

# Virtual Learning Plan

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## Introduction

At AISCT, we have the responsibility to assist students in continuing their learning during an emergency or crisis. Learning continuance needs to be seen as mandatory for students and an authentic replacement for regular school attendance. In the event of a health-related, political, or natural disaster emergency, we must be capable of continuing the effective education of students within 48 hours of an emergency and up to one term in length. As such, we have designed a Virtual Learning Program.

Included in the Virtual Learning Program are several documents, the main one being the Virtual Learning Plan. The Virtual Learning Plan describes how we can ensure the preparedness, response, and recovery from emergencies affecting our ability to deliver instruction on the physical premise.

This plan defines the following:

- Essential functions that are able to adapt to varying scenarios
- Implementation procedures to conduct school virtually, whether on campus or remotely, until the resumption of normal operations
- Essential resource requirements and acquisition of resources necessary for continuity
- Alert and notification procedures

## Essential Functions

AISCT has identified the minimum level of instruction and interaction that would qualify as a school day. While there will be many case-specific variables to consider, a move to a virtual school would likely be under one of the following scenarios:

- **Scenario A** AISCT students are required to stay at home while teachers are allowed on campus.
- **Scenario B** AISCT campus is closed to all students and staff, and all stay at home.
- **Scenario C** AISCT campus is open to all teachers and students who are able to access campus safely while a significant number of students are unable to do so.

No plan can account for all of the specifics involving a move to virtual learning. The purpose of this plan is to provide a framework to assist in providing guidelines to adhere to should the Virtual Learning Plan be implemented. This plan can only be initiated with School Council and School Board approval.

Regardless of the scenario, the following essential functions must be answered:

1. **Content Delivery:** How will teachers offer content to students and in what format?
2. **Interaction:** How will teachers interact with students and how often? Is it asynchronous

or synchronous?

3. **Assessment:** How will teachers assess student work, communicate results, and maintain integrity?

AISCT's Virtual Learning Plan divides students into one of five categories:

- Grizzly Cubs - Kindergarten 1
- Kindergarten 2 - Grade 2
- Grades 3 - 5
- Middle School (Grades 6 - 8)
- High School (Grades 9 - 12)

This plan should be used in conjunction with the list of [AISCT's tools to support online learning](#). This document provides an overview of the major online/virtual tools available to educators and students.

## Transition to Virtual Learning Plan

### **Phase 1: The first five school days**

Treat the first two days like a weather-related closure and use the following three days for asynchronous student work, faculty training, and preparation for the next five days.

### **Phase 2: The next five school days**

Use these five days to help the community become accustomed to connecting with one another and engaging with relevant work with a focus on access to materials, connecting at the class or grade level, and getting used to a new daily routine.


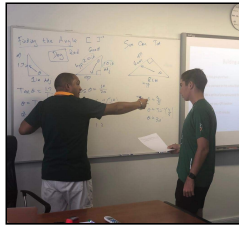



### **Phase 3: Beyond ten school days**

Beyond ten school days, consider AISCT to be in "online school" mode and introduce structures for feedback, formal and informal assessment, and calendars and timelines that are best suited for online learning.

**[Departmental Roles & Responsibilities in Event of a School Closure](#)** (link)

## Online Lesson Design

A virtual learning plan ensures our teaching staff mirrors the rich learning experience our students receive on-campus everyday, but virtually. Generally, a good virtual lesson should include these core elements, regardless of division:

				
Introduction	Instruction	Practice	Feedback	Wrap-Up
Use a “hook” or lesson introduction with clear, explicit learning objectives.	<p>Instruction and/or introduction of a new concept:</p> <p><b>Synchronous:</b> Students and teachers together at the same time.</p> <p><b>Asynchronous:</b> Videos that are <b>3-10 minutes</b> long. <i>Avoid 45 minutes long videos. Break them up into parts if necessary.</i></p>	This is a chance for students to <b>practice</b> the skill and <b>collaborate</b> if possible.	Direct teacher feedback in a timely manner, generally that same day.	This is some sort of closure or synopsis of the lesson based on student feedback and then a roadmap as to what is next.

