



**DISTANCE  
LEARNING**

**AT SCHOOL OF THE NATIONS**



**2020**

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# Introduction to School of the Nations Distance Learning Plan

Our concern is the wellbeing of our students and employees. As a school serving more than 850 families and employing 200+, we have an obligation to ensure we are preparing and planning for any emergency that could create a large-scale impact on community members and campus operations. Sometimes, this means exploring alternative instructional delivery methods. This document does not address employment issues. Instead, it addresses how we can best prepare ourselves for prolonged absences and school closures.

As you read through this document, you will see an escalation in our instructional protocols for how we, as a caring and creative community of educators, might support students' wellbeing and academic progress when the conditions for teaching and learning are not ideal.

Having all the available information helps us begin to feel more comfortable about planning for the possibilities. Many resources are available to support you. We acknowledge the importance of face-to-face relationships in learning. However, in the event of situations when schools are not allowed to open due to circumstances beyond their control, distance learning is an asset that ensures the effective continuation of learning within 24 hours of an emergency.

Your principal, subject area facilitator, and team are ready to partner with you. The technology department is available to help you with any instructional technology needs you may have. School Counselors are here for all members of the school community, including adults.

This Distance Learning Plan describes School of the Nations' approach to distance learning, including the channels we use for communication, the different approach for each section of our school, guidelines for how parents and guardians can support their children's learning, and individual considerations to deal with challenging circumstances. This plan is the product of collaboration with colleagues at our school and other international schools around the world.

# What Effective Distance Learning is like at School of the Nations

Distance Learning is not something new for people who have access to the Internet. Many institutions have been experimenting with distance learning (also known as online education or virtual learning) and blended learning. MIT (Massachusetts Institute of Technology), for example, has been using this method since 2003. The implementation of new technologies has opened up possibilities for many individuals to also try online learning, with many services and providers available worldwide. If you would like to see a little bit of what has been done in the past, you can check websites like [Khan Academy](#) and [EdX](#).

Many formats can be used in online education. It is essential to understand some key concepts before we advance in the Distance Learning concept implemented at School of the Nations. The first distinction that we need to make is between **asynchronous and synchronous** learning.

**Asynchronous learning** means teachers and students can work and have access to the lessons without being online at the same time. Asynchronous learning allows for the most important element of a lesson to be the learning itself and not merely being present. In practical terms, it means that teachers can post videos, assignments, tasks, and resources to students on a digital platform, setting clear deadlines and expectations. Students can access those resources at any time before the deadline and work on their learning.

**Synchronous learning** means all students and teachers are present in the same classroom at the time of instruction. It replicates the environment of the classroom with the time of attendance being the mandatory point of the lesson, that is, lessons start at 7:45 a.m. and finish at 8:30 a.m. If a student is not online at that time, he has missed the lesson and the content.

Given the technical issues that may arise when using technology: a lack of Internet connectivity, a problem with your device, and also the personal issues normal in anyone's daily life—having to deal with a problem at home, or tending to a sick relative—and given the extensive data analysis that has been done by companies like EdX, in an online environment, schools and teachers should favor asynchronous learning as much as possible. This ensures all students can access the material to learn regardless of difficulties they cannot foresee or control.

At School of the Nations, we understand that in a situation in which Distance Learning is forced upon us, such as school closure, we need to understand and cater to all the individual and particular scenarios each of our students may be facing at home, from the lack of proper space to attend lessons at home at a specific time of day, to the need to travel to visit a relative.

## **Because of this, we favor asynchronous learning as much as possible.**

Yet, as we understand the importance of the emotional and social aspect that education has in our lives and the importance of that for learning, we attempt to keep a mix of synchronous and asynchronous activities while paying attention to the needs of each sections' developmental level. Teachers have been trained in the use of tools that allow them to meet students, show their faces, check in on everyone's wellbeing, and tell students about the assignments they are going to do. These brief moments of live interaction, even in an online environment, are critical to ensure everyone we are all in the same situation.

### **Differences between On-Site Classes and Distance Learning**

The main mistake that early adopters of distance learning make is simply trying to transpose the learning experience from onsite teaching to distance learning. Many other things involved in the experiences that simply do not translate from one to the other. We are going to list a few of these:

#### **Time of Instruction**

In a regular classroom, in an on-site learning environment, teachers are supposed to teach their lessons and also maintain discipline in the classroom. They are also responsible for engaging students and getting them to focus on the lesson even after interruptions. This means that even though lessons are structured in 45-minute blocks, teachers are not lecturing for all that time. They need to take attendance, ensure all students have the necessary materials, deal with disruptions in class, instruct students, direct them to their learning, walk around to monitor their work, and provide feedback to students on their work.

