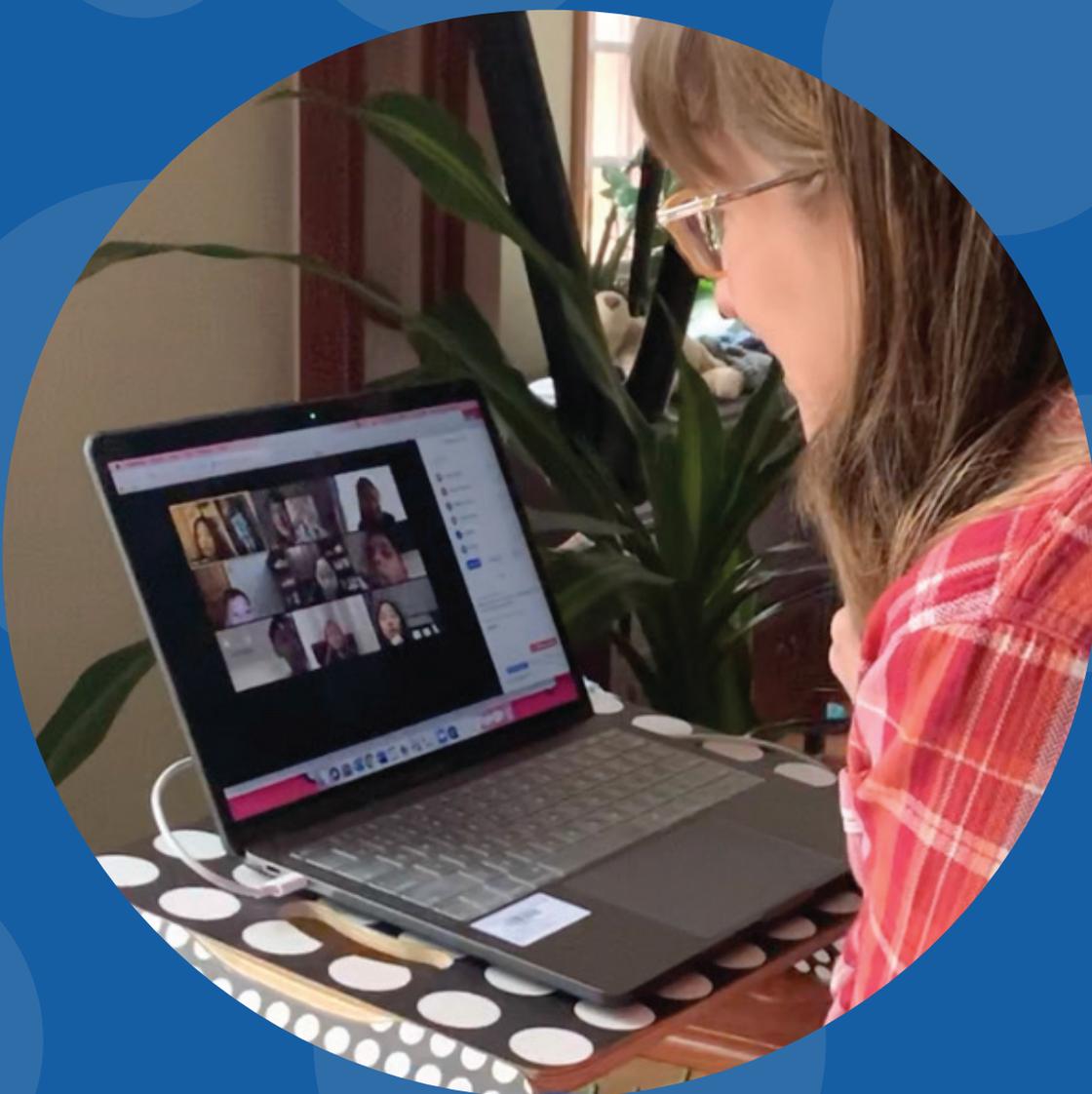


THE LEARNING CONTINUES

SAS DURING CAMPUS CLOSURE



SHANGHAI AMERICAN SCHOOL

INTRODUCTION

All over the world, schools must adapt to the reality of extended campus closure, partial and temporary reopening, and the need to deliver instruction in a model that differs from the one they were built on. SAS has been fortunate in that it has remained continuously open since the beginning of the 2020-2021 school year. Nonetheless, we are committed as a school to full readiness should we have to provide our instruction online. Thanks to the extraordinary learnings from the winter and the spring of 2020, we have now developed a new, updated Distance Learning plan and invested to ensure optimal delivery.

We focused our summer and fall 2020 professional development on online learning and the use of technology in education. We established a partnership with Global Online Academy, a world-leader in online learning, to benefit from their 10+ years of experience in the area. We redesigned our Distance Learning plan based on the new reality of a community entirely located in Shanghai, in the same time zone.

The purpose of this document is to provide an overview of what to expect in case of campus closure, as Learning at SAS will continue no matter the circumstances. Parents should, like the school, be ready to adjust to these circumstances.