When designing online lessons, keep these limits and parameters in mind:

### Feedback

- Students need timely feedback, especially when working online because they can not simply raise their hand and ask a question.
- Make it clear how you will take questions, via email, through a discussion forum, or blog comments.
- Monitor your email for questions and subscribe to any forum where students might ask questions, so you can be alerted to new questions without monitoring the forum constantly.
- If possible, try to schedule real-time chats for help sessions at times most students will be available. This will be dependent on the time zone each student is located.

- e. There should be a clear way for students to get clarification of the task at hand, the deadline, the grade implication, etc.
- f. For students in grades 3-8, assignments must be able to be completed on an iPad. For students in grades 9-12, assignments must be able to be completed on a laptop/MacBook.
- g. Even though students have all day to do the work, please keep in mind that they have other classes too, may need to complete other assignments, and may have slow connections.

### **Offline Work**

- h. Not all families have printers, so make sure printing the assignment is not a requirement. It is okay if it is an option, but they should be able to do the task online or printed out.
- i. Activities should include offline parts such as reading in their textbook or novels, etc., talking with siblings, parents, or calling friends on the phone, writing in a journal or notebook, taking pictures or videos, etc.

### **Workload**

- j. Try to keep the online lessons similar to what you might cover in class, so as not to overburden the students with a huge assignment every day.
- k. Vary the work, like you do in class, so there are opportunities for reading and research, discussion, asking questions, and also producing written work.
- l. During a short-term closure, avoid tests with grade implications. During a long-term closure, try to have summative assessments be project-based rather than tests where the students can copy answers from peers or compromise academic integrity.
- m. In the event an exam needs to be given virtually, this should be accompanied by a proctor requirement from a parent/guardian and a signed academic honesty code from the student. You may also consider setting an open-book exam for all students and tailor the questions appropriately.

### **Deadlines**

- n. Deadlines should be flexible and give students ample time to complete assignments, even more than you might give them in class. Remember that students may be operating in different time-zones with sporadic access to the Internet.
- o. Keep the tasks and assignments simple and perhaps a bit lighter than usual. Online learning takes longer, and since the students cannot ask questions easily, the directions need to be clear and simple.
- p. Allow the students the opportunity to work on their own schedule.

### **Bandwidth**

- q. Do not post large files that need to be downloaded; families generally have slow connections.
- r. Try to upload video and audio files to Google Drive, so they can be watched online via a link in Google Classroom, rather than downloaded.
- s. If you embed video, try to keep the size small and not use HD quality.

## File-types

- t. Only post PDF or Google Doc files for students to open, as those are universal.
- u. Do not post PDF forms for students to fill in. They might not have a printer or a scanner to be able to send it back. PDF files are only readable by students; they cannot type in them.
- v. If you want the students to submit a file or assignment electronically, there are two main options:
  - i. Have students submit their files through Google Classroom (recommended).
  - ii. Have students send it to you via their Gmail accounts.

[Check out this list of suggested dos and don'ts.](#) (link)

## Recommendations for Best Practice

- Provide students with a course overview outlining week-by-week anticipated content.
- Have a regular backup of all teaching files in Google Drive. While you may safely rely on your laptop/desktop for your daily work, please also have a regular backup routine that stores files in Google Drive.
- Convert existing PowerPoints to narrated videos with a screencast.
- Search for quality content videos before attempting to make one.
- Use Google Classroom topics to organize each daily/weekly set of activities.
- Lesson plans should include all the steps for the lesson in a single document or place.
- Upload videos to Google Drive and link to them from Google Classroom rather than sending via email.
- Use text-based instructions wherever possible. Use a presentation or video when there are many steps and examples or modeling is required.
- Good ideas for non-graded assessments to check for understanding include discussions, Google Forms, polls, reflections, and blogs.
- Make sure all Google Docs are shared and can be accessed by anyone with the link, especially since parents are likely to be involved.
- Ensure all your students are clear on where/how to turn in assignments.