In Distance Learning, a lot of the disruptions and other elements are not present. When we consider all that teachers are responsible for in a regular classroom, and also students' attention span in a video lesson, we soon realize that online lessons should be concise. A video lesson ranging between 5 to 15 minutes is usually enough for teachers to instruct students and point them toward their work.

It is important to realize that even in a regular, onsite delivery, teachers are not speaking to their students for 45 minutes. This is even more apparent in an online environment. Distance Learning makes it possible for students to watch the same lesson many times, pause the lessons if something happens, rewind and playback the lesson in case of questions, and many other possibilities that are not present in a regular classroom scenario. Each of the settings has its strengths and weaknesses, and we should play to the strength of each of them.

#### **Assignments and Feedback**

Teachers are responsible for helping their students through individualized feedback, which is one of the most effective factors in learning. As such, teachers in distance learning are available to provide individualized feedback on students' work through the digital tools that the school has chosen to use. Teachers also make themselves available to students who have difficulties or questions while working on their assignments.

It is also important to note that assignments can be different from those in a regular classroom. While it is hard to have a group of students present something in front of the whole class, it is easy to adapt the assignment by asking students to either record a video, or a screencast of their presentation in which they explain what they are showing. At School of the Nations, teachers are already prepared to work with essential learning goals, which goes along well with the needs of distance learning.

## Delivery of Instruction

There are many different ways to deliver instruction effectively. Teachers recording their own videos explaining content to students is just one of them. It is important to note that the role of teachers does not change. Teaching is a profession that requires a high level of specialization, just as any other profession. This means that good teachers are not necessarily good textbook writers, nor that they are great at recording their lessons on video. However, as they are the specialists in their fields, teachers can work as curators of content by selecting videos, websites, and sharing resources with students. Curating content is something teachers are extremely well versed in doing, and it is what they do as part of their jobs already. They curate the best textbook in the market to use in their classes, the best videos to show, and the best digital platforms from the many options in the market. In Distance Learning, it is important to offer students multiple resources to go through in their own learning. We also understand that students might even use resources that have not been suggested by their teachers, which is something they already do in regular classes. There is simply too much information available online for anyone to be able to suggest all that is available.

Teachers, then, are expected to deliver their lessons by starting with a question, a task, or an assignment that will pique students' curiosity, engage them in the task, and allow them to learn. In this sense teachers are facilitators of learning. In this regard, however, it is important to remember that not all students are excited about studying Chemistry or History, for example. The challenges of the mandatory school curriculum remain. Teachers do whatever they can to engage learners, but students also must realize the importance of going through subjects that are not necessarily their favorite.

## Attendance

A key point in a distance learning scenario is flexibility. Routines change and, due to technology mishaps and individual changes that an emergency situation brings about, many of our activities are carried out through asynchronous collaboration, that is, material that is posted and available to students at any time. Attendance, therefore, is taken differently from how it occurs in a regular school scenario.

In a regular school scenario, teachers take attendance at the beginning of each class. In distance learning, teachers assign tasks and regularly check in with students throughout the learning process. Attendance is taken based on the completion of tasks, activities, or assignments and all necessary steps required of learners.

## Implementation of Digital Tools

In a moment when the whole world is undergoing so much change, it is not wise to require people to learn how to use new tools in addition to all the adaptations they have to go through. It is simply adding stress to an already stressful situation. Fortunately, at School of the Nations teachers and students are acquainted with and regularly make use of many different digital tools. This means we are going to make adaptations to the tools we already use effectively with our students, and extend the functionalities of some of them. We are not adding new tools to the plan right now because we are trying to ensure students and teachers will not have to go through yet another stage of learning on how to use those tools. Our focus is on the quality of the educational services we are providing and ensuring that high-quality learning is taking place. We are confident we have a very strong plan to ensure that. Please, check below for a more thorough explanation of the tools we are going to use.

## Time Spent in Front of a Screen

In a distance learning environment, the amount of time students spend in front of a screen will be higher than usual. However, we must make sure we balance the activities that are being assigned to our learners. At School of the Nations, we have asked teachers to think creatively and assign tasks in which students have to, for instance, take a stroll outside to observe certain phenomena, or record themselves doing some kind of physical activity. It is important to note the need for balance between screen time and off-screen time. Students do not spend all the time they are in school in front of a screen, and they should not do that while they are following their distance learning plan.