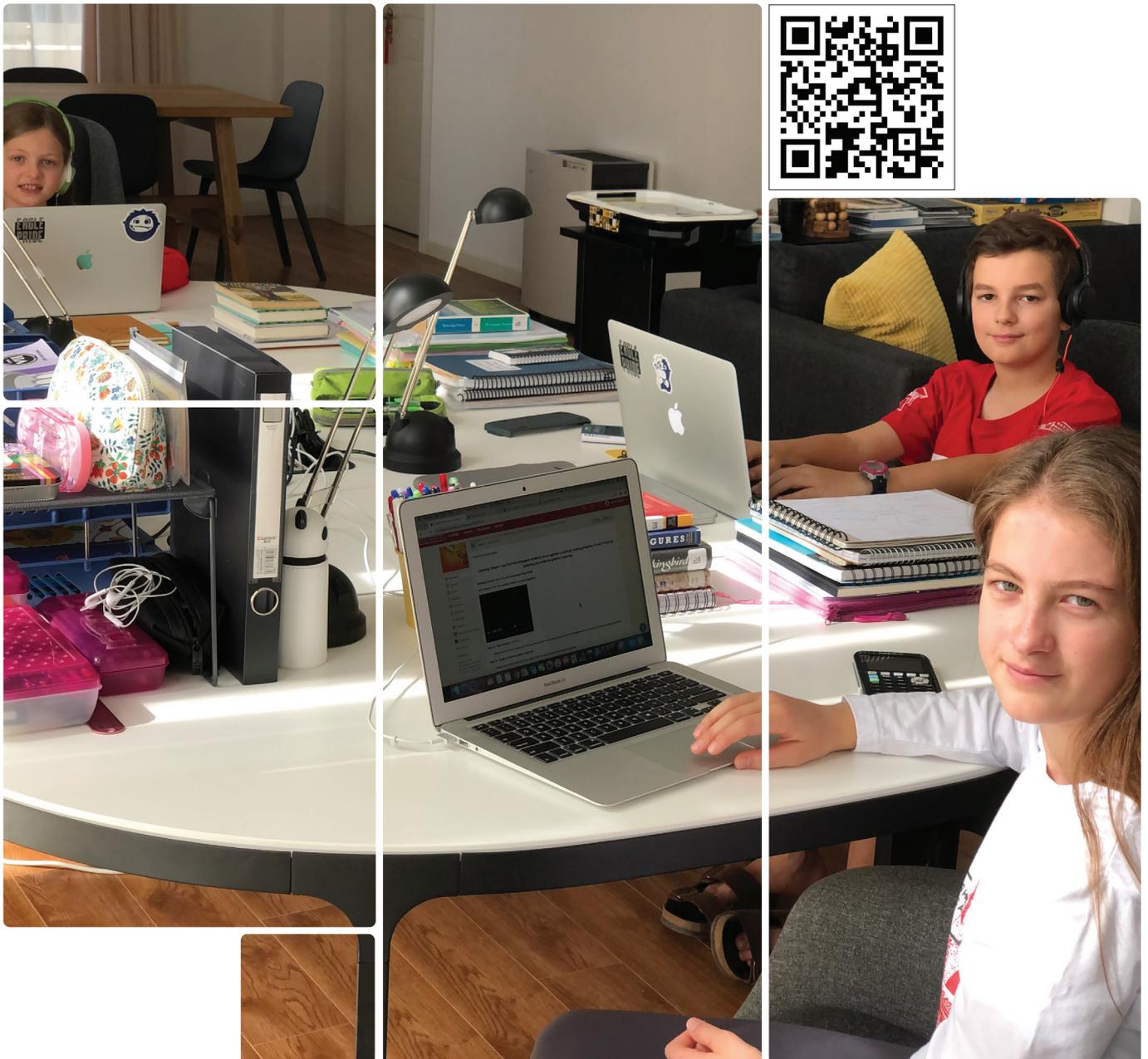


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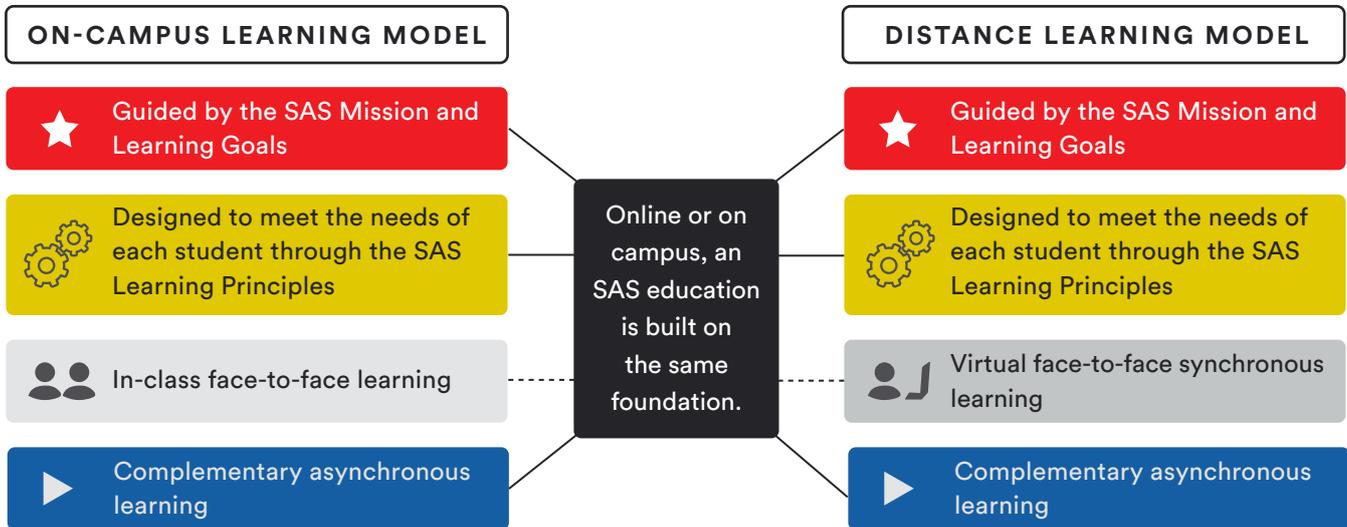
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OUR FOUNDATION

At Shanghai American School, we are proud to deliver a high-quality education and fulfill our mission in the context of our two Shanghai campuses. We are also proud that we can do so under exceptional circumstances that may require partial or full campus closure. In such circumstances, our commitment is to provide a Distance Learning model that is designed to replicate the on-campus experience in its foundational elements.