## Alerts and Notification Procedures

The mechanisms utilized to communicate emergency information among faculty, staff, students, and visitors will incorporate a variety of communication channels including email, newsletter, text messages, and posts to our school website. The sharing of information in the event of urgent communication currently proceeds as follows:

1. Email from Headmaster to all community members
2. SMS alert to all community members
3. Notice and alert on Edana Parent Portal App
4. Teacher SMS and/or social network communication (only when requested by Headmaster)

## Grizzly Cubs - Kindergarten 1

### Content

Each parent will receive a weekly email with the following:

- Classroom communication
- Weekly planning (for parents to create activities at home if they wish)
- Weekly learning objectives and essential questions
- Two videos per week (shared from Google Drive)
- Links to resources

### Interaction

A weekly email will be sent to all families containing the aforementioned newsletter and all relevant information for the week. Parents are expected to collaborate through email.

### Assessment

Pictures and/or videos of completed activities or excursions will be emailed to the teacher. Use these pictures and/or videos as evidence, as much as possible, for upload into TSG.

## Elementary School Specials Teachers

As is the case with classroom teachers, specials teachers will play an integral role as the school transitions to a virtual learning platform. Elementary students should expect a lesson or activity from each specials teacher based on the usual meeting frequency, e. g. two PE lessons/activities each week and one art lesson. The specials teachers will do their best to align content to current topics/activities that are as active/engaging as possible.



## Kindergarten 2 - Grade 2

Students in K2 - Grade 2 are not entirely self-sufficient and require the aid of a parent while using a computer. As parents may have more than one child, the maximum time spent by a parent with each child on a computer at this age should be no more than one hour. Parents should keep typing to a minimum and be sure passwords for sites are accessible by teachers, parents, and tech support staff. Specialist teachers will deliver content through collaborative planning with homeroom teachers.

### Content

- One teacher video lesson per day from the following content areas (five minutes maximum)
  - Reading
  - Math
  - Social studies or science
- One literacy *and* one math activity daily either online (see options below) or paper based (but not printed)
  - Common Core Math activity
  - Readers and Writers Workshop
- One specialist activity or content piece per day
- Instructions for activities that parents can do offline with their children

### Interaction

- Conduct daily video conferences with students on Google Suite/Google Hangouts.
- Have one or two videos or audio conference calls with each student per week (five minutes).

### Assessment

- Screen captures or pictures of completed activities emailed to the teacher (GC-K2)
- Screen captures or pictures of completed activities posted to Google Classroom or Drive (Gr 1-2)

## Grades 3 - 5

Students may be self-sufficient but will likely require the aid of a parent to get started on activities. The maximum time spent on a computer by each child should be no more than two hours per day. Passwords for sites need to be posted securely for access by teachers, parents, and tech support staff.

### Content

- One of the following per day for each of the following content areas: literacy, math, social studies and/or science
- Age-appropriate instructional text and/or multimedia artifact from the web
- Recorded video instruction or screencast
- Could include one video lesson (teacher-created, found on the web, or owned by the family) per day from the content areas (video length 5 minutes max)
- One literacy and one math activity daily either online (see below) or paper based (but not printed)
  - Mathletics
  - Math games
  - Khan Academy
  - Printed or ebook reading time
  - Readers and Writers Workshop

### Interaction

- Send a daily personal message to each child (Google Classroom).
- Send daily group message referencing activities.
- Conduct daily/weekly video/audio conference calls with students.
- Provide one of the following interactions around student work:
  - Google Docs commenting or messaging on work
  - Class blog and comments for thoughtful well-informed responses
  - Email for one-to-one communication or broadcast messages
- Conduct video/audio office hours through Google.

