Distance Learning Plan

Last Updated: Feb 2020

Introduction to ASIJ's Distance Learning Plan

This document is designed to describe the actions and approach ASIJ will take in the event of an extended campus closure. It does not detail specific emergency protocols; those measures are maintained in ASIJ's Crisis Response Manual. Rather, understanding that each emergency situation is different, we endeavour in this Distance Learning Plan (DLP) to provide a flexible distance learning framework with guidelines that can be implemented in a variety of circumstances.

ASIJ will convene a Crisis Response Team (CRT) in the event that any major crisis occurs, including those that might result in school closure. The CRT will include ASIJ's Head of School, CFO/COO, division principals, Head Nurse, Director of Communications, Safeguarding Coordinator, and a designate from the Counselling team. Others may be asked to join the CRT upon request, including the Director of Technology, the Deputy Head of School for Learning, the Activities & Athletics Director, and others. The Head of School will be responsible for regularly communicating with the Chair and Vice Chair of ASIJ's Board of Directors, who will share information with other directors. The decision to close ASIJ's campuses and implement this DLP will be made by the Head of School, in consultation with CRT members and the school's Board of Directors.

Circumstances will vary when ASIJ might close its campus and implement this DLP. For example, in the event of a natural disaster such as an earthquake, a number of days may pass before conditions have stabilized to the point that the implementation of this DLP is appropriate. In emergencies such as viral pandemics, school leaders and ASIJ's Board of Directors may anticipate campus closure and designate a future date when distance learning will begin.

If ASIJ's campuses are closed and this DLP is implemented, the Head of School will send email communications to both parents and faculty/staff making this announcement and delineating a timeline for implementation. An exact date will be designated when distance learning will begin for ASIJ students. The two school days preceding this designated date will be classified as work days for ASIJ's faculty and staff, who will be expected to be on duty, either physically on campus or remotely, depending on circumstances and safety conditions. Students will not attend school or be required to begin distance learning until the date designated by the Head of School. During the two preceding work days, division principals will prepare to share more specific information and guidelines with parents, while teachers will arrange to relaunch their classes on various Learning Management Systems (LMS).

Example Scenario

ASIJ's Head of School designates the date to begin distance learning for students as a **Wednesday**.

Faculty and staff are therefore required to be on duty the preceding **Monday** and **Tuesday**, either physically on campus or remotely, as circumstances and safety conditions permit.

Parents and faculty/staff will be notified of this timeline as early as possible. In this scenario, parents and students should expect more detailed instructions from divisional principals and their children's teachers on Tuesday, not before. These instructions will be delivered by email and will explain generally what students can expect the following day (Wednesday).

The Head of School will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when ASIJ might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made with close consultation with the school's Board of Directors.

ASIJ hopes that implementation of this DLP will never be necessary. However, in the event of a serious crisis or emergency, it is important that this DLP describes ASIJ's approach to distance learning; the channels we will use for communication; the Learning Management Systems (LMS) we will employ by division; the roles, responsibilities, and expectations ASIJ has for faculty, parents, and students; guidelines for how parents/guardians can support their children's learning; and a host of other priorities and considerations tailored to make the best of challenging circumstances.

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Distance Learning at ASIJ

ASIJ's approach to distance learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through distance learning. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this DLP provides guidelines and insights about how ASIJ's faculty can leverage digital and experiential learning in ways that bring curriculum to life.

ASIJ deliberately uses the term **distance learning** rather than technology-specific labels such as "virtual learning," "e-learning," or "online classes." This choice reflects our conviction that quality learning can occur at a distance without solely relying on computers. Rather than being tied to an electronic device for their learning, ASIJ's goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active. Accordingly, ASIJ's shift to distance learning begins with consideration of how we can intentionally align distance learning experiences with our Vision of Learning, which is provided on the right.

Aligning this DLP to ASIJ's Vision of Learning gives teachers permission to think differently about the opportunities and possibilities that may result from the challenging circumstances associated with any school closure. As teachers reflect on how to best design or redesign their units, lessons, or courses, we encourage them to consider the following questions:

Vision of Learning

Learning is a personal, lifelong process that leads to change, including the ability and willingness to adapt. It is driven by curiosity and motivation, occurring in a supportive environment rich in engagement, social interaction, and feedback. Learning is constructed in authentic contexts and results in the development of new understandings and skills for all learners.

—Approved by ASIJ Board of Directors in May 2018

- *How can I leverage digital platforms to provide **learning experiences rich in engagement, social interaction, and feedback**?*
- *How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?*
- *What are the most important **understandings and skills** I can help my students develop at this time? and How can I help my students **construct** their own understandings?*
- *What are the **authentic learning opportunities** that have resulted from this emergency or crisis? and Where might my students' **curiosity and motivation** open other new possibilities?*
- *How can I design learning experiences that address the needs of **different types of learners** who need different kinds of support and guidance?*
- *How will I assess student learning in meaningful ways?*

At the core of ASIJ's approach to distance learning is the belief we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

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Technology Systems to Support Distance Learning at ASIJ

ASIJ sought recommendations from several leading organizations and agencies as it developed this DLP, including the US State Department Office of Overseas Schools, the World Virtual School Project, Global Online Academy, and International Schools Services. School leaders have also carefully studied the DLPs of other leading international schools. With regard to the school's core technological and communications systems, ASIJ offers the following FAQs to describe how we will communicate and manage learning in the event this DLP is implemented.