ESTABLISHING BALANCED SCHEDULES FOR DISTANCE LEARNING

The SAS Distance Learning model is developed to provide students with a balance between face-to-face synchronous and complementary asynchronous learning appropriate for each age group. Highly effective online instruction requires a degree of structure that daily schedules provide. It should also ensure students do not spend continuous hours facing the screen in large group meetings that do not allow for productive engagement. Time spent engaged in face-to-face synchronous sessions and online is based on the developmental needs of children. Schedules are designed to provide the appropriate breaks needed and alternating times of being online and working offline. This enables students to engage with teachers while also developing self-directed and collaborative learning skills to support their passion for learning.

VISION FOR DISTANCE LEARNING

Should the government mandate full or partial campus closure, SAS is ready to transition into Distance Learning to deliver its landmark high-quality instruction. Our Distance Learning Plan is proactive and anchored in our essential guiding documents: Mission, Learning Goals, and Learning Principles. While the mode of delivery will differ, an SAS education remains an SAS education, on campus or online. Our plan will remain dynamic, with the potential for changes and adjustments based on specific circumstances and on student, faculty, and parent feedback.



We hold up with
OUR MISSION

SAS inspires in all students:

- Lifelong Passion for Learning
- Compassion and Integrity
- Courage to Live Their Dreams

We use our
LEARNING GOALS
to guide our program.



Critical Thinkers



Creative Learners



Skillful Communicators



Effective Collaborators



Ethical Global Citizens

We enable our learning goals through our
LEARNING PRINCIPLES.

- Empower Student Choice
- Engage in Collaboration
- Foster Risk-Tasking and Perseverance
- Support with Specific Feedback
- Inspire Motivation and Action

During Distance Learning, we utilize the norms of our online learning partner,
GLOBAL ONLINE ACADEMY.



Build Trust



Challenge Students



Redefine Time



Support Agency



Diversify Interactions



PARTNERSHIP WITH GLOBAL ONLINE ACADEMY (GOA)

SAS partnered with Global Online Academy (GOA), a world leader in Online Education, to provide professional development for all SAS faculty during the summer and fall of 2020. The school adopted GOA's Norms for Online Learning as an essential filter to develop its updated plan.

Some of the workshops our faculty engaged in during Early Release Days focused on the topic of balancing synchronous and asynchronous instruction, delivering feedback in an online learning environment, and humanizing online learning. All of these will serve students well in case of a move to Distance Learning.

IN CASE OF LONG-TERM CLOSURE: DAY 1 OF DISTANCE LEARNING – TRANSITION DAY

The first day of closure will be a transition day to allow for optimal readiness, with instruction starting on day 2 of closure. During the transition day:

- Faculty and Staff will prepare and plan for their first synchronous and asynchronous sessions. The program will vary according to divisions.
- Families should expect communications to include:
 - Email or video message from Deputy Head of School – Chief Academic Officer
 - Divisional Virtual Principal Coffee Sessions
 - Virtual session with divisional counselors to help set their child up for success in Distance Learning
 - Email message and video communications from Elementary School Homeroom Teacher, Middle School HomeBase Teacher or High School Advisor/Anchor Teacher
 - Drop-in support for online learning platforms (Teams/Seesaw/Schoology)
- Students:
 - If permitted, students will be invited to access campus to collect necessary materials and resources, including educational “go-bags” for some grade-levels in Elementary
 - Secondary students will receive their schedule and details on how to connect to Teams meetings through Schoology
 - Students will start engaging in lessons with their teachers on Day 2 of Distance Learning

STUDENT SUPPORT AND WELLBEING

The shift to Distance Learning can sometimes be challenging for students and/or the whole family. The loss of routines that are established during on-campus learning and the shift in independence that comes with Distance Learning can take time for children and parents to settle into.

Supporting students during Distance Learning is a comprehensive approach that involves parents, teachers, counselors and students and may also include Learning Support teachers, English as an Additional Language (EAL) teachers, and school administrators. While some needs are similar to an on-campus experience, we recognize that a Distance Learning experience may require additional and/or different support. SAS is committed to responding to the needs of all of our students.



LEARNING SUPPORT AND ENGLISH AS AN ADDITIONAL LANGUAGE

Our Systems of Support for All Learners (SSAL) continues to function in the Distance Learning environment with increased support provided to students in need. The EAL Support offered to students on-campus continues during Distance Learning. Support for students includes, but is not limited to:

- Face-to-face synchronous and complementary asynchronous learning that is co-planned and co-taught by the homeroom/subject teacher, English as an Additional Language teacher and/or Learning Support teacher
- Individual or small group face-to-face synchronous learning sessions
- Regular check-ins with students outside of face-to-face synchronous learning sessions
- Weekly parent communications, and additionally as needed

SOCIAL EMOTIONAL LEARNING

The wellbeing of our students is of greatest importance to their success in Distance Learning. The SAS Distance Learning model is designed to prioritize students' Social Emotional Learning and to provide support for all students through the following elements:

- Social Emotional Learning lessons in Elementary School Morning Meetings, Middle School Homebase and High School Advisory/Anchor groups
- Counselor group sessions
- Parent education through Virtual Parent Coffees, written and video communications, and shared resources
- Individual counseling sessions as needed

CHILD SAFEGUARDING

SAS Child Safeguarding Policies and Procedures continue to guide our practice during Distance Learning.



OUR PARTNERSHIP WITH PARENTS

Schooling is always a partnership. In an online Distance Learning environment, this partnership becomes the champion of learning. SAS trusts parents will follow the recommended guidelines below:

1. Establish daily routines and expectations

From the first day SAS implements its Distance Learning Plan, parents need to establish routines and expectations. Make sure your child follows his/her school's schedule. Your child should follow his/her normal bedtime routine, move regularly, and take periodic breaks.