### Assessment

Two short assessments per week

- Google Docs or Forms
- SeeSaw or other online learning platforms

## Middle School (Grades 6 - 8)

Set up your Google Classroom on a week-by-week basis posting all content, links, assignments on Day 1 of your week. Use the first lesson of the week in your regular schedule as Day 1 so that the student work weeks are staggered and students have a full seven days to complete the work for each week.

Outline clearly in the instructions for the week your expectations for what needs to be accomplished by when within the week and set mini-deadlines for completion so that students engage regularly with the week's content, rather than leaving it all for the last day of the week. Make use of the Topics feature in Google Classroom to categorize all work for that week.

Anticipate that students will spend +/- two and a half hours per week engaging in content for each core class and that they are expected to log in or come to class at least two to three times during the week, as they would during a regular school week. Set up your mini-deadlines to reflect this so as far as possible your content and activities are divided into two to three sections with some kind of task to demonstrate they have completed that section. Expect students to self-pace themselves and build their own daily schedules rather than trying to stick to the hours of our established school day.

For Middle School specials (art, PE, drama, music, IT), set up one lesson/task/activity for the week and allow students seven days (minimum) for completion. Award formative points for reflection/discussion activities based on the week's content/task.

### Content

- Add links to digital textbooks/online resources where possible.
- Upload recorded video instruction of class presentations/lectures (if necessary/appropriate).
- Add links to other related resources/articles/multimedia artifacts that support your unit.

### Interaction

- Post weekly announcements on Google Classroom listing objectives, activities, and mini-deadlines for the week.
- Set up a discussion forum within Google Classroom either through the question tab, a shared Google Doc, or link to Padlet that requires students to post/comment by a certain deadline (e.g. providing answers to one of the unit's essential questions, reflecting on a class activity or offering an explanation that uses textual evidence to support the answer, any kind of task that demonstrates the student has completed that section of work).
- Add assignments to Google Classroom with set deadlines, include links to all rubrics.
- Add narrative comments and grades to assignments in Google Classroom and share with students within two days of submission.

- Send students a private/individual email via the Google Classroom Student tab.
- Set up a Google Hangouts or Zoom once per week so students can connect with their teacher and with each other in real-time interactions. On Tuesdays (B days) and Thursdays (A days), schedule in this virtual live lesson and/or question/answer/help time during your regularly scheduled time block (i.e. Block 1 - 8:00-9:25, Block 2 - 9:35-10:55, etc.).

## **Assessment**

Clearly, the issue of academic integrity needs to be considered in all graded assessment tasks. Note that a decision to move to virtual learning means that we are in a crisis and that this is a short-term predicament that necessitates out of the ordinary practice. Consider the following:

- Require students to submit one or two short assessments per week (20 minutes maximum each) for core academic classes (English, math, science, social studies, foreign language)
- For elective classes, assign projects that have at least a one-week turnaround time.
- Make use of Google Forms or other online tools via a link in Google Classroom for quizzes or tests.
- Set assignments in Google Classroom.
- Set project tasks instead of unit tests in place of test grades.
- Insist on a parent and student signature/digital confirmation of academic honesty for all major assessment tasks.
- Set open-book tasks/tests/assessments.
- If a closed-book exam is necessary, enlist the support of parents/guardians to serve as a proctor.

## High School (Grades 9 - 12)

Set up your Google Classroom on a week-by-week basis posting all content, links, assignments on Day 1 of your week. Use the first lesson of the week in your regular schedule as Day 1 so that the student work weeks are staggered and students have a full seven days to complete the work for each week.

Outline clearly in the instructions for the week your expectations for what needs to be accomplished by when within the week and set mini-deadlines for completion so that students engage regularly with the week's content, rather than leaving it all to the last day of the week. Make use of the topics feature to categorize all work for that week.