## Collaborative Work

The fact you are not able to physically sit next to your friends does not mean you cannot do collaborative work. At School of the Nations, we use many tools that allow for remote collaboration, and teachers and students are able to think creatively about how to deal with much needed moments of collaboration and interaction between students. We are using video chats and all of our G-Suite tools to ensure collaboration is taking place. We understand the value of collaboration for learning.

## Scheduling Meetings

Teachers, counselors, and principals are available to talk with students and help them. Even though it is easy for us to focus on the learning goals, it is important to remember the emotional response of students in a crisis. Therefore, our team is available for not just academic support but also social and emotional support.

## Flexibility and Adaptation

With all the differences and nuances that Distance Learning entails, we need to remember that it is taking place because of an emergency. No matter how prepared we think we may be, it is something that requires a lot of learning on the part of all stakeholders: administrators, teachers, students,

and parents. In times like these, it is paramount that we are patient and avoid jumping to conclusions because of one or two frustrations. Any new skill we want to learn requires a phase of adaptation, and being flexible is key. For instance, imagine you are a very good guitar player, but suddenly you are informed you will need to transition to using an App to play the guitar on a tablet. The fact that you are an expert in your field will certainly help, but there will surely be a lot of problems with the new situation and a learning curve will be required. If you are not patient and flexible, and you do not realize the necessary adaptations to succeed, you will soon abandon your efforts and blame it on the tools. However, what happens if you are forced to use the new tool? You will persist, and you will soon realize you are getting more and more comfortable with it.

At School of the Nations, all our teachers are experts in pedagogy and their content areas. We are confident that this helps immensely during this transition period. However, there is a learning curve that has to be respected. The fact that teachers must use new tools implies a learning curve, but we need to remember that teachers are well trained in the use of many digital tools, and so are our students. It is normal (and healthy) to experience initial discomfort with anything new we try, but this will fade soon and give way to a world of possibilities that were probably unthinkable before.

We understand it is a moment of adaptation for all families as well, and we do bear that in mind when elaborating a comprehensive plan to carry on with the learning of our students in a successful and effective way.

# Technology Platforms to Support Distance Learning

At School of the Nations, we already make use of many tools and platforms to better serve our students and community. Any tool that teachers and students already use in their classrooms successfully continue to be used. We have worked on a basic set of tools that allow teachers and students to carry on with their teaching and learning effectively while maintaining our expectations of balancing the amount of screen time students will have and the necessary off-screen time. It is important to keep this balance in mind. Even though we use a lot of technology in our schools, students and teachers do not spend all their time in school in front of a computer screen. Distance learning will increase the amount of screen time for obvious reasons, but we have made a point to build our plan to ensure our students will also have a balance of on- and off-screen time. Below are the forms of communication, tools, and platforms you can expect to use during our Distance Learning Plan.

<b>Tool</b>	<b>Purpose / Usage</b>
Email	Email will be used for all major communications and announcements, including those from the Executive Director and Section Principals.
School Website	School of the Nations will communicate general information on its closure status to the public at <a href="https://www.schoolofthenations.com.br">https://www.schoolofthenations.com.br</a> .
Google Classroom / Schoology	This is where teachers will post their assignments and tasks. These tools are extensively used regularly in our teaching. Students must check the platform used by their teachers daily.
Google Drive	This is one of the features of G-Suite. It is where students and teachers can store, organize, and share documents, videos, presentations, and other items.
Google Docs	This is a word processor from G-Suite that allows both individual and collaborative work.
Google Slides	This is a presentation tool from G-Suite that allows both individual and collaborative work.
Google Sheets	This is a spreadsheet tool from G-Suite that allows both individual and collaborative work.
Google Hangouts	This is a modified version of Meet. It allows quick communication and is better if used for small groups rather than whole-class collaboration.