2. Provide an environment that supports student learning

Ensure your child has access to reliable technology, including internet, and a safe and quiet space for work. We encourage families to establish a space/location where the child will learn most of the time. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents can be present and monitor their child's learning.



3. Monitor communications from your children's teachers

Teachers will communicate with parents through email, when and as necessary. SAS parents may always contact their child's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+. Communications should be essential, succinct, and self-aware. Parents should read and reply to emails from school and teachers within 24 hours of receiving them.



4. Begin and end each day with a check-in

Start and finish each day with a simple check-in. In the morning, ask your child what he/she is going to be learning today, how he/she will spend his/her time and how you can support. In Secondary, monitor Schoology updates and be sure to check in with your child daily about the Distance Learning tasks and activities he/she is working on. Not all students thrive in a Distance Learning environment. These check-in routines need to be established early, before students fall behind or begin to struggle.



5. Take an active role in helping your child process and own his/her learning

Ensure attendance to synchronous engagements. Also, children learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their child about what he/she is learning. However, it is important that your child own his/her work; do not complete assignments for him/her, even when he/she is struggling.



6. Support emotional well-being and balance of your child

Provide ample room and time for reflection, physical activity, conversation and play. This is vitally important to children's health, wellbeing, and to their learning. Monitor screen time for your child. Due to Distance Learning, screen time will naturally be increased. Encourage students to remain off-screen during breaks and outside of schoolwork. Remain mindful of your child's stress or worry. Support your child in managing the worry, anxiety, and range of emotions he/she may experience. If you ever have a concern about your child's social and emotional wellbeing, we encourage you to reach out to his/her counselor for support.



7. Keep your child social, but set rules around his/her social media interactions

Help your child maintain contact with friends and see them in person when circumstances permit. Monitor your child's social media use, especially during an extended school closure. Social media apps such as WeChat, Snapchat, Instagram, and Facebook are not official school-sanctioned channels of communication.



* Adopted from The American School in Japan Distance Learning Plan.

Each member of the SAS Community plays a role in the partnership for our students' success.

ROLES AND RESPONSIBILITIES (SCHOOL)

Leadership Team:	<ul style="list-style-type: none"> • Develop divisional plans for Distance Learning. • Communicate with faculty/staff and parents. • Support faculty/staff and parents during Distance Learning. • Ensure effective implementation of Distance Learning plan and accountability to student learning.
Subject/Homeroom Teachers:	<ul style="list-style-type: none"> • Collaborate with colleagues to design Distance Learning experiences for students in accordance with divisional plans. • Develop high-quality student learning experiences. • Communicate with and provide timely feedback to students. • Communicate with parents, as necessary.
EAL Teachers:	<ul style="list-style-type: none"> • Support co-teachers in the development of high-quality student learning experiences in accordance with divisional plans. • Curate and/or develop resources to support EAL students. • Communicate with and provide timely feedback to students. • Communicate with parents, as needed.
Learning Support Teachers:	<ul style="list-style-type: none"> • Partner with classroom teachers to accommodate the distance learning curriculum they are providing to the students they support. • Communicate with the parents of students they support the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons. • Recommend to parents and teachers other online learning platforms learning support students might be able to access at this time.
IB/AP Coordinators:	<ul style="list-style-type: none"> • Remain in contact with the IBO and the College Board (AP). • Communicate information from the IBO and the College Board to teachers, parents and students, as it becomes available.
Counselors:	<ul style="list-style-type: none"> • Create developmentally appropriate resources regarding self-regulation, anxiety, and/or wellness strategies that students can practice during this time of Distance Learning. • Create counseling lessons that students could complete “at home” based on the current curriculum. • Provide developmentally appropriate communications that include resources regarding anxiety, isolation, health and wellbeing particular to grade level(s). • Respond to counseling needs of students, as needed.
College Counselors:	<ul style="list-style-type: none"> • Ensure continuity of the processing of student files for college applications. • Support school advocacy with colleges, College Board, IB and other external bodies to ensure campus closure and its effects are understood.
Coaches and Librarians:	<ul style="list-style-type: none"> • Curate resources for teachers to support the development of high-quality online learning experiences for students. • Create screencasts, videos, podcasts or other how-to resources for teachers. • Support teachers in the development of Distance Learning experiences, as needed.
Teaching Assistants:	<ul style="list-style-type: none"> • Provide support and assistance to assigned grade level and/or subject area teachers as requested.
Online Tech Support Team:	<ul style="list-style-type: none"> • Provide timely response to student, family, and faculty requests regarding technology issues.

ROLES AND RESPONSIBILITIES (STUDENTS)

Students:	<ul style="list-style-type: none"> • Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s. • Check Schoology or Seasaw for information on courses, assignments, and resources daily. • Attend the regular synchronous engagements offered by each of their teacher/s, follow the schedule provided by the school • Identify a comfortable and quiet space to study/learn. • Engage in all learning with academic honesty. • Submit all assignments in accordance with provided timeline and/or due dates. • Ensure own social and emotional balance by keeping healthy habits. • Read and reply to emails from school and teachers within 24 hours of receiving them.
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NORMS FOR FACE-TO-FACE SYNCHRONOUS CLASSES



Be on Time

Be on time to sign into the online meeting for your lesson



Switch your camera on

Switch your camera on when requested by the teacher, and/or when the activity requires it



Sit in a quiet place

Sit in a quiet place where there is no noise or distraction in the background



Be presentable

Ensure that you are appropriately dressed/presented



Be prepared

Have everything you need for your lesson with you during the meeting



Be identifiable

Be sure to use an appropriate and identifiable name



Raise your hand

Raise your virtual hand to answer questions and wait for the teacher to call on you



Do not unmute yourself

If the teacher turns off the microphone, leave it off until you are given permission to switch it on

* Adopted from the International School of Beijing's Middle and High School Online Learning.



