11:50	LUNCH		
11:50 - 12:30	C		
12:35 - 1:15	D		
1:15 - 1:25	BREAK		
1:25-2:05	IB Additional Classes		
	HS Clinic (Day 2 & 4)		
	MS Clinic (Day 1 & 3)		
2:05-2:20	BREAK		
2:20-3:00	IB Additional Classes		
	HS Clinic (Day 2 & 4)		
	MS Clinic (Day 1 & 3)		

Distance Learning will follow the Day 1 to Day 4 rotation as per the schedule published for this academic year. Classes will be 40 minutes long and scheduled classes for Grades 6 to 10 will operate from 8:00am-1:15pm (Jamaica time) with one fifteen minute break and one forty minute lunch break. For students in Gr 11 and 12 there will be two additional classes in the afternoon with an extra ten minute and an extra fifteen minute break. Therefore, scheduled classes for Gr 11 & 12 will run from 8:00am-3:00pm. Period 1 will commence at 8:00am for all students.

Please note that Wednesday will be a designated asynchronous work day for students and a planning and meeting day for teachers. There also is a bi-weekly special event scheduled on Wednesday mornings and these will be communicated in the daily advisory sessions and posted in schoology. These events will be designed around student social and emotional wellbeing and promoting community.

On Mon, Tues, Thurs and Friday when Gr 11 & 12 students have classes. For Gr 6 to 10 students there will be designated times in the afternoon, called clinics, during which subject teachers will be available online to answer questions and provide extra support. A detailed schedule of the clinic and subjects available will be provided when we enter into our DLP. For the most part clinics will be optional, although in some cases where students are identified as needing extra help these will be compulsory.

Scheduled Classes

During regular on campus school each class meets three times every Day 1 to Day 4 rotation. For distance learning it is not a requirement for all subjects and courses to meet three times out of four, although each class must have at least one scheduled whole class instruction per week. Subject teachers will communicate clearly with students at the start of each week which periods they are expected to attend online and the work they are expected to be doing during non-contact class periods that are scheduled for Days 1 to 4. Periods on Day 1 to Day 4 not scheduled for whole class time online are to be used by students for completing and working on any assignments/activities set by the teacher and for collaborative work. Teachers will also use this time to schedule small groups or one-to-one instruction online to help with differentiated learning and improve feedback to students on their progress. Students will be provided with clear instructions in Schoology at the start of the week of the classes they are expected to attend on Days 1-4. All Wednesdays are scheduled for independent work.

Students must go to Schoology at the start any scheduled whole class instruction to find the lesson template which will outline:

- the lesson aims and objectives,
- activities and links to resources required for the class,
- any assessments required, and
- procedures for checking out of class and demonstration of work.

Total time for engagement in learning for each class, including reading, homework, and work towards long term assignments, should not exceed 90 minutes for college level classes (IB) and 70 mins for high school classes.

ATTENDANCE

- 1) Attendance will be based on three measures:
 - i. Daily attendance taken during the advisory period, all students must check in with their advisory teacher everyday.
 - ii. Attendance taken during any scheduled whole class, small group or one-to-one instruction.

iii. Weekly completion of class work or proof of engagement with learning as requested by the teacher*.

*Students not completing work or providing proof of engagement each week, as requested by the teacher, will be marked absent for any periods during the week which the student was expected to be working independently.

- 2) In the case of illness, please follow existing procedures and notify the MS/HS Admin Asst., Ms. Campbell (dcampbell@aisk.com).
- 3) In cases where a student has limited or no internet connectivity, a parent should contact Ms. Campbell or Mr. Walker (cwalker@aisk.com). They will inform the teachers, and students should catch up on work missed when the connectivity returns.

Ms. Campbell: Tel 876-355-4860

Mr. Walker: Tel 876-553-3494

CONTENT AND INTERACTION

1. Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Schoology and Google communication tools.
2. Schoology pages will be updated for every scheduled whole class lesson. Lesson updates will be ready for access by 8:00 a.m. (Jamaica time) the day of the lesson.
3. Teachers will design learning in multiple tasks that complement each other in the development of understanding.
4. Teachers will provide an estimated duration for all learning activities.
5. Resources needed will not require the use of VPN or streaming/download of files that are excessively large.
6. Teachers will clarify in advance how students should contact them if they need assistance, and will respond within 24 hours to all student inquiries on weekdays.

ASSESSMENT

1. Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections, and online quizzes.
2. Students must complete summative assessments to measure progress against learning targets as assigned by the teachers. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, and writing assignments.
3. Clear instructions on where/how to turn in assignments will be provided to students and posted in Schoology.
4. Special arrangements may be made for specific types of assessments (e.g. oral exams,

performance assessments, IB internal assessments, various aspects of course selection). Students will be informed if they must participate in such an assessment.

ONLINE CONTENT AND SAFETY

All students are expected to adhere to AISK's Acceptable Use Policy rules and expectations for behavior in class (please refer to [MS/HS Handbook](#)).

In the event students are behaving inappropriately, the school will follow the protocol below:

1. The teacher will communicate with the student directly to inform them of the inappropriate behavior and ask them to stop.
2. If the behavior does not improve, the teacher will again contact the student and copy the Divisional Principal, who will then contact the student.
3. Should the inappropriate behavior continue, the student will be told to exit the class and the Principal will inform the parents. The student will be considered absent from the class and expected to make up any work missed.

In addition:

- Teachers can, at their discretion, contact the Principal straight away should the misbehavior warrant immediate intervention.
- The school reserves the right to block students from accessing our online platforms if they are not used appropriately and therefore suspend the student from participating in Distance Learning.
- The school reserves the right to apply further disciplinary sanctions when normal school resumes.

STAY SAFE

Please find a link below to a student guide with tips to stay safe on the internet. Please read and follow the advice.

[Stay Safe on the Internet](#)