<b>Tool</b>	<b>Purpose / Usage</b>
Google Meet	This allows for synchronous collaboration among all students of a group. Teachers use this to interact with students in a classroom-like setting.
Google Calendar	This is the calendar tool from G-Suite that allows for meetings to be scheduled, including video conferences. Teachers also use this tool to open their appointment slots to make themselves available to talk to students and work on any difficulties they might have. Used by some sections.
PowerSchool/ PowerTeacher	Parents and students will continue to access assignments and grading information using this platform. It will continue to be the central platform for managing and accessing student information, including attendance, class schedules, assignments, and grading for both teachers and administrators.
Youtube Live	This allows teachers to go online on YouTube and communicate live with their students. Teachers use it as an introductory message to students. Students can join live or watch the recording later.
Instagram	Mainly used at our Early Childhood campus. Teachers are using the classroom's group Instagram accounts to communicate with parents and students. The <a href="#">School's Instagram account</a> is also being used to share information, including live sessions with updates.
Class Websites	Mainly used at our Early Childhood campus. Each grade level has their individual website to publish news, activities, and any other relevant information.

# Risk Level Assessment for School Closure and Extended Absences

## Level I

### Scenario

School is open, and there are increased to significant absences. Students and adults are absent more frequently and in greater numbers.

### Goals

- Keep learning on track for absent students without overloading teachers with a lot of individual emails and requests for re-teaching.
- Create a system for communicating daily work.
- Keep learning moving forward.
- Support students who are trying to get back on track after an absence.
- Streamline class planning.

## Level II

### Scenario

Campus is closed; Distance Learning Plan takes effect. We must be prepared if our school must close temporarily. We need to ensure that learning is made possible to students when they are at home and we have technology as an ally. School of the Nations already employs several technology tools that come in handy during school closure.

### Goals

- Support student wellbeing and academic development during a major disruption to our daily operations for an extended period.
- Create a system for communicating daily work.
- Keep learning moving forward.

# Guidelines for Nations' Students

- Dress and get ready, just as if you were going to school, and eat breakfast.
- Establish daily routines for engaging in the learning experiences (for example, 7:45 a.m. start for Middle and High School, and 8:00 a.m. start for Early Childhood and Elementary School).
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Attend all planned classes and activities, as stated in the Section Distance Learning Plans below.
- Participate fully in all classwork on- and off-line.
- Complete assigned tasks, activities, and assignments, including meeting commitments and due dates, because this will be considered class attendance.
- Complete assignments with integrity and academic honesty. Do your best work.
- Communicate proactively with your teachers if you cannot meet deadlines or if you require additional support.
- Collaborate and support your peers in their learning, when applicable.
- Abide by the rules set out in the [Student-Parent Handbook](#), including;
  - Internet Policy (pg. 54–57).
  - General Guidelines for Student Behavior (pg. 57–62).

## DOs and DON'Ts When Students Participate Online

**Do** think before you post.

**Do** explain your opinion and use examples to help others understand your points.

**Do** post something that furthers the discussion and shows depth of thought.

**Do** remember that it is harder to tell when something is a joke online. Use humor sparingly.

**Do not** agree with everything you read. It makes for a boring conversation. Politely disagree when you have a difference of opinion.

**Do not** get personal. Focus your criticism on ideas and arguments, not on your classmates.

**Do not** bring the outside in. No inside jokes, references to people who are not in the conversation, or comments you would not say face-to-face.

# Guidelines for Nations' Teachers

The transition to distance learning is not simple or easy. Teachers need to think differently about how to communicate, give instructions, and provide feedback; how to design lessons, assignments, and assessments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The following guidelines are intended to help teachers across all sections reflect on challenges they will confront in shifting to distance learning. Many of these guidelines are based on advice from colleagues in international schools who are currently teaching in a fully online environment.

## Check in with Your Students

In the event of a crisis that leads to the implementation of our Distance Learning Plan, your students may be stressed or worried. Before diving into the curriculum, learning activities and assessments, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Make sure to continue regular check-ins with your students as long as the Distance Learning Plan is in place.

## Evaluate Your Students' Conditions for Distance Learning

While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing. Open a dialogue with families and avoid assumptions that all students' circumstances are the same. Remember the importance of checking in with your students regarding their social-emotional needs. While the first few weeks of Distance Learning may be exciting, if the situation becomes long term, students may begin to feel different. They may experience loneliness due to a lack of face-to-face interaction. It is important for teachers to check in regularly on students' emotional condition.

## Stick with the Familiar

Especially in the first weeks after moving to this Distance Learning Plan, teachers should continue using existing communication channels and learning platforms, which are described above. In other words, stick with what is familiar to your students. Teachers should remember that while many students will thrive with distance learning, others may find it challenging. If the school remains closed for a longer period, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.

## Less is More

When the school implements this Distance Learning Plan, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the expected 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.