OUR PLAN: BY DIVISION

ELEMENTARY SCHOOL

PreKindergarten Overview

Distance Learning in PreKindergarten is designed to meet the cognitive, physical, and social-emotional needs of students through a variety of face-to-face synchronous and complementary asynchronous learning experiences. Students also access key elements of our specialist (Art, Music, Library, PE), Social Emotional Learning (SEL) and Chinese programs.

PreK students participate in daily face-to-face synchronous sessions with the teacher/teaching assistant and their classmates. Face-to-face sessions are designed to engage the whole class, small groups, or individual students for an appropriate span of time given the age of the learner. They include community building, opportunities to develop oral language, and integrated literacy and numeracy activities.

Students are also exposed to a variety of complementary asynchronous learning through differentiated and developmentally appropriate learning invitations. Learning invitations are designed to align to our early childhood program philosophy by allowing student choice, multiple pathways to success, discovery-based learning, and process-oriented activities.

Over the course of Distance Learning, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Parent support is essential for PreKindergarten students in both synchronous and asynchronous components of Distance Learning.

SAMPLE Distance Learning Schedule Prekindergarten

The following time periods reflect a general schedule, though they may be adjusted for a specific unit of study or given additional considerations.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-8:45 am	Synchronous Class Meeting (whole group)				
8:45-9:00 am	Screen Time Break				
9:00-9:15 am	Integrated Synchronous Lesson*				
9:15-9:45 am	Screen Time Break and Snack				
9:45-10:15 am	Art Synchronous Lesson	Chinese Synchronous Lesson	Music Synchronous Lesson	Chinese Synchronous Lesson	Movement Synchronous Lesson
10:15-10:20 am	Screen Time Break				
10:20-10:50 am	Integrated Synchronous Lesson*				
10:50-11:00 am	Screen Time Break				
11:00-11:45 am	Asynchronous Exploration Learning Grid Activities**				
11:45 am -12:00 pm	Synchronous Community Time and Closure				
12:00-1:00 pm	Lunch & Movement Break				
1:00-3:00 pm	Rest Time, Play, Teacher-Family check-ins, Teacher-Student check-ins, & Learning Grid Activities				

* PK Synchronous sessions include community building, opportunities to develop oral language, and integrated literacy and numeracy activities. They will include a variety of instructional approaches: small group, whole group, and individual extension. Sessions will be adjusted to reflect a span of time appropriate for three- and four-year-old learners.

** Learning Grid Activities include a menu of learning activity options in which students can choose and are developed by teachers.

Kindergarten to Grade 5 Overview

Our kindergarten to grade 5 distance learning experience is designed to meet the academic, social and emotional needs of ES online learners. Through a combination of face-to-face synchronous and complementary asynchronous lessons, students build an online community of learners as they access the full grade-level academic experience including key elements of our specialist (Art, Music, Library and PE), Social Emotional Learning (SEL) and Chinese language programs.

Students participate in daily face-to-face synchronous lessons with their teachers/teaching assistant as a class, in small groups and/or individually. Lessons in math, literacy, science and social studies are unit-based and presented using a workshop instructional model along with project-based collaborative experiences, when appropriate.

In complementary asynchronous learning, students solidify their learning through assignments, and the exploration and use of a variety of resources and online platforms.

SAMPLE Distance Learning Schedule K-G2

Time periods reflect a general schedule, though they may be adjusted for a specific unit of study, age/grade, or additional considerations.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30 am	Class Meeting Synchronous Lesson				
8:30-8:45 am	Screen Time Break				
8:45-9:30 am	Literacy Synchronous Lesson followed by Asynchronous Tasks and Small Groups				
9:30-9:45 am	Screen Time Break and Snack				
9:45-10:15 am	Art Synchronous Lesson	Asynchronous Art Music, PE Learning Tasks	Music Synchronous Lesson	Asynchronous Art Music, PE Learning Tasks	PE Synchronous Lesson
10:15-10:20 am	Screen Time Break				
10:20-10:50 am	Chinese Synchronous Lesson	Chinese Synchronous Lesson	Chinese Language Asynchronous Tasks	Chinese Synchronous Lesson	Chinese Synchronous Lesson
10:50-11:00 am	Screen Time Break				
11:00 am-12:00 pm	Math Synchronous Lesson followed by Asynchronous Tasks and Small Groups				
12:00 -12:30 pm	Lunch				
12:30-1:00 pm	Movement Break				
1:00-1:30 pm	Social Studies/ Science Synchronous Lesson*	Social Studies/ Science Asynchronous Learning Tasks	Social Studies/ Science Synchronous Lesson*	Social Studies/ Science Asynchronous Learning Tasks	Social Studies/ Science Synchronous Lesson*
1:30-2:15 pm	Literacy Synchronous Lesson followed by Asynchronous Tasks and Small Groups				
2:15-2:45 pm	Small Groups, Individual Check Ins and Asynchronous Learning				
2:45 – 3:00 pm	Synchronous Closing Class Meeting				

*Science and Social Studies may occur as a synchronous lesson, an integrated approach, or as an asynchronous task depending on the specific unit of study and length of time.