Anticipate that students will spend +/- three hours per week engaging in content for credit-bearing non-AP core class and that they are expected to log in or come to class at least two to three times during the week, as they would during a regular school week. Set up your mini-deadlines to reflect this so as far as possible your content and activities are divided into two to three sections with some kind of task to demonstrate they have completed that section. Expect students to self-pace themselves and build their own daily schedules rather than trying to stick to the hours of our established school day.

### AP Classes

For AP classes, continue to assign work at the regular schedule pace and set reasonable deadlines for submission of tasks. Refrain from posting controlled AP materials on Google Classroom. Make use of free response questions published on the College Board website and multiple-choice questions that are not coming from the controlled past papers. Organize regular Google Hangout sessions for real-time interactions with students. Provide as much narrative feedback as possible.

The [AP Classroom site](#) has suggestions, links, and resources for virtually delivering these classes.

### Non-AP Credit-Bearing Classes

Set up your Google Classroom on a week-by-week basis posting all content, links, and assignments on Day 1 of your week. Use the first lesson of the week in your regular schedule as Day 1 so that the student work weeks are staggered and students have a full seven days to complete the work for each week.

Outline clearly in the instructions for the week your expectations for what needs to be accomplished by when within the week and set mini-deadlines for completion so that students engage regularly with the week's content, rather than leaving it all to the last day of the week. Make use of the topics feature in Google Classroom to categorize all work for that week.

Anticipate that students will spend +/- three hours per week engaging in content for each core class and that they are expected to log in or come to class at least two to three times during the week, as they would during a regular school week. Set up your mini-deadlines to reflect this so as far as possible your content and activities are divided into two to three sections with some kind of task to demonstrate they have completed that section. Expect students to self-pace

themselves and build their own daily schedules rather than trying to stick to the hours of our established school day.

### **Elective Classes**

For credit-bearing electives, consider setting up one longer lesson/activity for the week with one culminating task that needs to be submitted at the end of the week or set a clear due date for final submission if the task requires more than one week. Consider asking students to upload video footage or photographic evidence of work in progress to Google Classroom for performance tasks in PE/performing arts/visual arts, etc. In elective classes, try to refrain from the more traditional forms of assessment like unit tests, quizzes, etc. in favor of individual or group project work.

### **Content**

- Add links to digital textbooks/online resources where possible.
- Upload recorded video instruction of class presentations/lectures, if necessary/appropriate.
- Add links to other related resources/articles/multimedia artifacts that support your unit.
- Access AP Classroom resources.

### **Interaction**

- Post weekly announcements on Google Classroom listing objectives, activities, and mini-deadlines for the week.
- Set up a discussion forum within Google Classroom either through the question tab, a shared Google Doc, or link to Padlet that requires students to post/comment by a certain deadline (e.g. providing answers to one of the unit's essential questions, reflecting on a class activity or offering an explanation that uses textual evidence to support the answers, any kind of task that demonstrates the student has completed that section of work).
- Add assignments to Google Classroom with set deadlines, include links to all rubrics.
- Add narrative comments and grades to assignments in Google Classroom and share with students within a timely fashion.
- Send students a private/individual email via the Google Classroom Student tab if necessary.
- Set up a Google Hangouts or Zoom once per week, so students can connect with their teacher and with each other in real-time interactions. On Tuesdays (B days) and Thursdays (A days) beginning March 26, 2020, schedule in this virtual live lesson and/or question/answer/help time during your regularly scheduled time block (i.e. Block 1 - 8:00-9:25, Block 2 - 9:35-10:55, etc.).

## **Assessment**

Clearly, the issue of academic integrity needs to be considered in all graded assessment tasks. Note that a decision to move to virtual learning means that we are in a crisis and that this is a short-term predicament that necessitates out of the ordinary practice.

Consider the following:

- Make use of Google Forms or other online tools via a link in Google Classroom for quizzes or tests.
- Set assignments in Google Classroom.
- Consider setting project tasks instead of unit tests in place of test grades.
- Insist on a parent and student signature/digital confirmation of academic honesty for all major assessment tasks.
- Set open-book tasks/tests/assessments.
- If a closed-book exam is necessary, enlist the support of parents/guardians to serve as a proctor.