## Be Prepared

Post updates according to the original schedule of your subject using the appropriate platform for your section and include agendas of what you expect students to do. It is important to preload all resources such as links, guided notes, slides, handouts, instructional materials, copies distributed to students who were present, and expectations of homework before class begins.

## Seize the Moment

Embrace new opportunities and possibilities for your students. Years or decades from now, how will your students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers should not ignore the opportunities resulting from school closure either. Students might use other media as well, including video, drawing, painting, music, or other. Moreover, the crisis might also provide other real-life opportunities for more authentic learning by designing new transdisciplinary learning experiences for our students.

## Provide Space for Personalized Learning

Distance learning can provide opportunities for students to personalize what, how, and when they learn. Students can move with more flexibility and freedom through content when teachers create non-linear curricula. Distance learning can also provide students with the opportunity to learn at different paces.

## Designers of Experience - Facilitators of Learning

In shifting to distance learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning 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 in which students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

## Design Asynchronous Learning Experiences

When school is closed, teachers can still connect with students asynchronously. For example, teachers can use familiar platforms (Google Classroom, Schoology, YouTube Live) to allow students to respond and

converse during a set period, knowing that students might not all be online at the same time. However, it is important that a balance of on- and off-line learning is planned, in all subjects.

## Design Synchronous Learning Experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. When School of the Nations' campus is closed, students can gather for synchronous learning times through video chat using Google Hangouts and Google Hangout Meet. Collaboration remains important, and there are many ways teachers can foster it through synchronous learning.

## Think Differently about Assessment

Assessment is one of the most challenging adjustments for teachers new to distance learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments through video. Teachers are encouraged to think differently about the end goal to performance instead of forcing a traditional assessment method that does not fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work. Moreover, create checkpoints, by scaffolding tasks and assessments, to ensure students are following along. It is essential that you check in with students frequently. Lastly, create comprehensible and timely rubrics, with clear deadlines, so students know exactly what is expected of them and what successful work means.

## Quick Links to Tutorials for Tech Tools

If you do not find an answer to a question you have, a great first step is to search for the software/program name + function + tutorial (such as "YouTube Live Recording Tutorial"). And of course, you can email the tech team with questions.

<b>Schoology</b>	<b>Google Suite</b>
<a href="#">Posting an update</a> <a href="#">Posting an assignment</a> <a href="#">Grading student work</a> <a href="#">Sharing and annotating documents</a> <a href="#">Creating a discussion board</a> <a href="#">Creating a quiz or assessment</a> <a href="#">How to create a poll</a> <a href="#">Embed a YouTube video</a> <a href="#">Individually assigning work to specific students</a> <a href="#">Uploading audio, video, and images</a> <a href="#">Submitting assignment - student view</a> <a href="#">How to view teacher comments - student view</a>	<a href="#">Creating and sharing a doc</a> <a href="#">Inserting hyperlinks within a doc</a> <a href="#">Creating a Google Form (survey) and viewing responses</a> <a href="#">Creating and sharing a Google Slides deck</a> <a href="#">Hosting a Google Hangout Meet</a>

# Guidelines for Nations' Parents

The transition to distance learning is challenging for families. Parents need to think differently about how to support their children, how to create structures and routines that allow their children to be successful, and how to monitor and support their children's learning. Some students thrive with distance learning, while others need more support. The guidelines provided below are intended to help parents think about what they can do to help their children be successful in a distance learning environment.

## Establish Routines and Expectations

From the first day School of the Nations implements its Distance Learning Plan, parents need to establish routines and expectations. Just as is the case at school, your child is used to having set routines for lessons, classes, and lunch. School of the Nations encourages parents to set regular hours for their children's schoolwork. We suggest students begin their studies at 7:45 a.m. in Middle School and High School and 8:00 a.m. for Early Childhood and Elementary School, just as if they were on campus.

Keep regular bedtime routines for younger children and expect the same from your Middle School- and High School-aged children (do not let your children stay up late or sleep in). We strongly encourage families to set these routines as soon as distance learning is implemented.

## 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, as is the case with the Distance Learning Plan. Giving students a dedicated workspace helps them stay organized and reinforces that they are in school mode. Ensuring the workspace is in a quiet environment will help your child focus; music, television, and other children can cause unnecessary distractions. It should be a place that can be quiet at times and has a strong wireless Internet signal, if possible. Above all, it should be a space where parents are present and monitoring their children's learning when feasible.