SAMPLE Distance Learning Schedule G3-G5

Time periods reflect a general schedule, though they may be adjusted for a specific unit of study, age/grade, or additional considerations.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30 am	Class Meeting Synchronous Lesson				
8:30-9:30 am	Asynchronous and Independent Learning Tasks	Social Studies/ Science*	Asynchronous and Independent Learning Tasks	Social Studies/ Science*	Asynchronous and Independent Learning Tasks
9:30-9:45 am	Screen Time Break and Snack				
9:45-10:15 am	Art Synchronous Lesson	Asynchronous Art, Music, P.E. Tasks	Music Synchronous Lesson	Asynchronous Art, Music, P.E. Tasks	PE Synchronous Lesson
10:15-10:20 am	Screen Time Break				
10:20-10:50 am	Chinese Synchronous Lesson	Chinese Synchronous Lesson	Chinese Asynchronous Tasks	Chinese Synchronous Lesson	Chinese Synchronous Lesson
10:50-11:00 am	Screen Time Break				
11:00 am-12:00 pm	Literacy Synchronous Lesson followed by Asynchronous Tasks and Small Groups				
12:00 -12:30 pm	Lunch				
12:30-1:00 pm	Movement Break				
1:00-2:00 pm	Math Synchronous Lesson followed by Asynchronous Tasks and Small Groups				
2:00-2:45 pm	Small Group, Individual Check Ins and/or Asynchronous Learning				
2:45-3:00 pm	Synchronous Closing Class Meeting				

* Science and Social Studies may occur as a synchronous lesson, an integrated approach, or as an asynchronous task depending on the specific unit of study and length of time



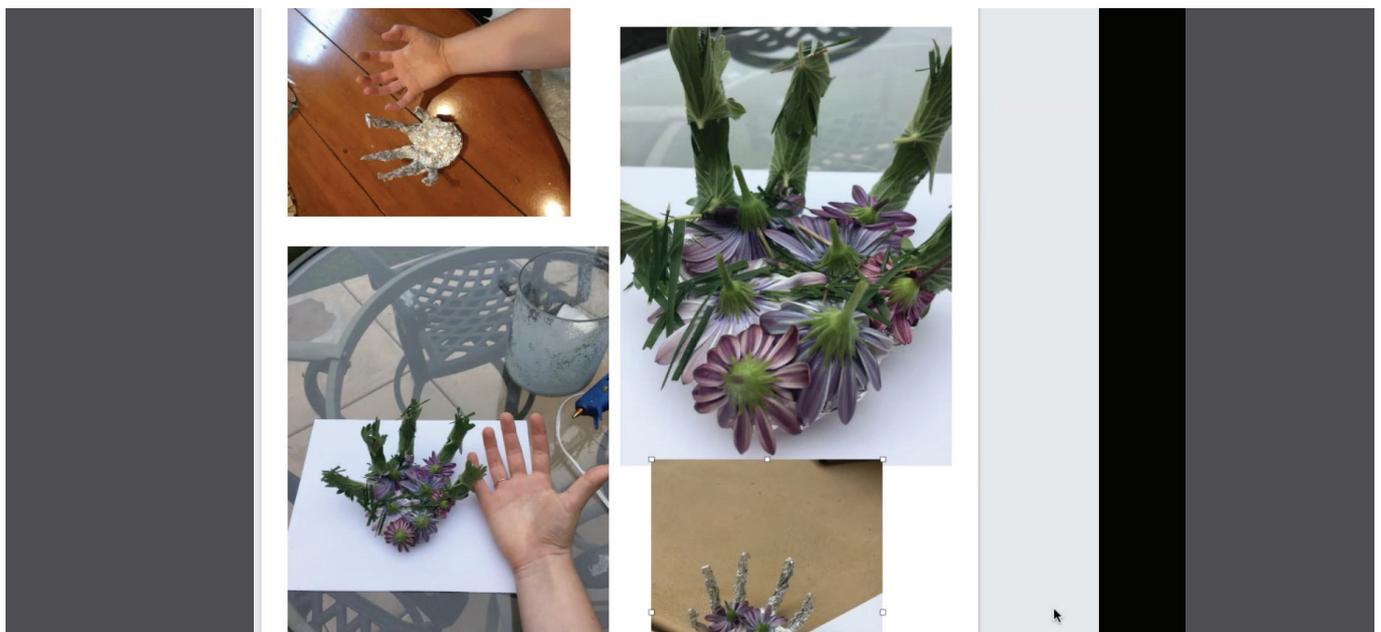
MIDDLE SCHOOL OVERVIEW

Our SAS Middle School Distance Learning plan is designed to engage our early adolescent students in learning experiences that will stretch their thinking and will support current ways of learning in each of their classes, even though they will not be physically present on campus.

Middle School students will engage in a modified school day schedule that includes an appropriate balance between face-to face synchronous, real-time interactive live lessons with their teachers and classmates and complementary asynchronous work time. Complementary asynchronous learning focuses on individual and collaborative work both on- and off-screen, with the teacher remaining available live on Teams to assist as needed.