## Essential Conditions

- All students and teachers know their passwords for all required online applications.
- All teachers have a Google Classroom account and know how to access it.
- All teachers can record a lesson in one of the following ways and upload to their Google Classroom account.
  - Camera on smartphone, iPad, or MacBook
  - Quicktime recording on a MacBook (face or screencast)
- All teachers can create a video conference meeting time and invite students using Google Calendar and Google Hangouts.
- All teachers know how to do the following in Google Classroom:
  - Create an announcement
  - Create an assignment
  - Create a question
  - Link resources to announcements and questions
  - Ensure all the sites and passwords are easily accessible
  - Grade and return assignments to students with narrative feedback
  - Link to a video
- All school iPads have the following apps:
  - Google Drive
  - Google Classroom
  - Google Docs
  - Google Sheets
  - Google Slides
  - iMovie
  - GarageBand
  - Qfile HD
  - Socrative
  - Explain Everything
  - Book Creator - Full
  - Popplet - Full
  - Notability

ES iPads have the following additional apps installed:

- Khan Academy
- Chatterkid
- Pic Collage

MS iPads have the following additional apps installed:

- Mathletics

- IT staff will be available to assist and troubleshoot either on-site or remotely at predetermined hours each weekday.



## Student and Parent Responsibilities

*(These will be communicated to all parents and students before the plan is initiated.)*

### Students

- build a daily schedule and set aside an appropriate amount of time each day for online learning set by their teachers.
- make contact with their teacher or teachers through email or by posting work they have completed, contributing to discussions, etc., as required.
- are responsible for completing to the best of their ability all their work during the school closure.
- ask teachers for clarification of any set task, as needed.
- meet deadlines as set by their teachers.
- honor academic integrity at all times.
- comply with AISCT's Acceptable Use Policy.

### Parents/Guardians

- help their children to build a daily schedule to stay on track.
- set up a designated workspace.
- ensure their children have appropriate Internet access to participate in online learning.
- depending on the age of the children, can act as additional support and help their child to stay engaged.
- ensure that they are receiving the Google Classroom guardian notifications so that they are aware of posted assignments, deadlines, and missed work.
- understand the way to check if their child has submitted work.
- check personal email and Edana Parent Portal App regularly to receive school correspondence/updates.
- contact the class teacher if there is a problem with communication or if a teacher is not in contact with their child.
- serve as a proctor to supervise a test or assessment, when required.
- encourage physical activity and/or exercise.
- monitor how much time their child is spending online.
- be mindful of their child's well-being; speak to them regularly about any concerns or challenges.

## **Child Protection and Safeguarding During Online Learning**

Please consider the following:

- Be mindful of where videos are recorded or where live chats take place. These sessions should occur in common areas and avoid personal locations like a child's bedroom. Students should be located in a common space in the house and within earshot of parents.
- The same policies at school apply to online learning.
- AISCT's Child Protection Program details the dos and don'ts around interactions and appropriate content.
- The School recommends teachers record video sessions and store for a minimum of one week. These should be deleted within two weeks of videoing.

Adapted from: [Council of International Schools, Safeguarding Implications for Online Learning](#)

**[School Closure and Virtual Learning FAQ For Parents](#)** (link)

## Resources

- Amazing Educational Resources - 200+ links to free resources. Everything from typing, biology lab simulations, early years activities to the New York Times. [Website Link](#) -
  - [Google Sheet Link](#) The Google Sheet has the resources split by grade level or subject. Scroll through the tabs at the bottom.
- [Ideas and Resources for Virtual Learning](#)
- [Even More Ideas and Resources](#) - Lots of free links
- [Virtual Field Trips](#)
- [Active Classroom for Social Studies](#) - Free for one month

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