A challenge for families with multiple children is how to manage all their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distractions. Parents may even experiment with noise-canceling headphones to minimize distractions.

## Monitor Communications from Your Children's Teachers

Teachers will communicate with parents through email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. School of the Nations recommends parents contact their children's teachers, if necessary, during school hours. Please remember that teachers will be communicating with dozens of other families, so please keep communications brief and limit them to what is essential.

## Begin and End Each Day with a Check-In Routines

Parents are encouraged to start and end each day with a simple check-in. In the morning, ask your child;

- What are you learning today?
- How will you spend your time?
- What materials do you need?
- What help do you 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, which is normal, but they should. Parents may consider co-creating a visual checklist that includes checkboxes and should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early.

## Take an Active Role in Helping Your Children Process and Own Their Learning

During a regular school day at School of the Nations, your child engages with other students or adults dozens, if not hundreds, of times each day. 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. Asking your child questions about their schoolwork is a great way for them to process, extend, and consolidate their learning while staying involved during their distance learning. Studies show that students learn more when they talk about or explain what they are learning. Letting them explain it to you is an opportunity for your child to build confidence in what they have learned. Here are some examples of questions you might like to ask your child:

- What is one interesting thing you learned today in [math, English, more]?
- Can you show me how you solved your most challenging activity today?
- What do you need help with today?
- What is one thing that you know today that you didn't know yesterday?
- How did you collaborate online today?

However, it is important that your child complete their own work; **do not complete assignments for them**, even if they are struggling. This is part of the learning process.

## Encourage Physical Activity and Exercise

In school, your child has natural breaks between classes, which is why reminding them to take breaks between assignments is a great idea. Make sure your children remember to move and exercise regularly. This is vitally important to their health, wellbeing, and will enhance their learning. School of the Nations' physical education team will recommend activities or exercises, but it is important for parents to model and encourage exercise. Break-times are a perfect time to be physically active; encourage your child to stand up and stretch, take a walk outside, or play ball for 15 minutes. It can do wonders in maintaining academic focus. You may even want to consider planning extra time outdoors in the evenings.

## Remain Mindful of Your Child's Stress or Worry

It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may be experiencing. Although challenging, do your best not to transfer your stress or worry to your children. They will be sad or confused, whether they admit it or not, and need as much normal routine as parents can provide.

## Keep your Children Social, but Set Rules for Their Social Media Interactions

The initial excitement of school being closed will quickly fade when students start missing their friends, classmates, and teachers. Social interaction is an important part of your child's wellbeing, and during distance learning, they will experience less interaction than normal. Please remind your child to reach out to their classmates and friends from school. Even though you will be working to balance screen time with school and social interactions, reaching out by phone, video chat, or email are ways for children to stay socially connected with friends and classmates.

Remember to monitor your children's social media use, especially during extended school closure. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

## Monitor How Much Time Your Child Spends Online

School of the Nations does not want its students in front of computer screens for 7 to 8 hours a day. We ask parents to remember that most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and off-line learning experiences. Principals or teachers will periodically check in with you to assess what you are seeing at home and what we need to adjust. We thank you for your patience and partnership!

# Guidelines for Nations' Administrators and Personnel

## Educational Leadership Team

- Create and distribute School of the Nations Distance Learning Plans
- Establish clear channels of communications between faculty, staff, families, and students when the Distance Learning Plan is activated
- Support faculty, staff, students, and families shifting to Distance Learning
- Help and support teachers implement Distance Learning Plans and ensure high-quality learning, including designing new methods and strategies to assess student learning

## Counselors

- Serve as a liaison for communication with students/families in crisis
- Maintain a bank of social-emotional lessons
- Tailor recommendations to the specific crises: Does the time of year affect the planning? Do the events of the crisis require any special handling? and What are talking points for teachers?
- Encourage students, parents, and guardians to email or call as needed

## IT Support

- The IT Department will continue to support teachers remotely. Personal devices will require students and staff members to receive support over the phone or on the Main Campus.
- Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.
- Be available, in person or remotely, to provide on-demand tech support.
- Chromebooks will be made available to all students from Grades 2 to 5 and scholarship staff students. Kinder and Grade 1 will also have this option if they do not have a device at home.

## Other Basic Services

- Most Administrative and Educational offices and services will continue to operate with reduced staff.