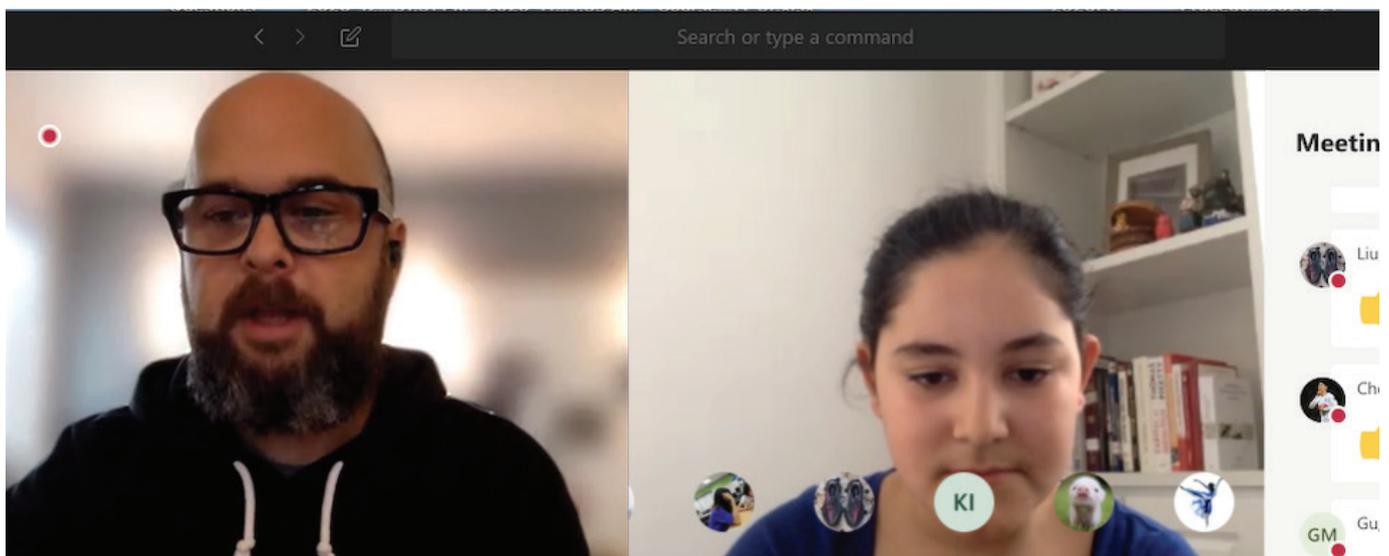
Pudong Middle School Schedule

TIME	DAILY SCHEDULE
8:15 – 9:00 am	HomeBase – twice weekly Flex – as needed
9:00 – 10:15 am	Block 1 Up to 45 min of Synchronous Learning 30+ min of Collaborative/Asynchronous with Teacher Available on Teams
10:15 – 10:30 am	Break
10:30 – 11:45 am	Block 2 Up to 45 min of Synchronous Learning 30+ min of Collaborative/Asynchronous with Teacher Available on Teams
11:45 am – 12:45 pm	Lunch/Break
12:45 – 2:00 pm	Block 3 Up to 45 min of Synchronous Learning 30+ min of Collaborative/Asynchronous with Teacher Available on Teams
2:00 – 2:15 pm	Break
2:15 – 3:30 pm	Block 4 Up to 45 min of Synchronous Learning 30+ min of Collaborative/Asynchronous with Teacher Available on Teams
3:30 – 3:45 pm	HomeBase Check-in



Puxi Middle School Schedule

GRADE 6	GRADE 7	GRADE 8
8:15-9:00 am HomeBase (twice weekly) Flex (as needed)	8:15-9:00 am HomeBase (twice weekly) Flex (as needed)	8:15-9:00 am HomeBase (twice weekly) Flex (as needed)
9:05-10:25 am Core (B) Up to 45min Synchronous Lesson 35+min Collaborative/Asynchronous with Teacher Available on Teams	9:05-10:15 am Specialist (B) Up to 45min Synchronous Lesson 25+min Collaborative/Asynchronous with Teacher Available on Teams	9:05-10:15 am Specialist (B) Up to 45min Synchronous Lesson 25+min Collaborative/Asynchronous with Teacher Available on Teams
10:30-11:50 am Core (C) Up to 45min Synchronous Lesson 35+min Collaborative/Asynchronous with Teacher Available on Teams	10:20-11:40 am Core (C) Up to 45min Synchronous Lesson 35+min Collaborative/Asynchronous with Teacher Available on Teams	10:20-11:30 am Specialist (C) Up to 45min Synchronous Lesson 25+min Collaborative/Asynchronous with Teacher Available on Teams
11:50 am-1:05 pm Lunch/Screen Free Time	11:45 am-12:55 pm Specialist (E) Up to 45min Synchronous Lesson 25+min Collaborative/Asynchronous with Teacher Available on Teams	11:30 am-12:45 pm Lunch / Screen Free Time
1:05-2:15 pm Specialist (E) Up to 45min Synchronous Lesson 25+min Collaborative/Asynchronous with Teacher Available on Teams	12:55-2:10 pm Lunch/Screen Free Time	12:45-2:05 pm Core (D) Up to 45min Synchronous Lesson 35+min Collaborative/Asynchronous with Teacher Available on Teams
2:20-3:30 pm Specialist (F) Up to 45min Synchronous Lesson 25+min Collaborative/Asynchronous with Teacher Available on Teams	2:10-3:30 pm Core (F) Up to 45min Synchronous Lesson 35+min Collaborative/Asynchronous with Teacher Available on Teams	2:10-3:30 pm Core (F) Up to 45min Synchronous Lesson 35+min Collaborative/Asynchronous with Teacher Available on Teams
3:35-3:45 pm HomeBase Check-In	3:35-3:45 pm HomeBase Check-In	3:35-3:45 pm HomeBase Check-In



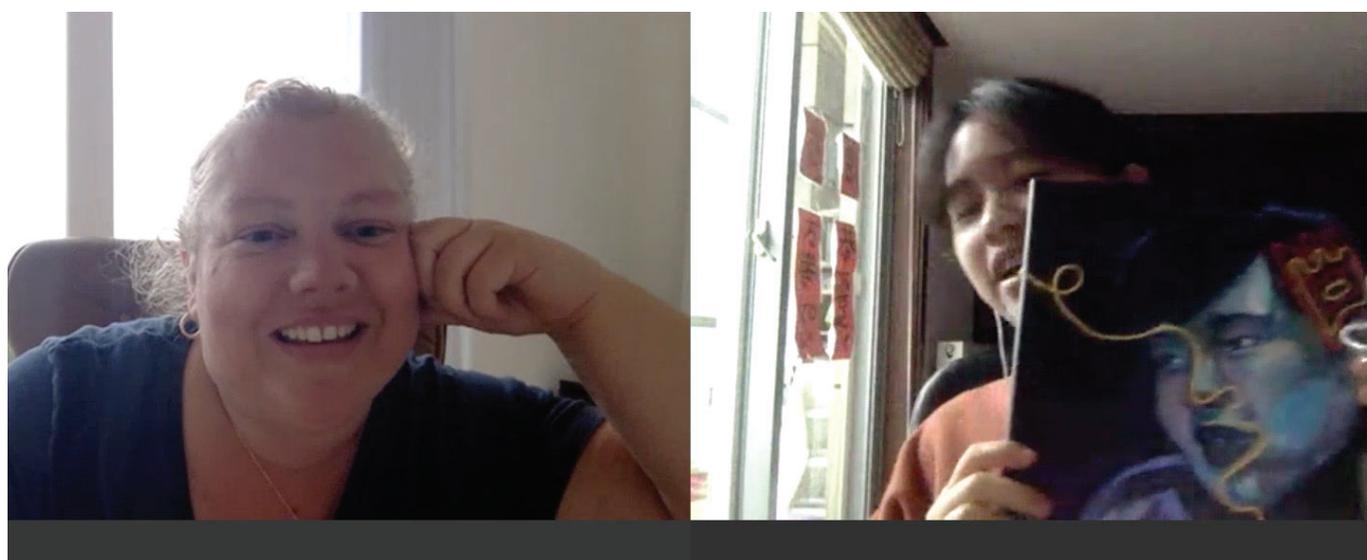
HIGH SCHOOL

The High School Distance Learning plan is designed to engage students in meaningful learning experiences in each of their classes, even though they will not be physically present on campus.

Students will learn through a model which includes face-to-face synchronous, real-time interactive learning with their teachers and classmates as well as complementary asynchronous learning. These learning experiences include lessons, collaborative work sessions, independent work, and formative or minor/major summative assessments to confirm that the students have gained the expected level of understanding of the concepts taught and that their understanding supports their progress towards the identified target standards.

In general, high school classes will follow our pre-established A/B day rotation in the context of a modified daily schedule which will facilitate an off-campus experience that will leverage best practices from established online educational institutions such as the Global Online Academy in order to ensure a robust learning environment. This Distance Learning approach aims to create positive learning experiences for students and teachers by balancing asynchronous and synchronous engagement and offering students both support and flexibility in pursuing clearly defined goals and student wellbeing.

TIME	DAILY SCHEDULE
8:15 – 9:00 am	Flexi (PD)/ Anchor Groups/Extended Learning (PX)
9:00 – 10:15 am	Block 1 9:00 – 9:40 am Synchronous 9:40 – 10:15 am Collaborative/Asynchronous with Teacher Available on Teams
10:15 – 10:30 am	Break
10:30 – 11:45 am	Block 2 10:30 – 11:10 am Synchronous 11:10 – 11:45 am Collaborative/Asynchronous with Teacher Available on Teams
11:45 am – 12:45 pm	Lunch
12:45 – 2:00 pm	Block 3 12:45 – 1:25 pm Synchronous 1:25 – 2:00 pm Collaborative/Asynchronous with Teacher Available on Teams
2:00 – 2:15 pm	Break
2:15 – 3:30 pm	Block 4 2:15 – 2:55 pm Synchronous 2:55 – 3:30 pm Collaborative/Asynchronous with Teacher Available on Teams
3:30 – 3:45 pm	Advisory (PD)/Anchor Groups (PX) Check-in



RESOURCES + KEY CONTACTS

ONLINE PLATFORMS AT SAS

The following Online Platforms support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. *SAS Website, SAS email and Schoology* are the communication tools used to contact and communicate with SAS families, PreK-grade 12.
2. *Seesaw and SAS Office 365 tools* are the online Distance Learning platforms used in the Elementary School (PreK-grade 5).
3. *Schoology and SAS Office 365 tools* are the online Distance Learning platforms used in the Middle School (grades 6-8) and High School (grades 9-12).
4. *SAS Office 365 tools* (e.g., email, shared docs, OneNote, Microsoft Teams) are also faculty online collaboration platforms for remote instructional planning.

In addition to the above resources, we encourage faculty, students, and parents to contact tech@saschina.org for any tech related question during the regular school hours. This email account is managed by our *Online Tech Support Team*.

WHERE TO FIND THE LATEST INFORMATION?

- <https://www.saschina.org/distance-learning>
- Current and past divisional communications are accessible in Schoology
- *A Look Ahead* sent weekly by email every Sunday
- Additional whole school email communication from Communications@saschina.org, sent as needed

WHO TO CONTACT WITH QUESTIONS?

At any time, if you have questions about learning, please contact your divisional leadership via email or by calling the divisional office.

	DIVISION	PRINCIPALS	EMAIL	CONTACT NUMBER
PUDONG	Elementary School	Sanna Erzinclioglu	sanna.erzinclioglu@saschina.org	6221-1445 ext. 3307
	Middle School	Charmagne Braden	charmagne.braden@saschina.org	6221-1445 ext. 3318
	High School	Benjamin Lee	benjamin.lee@saschina.org	6221-1445 ext. 3351
PUXI	Elementary School	Julie Hunt	julie.hunt@saschina.org	6221-1445 ext. 2401
	Middle School	Erica Curry	erica.curry@saschina.org	6221-1445 ext. 2450
	High School	Stephen Caskie	stephen.caskie@saschina.org	6221-1445 ext. 2514

Please note that Principals will share specific divisional contact information in Schoology when an announcement of transition day to Distance Learning is made.