# Early Childhood Education Plan

## Early Childhood School Priorities and Considerations

- After receiving initial notice from the Executive Director about school closure and timelines, families will receive an email from the Early Childhood Principal with section-specific information.
- The primary tools for communication between teachers and families will be the Grade Level Distance Learning Plans, classroom websites, Instagram, and email. Teachers will share hard copy materials directly with students if possible; otherwise, all links and materials will also be available through the Grade Level Distance Learning Plans.
- Students will have both off- and on-screen learning activities designed to engage Early Childhood learners in experiences that connect to the current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement.
- Families are encouraged to be proactive in reaching out to teachers when they have questions or if assignments are not clear.
- The counselor is available to support students with academic, social, and emotional needs.

## School Closure

If the school is closed for more than two days, the first day will be a faculty planning day. On the second day, students are asked to:

- Engage with materials shared with families via hard copies if possible or access the Grade Level Distance Learning Plan and the class website. Materials will include stories to read aloud, foundational play-based literacy and mathematical engagements, and creative and choice-based tasks. Families will receive new posts on the classroom website daily.
- Students must complete the assigned tasks sent home through the hard copy materials if they were sent home. Otherwise, they must complete the Grade Level Distance Learning Plan tasks and activities (these will include reading, writing/spelling, mathematics, and social studies/science tasks). Students should return their completed tasks when school resumes.
- Check the classroom Instagram and class website regularly for posted activities, tasks, and resources.

Tools used to facilitate learning will include the Grade Level Distance Learning Plan, the Class Website, Instagram, and email.

# Early Childhood Education Plan

<b>Grade Level Distance Learning Plans</b>
<a href="#">Nursery 2</a>
<a href="#">Nursery 3</a>
<a href="#">Pre-Kindergarten</a>
<a href="#">Kindergarten</a>
<a href="#">Grade 1</a>

# Elementary School Plan

## Elementary School Priorities and & Considerations

- After receiving notice from the Executive Director about school closure and timelines, families will receive an email from the Elementary Principal with section-specific information.
- The primary tools for communication between teachers and families will be Email, G-Suite, and Google Classroom. Teachers will share materials directly in each student's Google Classroom.
- Students will have both off- and on-screen learning activities designed to engage elementary students in experiences that connect to the current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement.
- Students and parents are encouraged to be proactive in reaching out to teachers when they have questions or if an assignment is not clear.
- The Elementary Principal and Counselor are available to support students with academic, social, and emotional needs.
- Students in Elementary School will be able to take a Chromebook and charger home for the duration of the school closure.

## School Closure

If the school is closed for more than two days, the first day will be a faculty planning day. On the second day, students are asked to:

- Follow the School Closure Daily Schedule for Elementary Students (Grades 2–5) that is listed below.
- Check Google Classroom regularly for posted activities, tasks, and resources.
- Check in with their teachers as needed through Google Hangouts.
- Show teachers that they are engaged by adding to discussion threads and submitting completed tasks (meeting deadlines).
- Collaborate with students online as requested and with teachers during and after the lessons when possible.
- Complete readings and other homework that may be assigned.

Tools used to facilitate learning include Google Drive, Google Classroom, and Google Hangouts. Email may be used by families as needed to reach the Principal, Counselor, or Teacher. The school may also use email as needed to reach families.

# Elementary School Plan

<b>Suggested Routine for Distance Learning</b>	
10-15 minutes	Morning Greeting Video by teachers and explanation of tasks for the day
45-60 minutes	English - Reading/Writing Workshop (Mini-Lesson videos posted as needed by teachers)
45 - 60 minutes	Portuguese - Reading/Writing Workshop (Mini-Lesson videos posted as needed by teachers)
30 - 45 minutes	Mathematics (Mini-Lesson videos posted as needed by teachers)
15 - 20 minutes	Science-related experiences and/or integrated projects
15 - 20 minutes	Social Studies related experiences and/or integrated projects
30 - 45 minutes	Physical Education activity
Approximately 45 minutes daily - a mix of special classes	Art, Music, VFL, and Computer teachers will provide a range of activities that continue to support the current programs
30 minutes of Flex Learning Daily	<ul style="list-style-type: none"> <li>- Independent reading (Raz Kids for Grades 2 and 3)</li> <li>- Independent learning time: Passion Learning</li> <li>- Project challenge (design, creation, community connection)</li> </ul>
5-20 minutes - Daily Questions	Teachers are available for student questions if needed through Google Classroom, Google Hangouts, or Email.
60 minutes	Lunch
15 minutes at least twice daily	Break and Snack

# Middle School Plan

## Middle School Priorities and & Considerations

- After receiving initial notice from governmental authorities and the School's Executive Director and Board regarding temporary school closure and timelines, families will receive an email from the Middle School Principal with section-specific information.
- The primary tools for communication between teachers and families will be Email, G-Suite, and Schoology. Teachers will share materials directly to each student's Schoology or Google Classroom account.
- Distance learning for our adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent or guardian be overly-involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, and independent research material.
- Students are encouraged to be proactive in reaching out to teachers during the regular class schedule when they have questions or if an assignment is not clear.
- The Middle School Principal and Counselor are always available to support students with academic, social, or emotional needs.
- We encourage our Middle School students to take breaks regularly.

## School Closure

If the school is closed for more than two days, the first day will be a faculty planning day. On the second day, students are asked to:

- Follow the modified schedule, as outlined below, engage actively and 'attend' the online learning activities at the scheduled time. Every subject will meet virtually as scheduled below. If school closure runs beyond Week 2, the Week 2 schedule should be followed.
- Check their Email and Schoology regularly for posted activities, tasks, and resources.
- Check in with their teachers frequently via Google Hangouts, Email, Google Classroom, or Schoology during the regularly scheduled classes (during teachers' office hours). For extended periods of online learning (typically, going into a second week and beyond), teachers will plan independent work that can be submitted, with clear deadlines, while responding to questions and giving feedback during office hours.

# Middle School Plan

- Every subject will “meet” as scheduled below. At the starting time for a block, students may be asked to join a short (5–10 minute) YouTube Live or Google Hangout meeting for teachers to explain and organize the day’s or week’s tasks. Then they may continue working independently or in small groups.
- Show teachers that they are engaged by adding to discussion threads and submitting completed tasks (meet deadlines).
- Collaborate with students online as requested and with teachers during and after the lessons when possible.
- Complete readings and other homework that is assigned.
- Submit all learning on time.

Tools used to facilitate learning will include Schoology, Google Drive, Google Classroom, Google Hangouts, and YouTube Live.

<b>Grade Level Distance Learning Plans</b>
<a href="#">Grade 6</a>
<a href="#">Grade 7</a>
<a href="#">Grade 8</a>

# High School Plan

## High School Priorities and & Considerations

- After receiving initial notice from governmental authorities and the School's Executive Director and Board regarding temporary school closure and timelines, families will receive an email from the High School Principal with section-specific information.
- The primary tools for communication between teachers and families will be Email, G-Suite, and Schoology. Teachers will share materials directly to each student's Schoology or Google Classroom account.
- Distance learning for our adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent or guardian be overly-involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, and independent research material.
- Students are encouraged to be proactive in reaching out to teachers during the regular class schedule when they have questions or if an assignment is not clear.
- The High School Principal and Counselor are always available to support students with academic, social, or emotional needs.
- We encourage our Middle School students to take breaks regularly.

## School Closure

If the school is closed for more than two days, the first day will be a faculty planning day. On the second day, students are asked to:

- Follow the modified schedule, as outlined below, engage actively and 'attend' the online learning activities at the scheduled time. Every subject will meet virtually as scheduled below. If school closure runs beyond Week 2, the Week 2 schedule should be followed.
- Check their Email and Schoology regularly for posted activities, tasks, and resources.
- Check in with their teachers frequently via Google Hangouts, Email, Google Classroom, or Schoology during the regularly scheduled classes (during teachers' office hours). For extended periods of online learning (typically, going into a second week and beyond), teachers will plan independent work that can be submitted, with clear deadlines, while responding to questions and giving feedback during office hours.

# High School Plan

- Every subject will “meet” as scheduled below. At the starting time for a block, students may be asked to join a short (5–10 minute) YouTube Live or Google Hangout meeting for teachers to explain and organize the day’s or week’s tasks. Then they may continue working independently or in small groups.
- Show teachers that they are engaged by adding to discussion threads and submitting completed tasks (meet deadlines).
- Collaborate with students online as requested and with teachers during and after the lessons when possible.
- Complete readings and other homework that is assigned.
- Submit all learning on time.

Tools used to facilitate learning will include Schoology, Google Drive, Google Classroom, Google Hangouts, and YouTube Live.

<b>Grade Level Distance Learning Plans</b>
<a href="#">Grade 9</a>
<a href="#">Grade 10</a>
<a href="#">Grade 11</a>
<a href="#">Grade 12</a>