Q1 **How will ASIJ communicate with parents, students, and faculty/staff in the event of an extended campus closure?**

A ASIJ will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation. They contain auditing tools that will allow ASIJ to ensure that all students and parents are receiving important communications. The table below describes these systems:

Channel	Audience	Description & Access
Email	faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the head of school and division principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	students across all divisions	Google GSuite (including Gmail, Docs, Classroom, Hangouts, Meet, etc.) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Hangouts or Google Meet.
Seesaw	ES and ELC students	ES and ELC teachers and students will continue to use Seesaw and other apps they are already familiar with.
Edsby	MS and HS students	MS and HS teachers and students should use their regular Edsby classes for sharing and assessing assignments as well as general communication for the whole class.
The Gate	parents	The Gate is the Veracross portal for parents, which can be accessed from ASIJ's public website or through this link <https://accounts.veracross.com/asij/portals/login>.
The Workroom	faculty and staff	The Workroom is the Veracross portal for faculty and staff, which can be accessed from ASIJ's website or through this link <https://accounts.veracross.com/asij/portals/login>.
Public Website	general public	ASIJ will maintain general information on its closure status for the public at <https://www.asij.ac.jp/>.

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Q2 Are the learning management systems (LMS) employed in this plan the same as those used during normal school operations?

A Yes, ASIJ's systems are already built on cloud-based systems, including Google GSuite, Edsby, and Seesaw. That means these systems will continue to work from anywhere in the world, even during an emergency. ASIJ's data is not physically hosted on the school's network, which means we can continue to use our systems during a crisis, even if buildings are damaged or our campus is inaccessible. Finally, each of our primary systems has multiple administrators, so they can be managed remotely (from anywhere, online) by more than one person, in the event that a system administrator is out of contact or unavailable.

Q3 How will ASIJ ensure that students have access to these systems from off-campus?

A MS and HS students bring their devices home every night. ES students often leave their iPads in their classrooms on weeknights and only take them home on weekends. In the event that campus closure seems likely, teachers would attempt to ensure all students in grades 2 through 12 bring their devices and chargers home. Also, most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc. in the event that they cannot access their school Mac or iPad.

10 Guidelines for ASIJ's Teachers

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten guidelines provided below are intended to help teachers across all divisions reflect on challenges they'll confront in shifting to distance learning.

1—Walk the Talk of Know, Value, Care
ASIJ's Commitment is to Know, Value, Care. In the event of a crisis that leads to implementation of this DLP, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular KVC check-ins with your students as long as this DLP is in place.

2—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. Ask your students and/or their parents to confirm their location (possibly not Japan) and time zone; whether their online access is reliable; and what devices the student has at their disposal. Open a dialogue with families and avoid assumptions that all students' circumstances are the same.

3—Stick with the familiar
Especially in the first weeks after moving to this DLP, teachers should continue using existing communication channels and learning management systems, which are described on page 3. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.

4—Less is more
Should ASIJ implement this DLP, 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 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.

5—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 shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

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6—Provide space for personalized learning

Distance learning can provide opportunities for students to personalize what, how, and when they learn. Students can move more flexibly and freely through content when teachers create nonlinear curricula. Distance learning can also provide students with the opportunity to learn at different paces (e.g. Khan Academy). School closure could also create opportunities for more authentic learning, particularly if students are spread around the world. What museums, galleries, concerts, or memorials might they experience where they're located? How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?

7—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 where 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.

8—Design asynchronous learning experiences

When school is closed and students are spread across many time zones, teachers can still connect them asynchronously. For example, teachers can use familiar LMS discussion forums or tools like Flipgrid and Padlet to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

9—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. If ASIJ's campus was closed, students might be able to gather for synchronous learning times via video chat using Google Hangouts (also known as Google Meet). Collaboration remains important and there are many ways teachers can foster it through synchronous learning.

10—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 via video chat. Teachers are encouraged to think differently about the end goal to performance instead of forcing a traditional assessment method that doesn't 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.

10 Guidelines for ASIJ's Parents

The transition to distance learning will be challenging for families. Parents will 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 will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

1—Establish routines and expectations
From the first day ASIJ implements its DLP, parents need to establish routines and expectations. ASIJ encourages parents to set regular hours for their children's school work. We suggest students begin their studies at 8:00am. Keep normal bedtime routines for younger children and expect the same from your MS- and HS-aged students, too. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

2—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 of time, as will be the case if this DLP is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. 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 are present and monitoring their children's learning.

3—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. ASIJ wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Learning Management Systems (e.g. Edsby, Seesaw, Google GSuite) teachers are using.

4—Begin and end each day with a check-in
Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. Parents 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, before students fall behind or begin to struggle.

5—Take an active role in helping your children process and own their learning
In the course of a regular school day at ASIJ, your son or daughter engages with other students or adults dozens if not hundreds of times. 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. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings 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 children about what they're learning. However, it's important that your child owns their work; don't complete assignments for them, even when they are struggling.

6—Establish times for quiet and reflection
A huge challenge for families with multiple children will be how to manage all of 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 distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

7—Encourage physical activity and/or exercise
Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. ASIJ's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

8—Remain mindful of your child's stress or worry
One thing is for certain: ASIJ will only implement this DLP if a serious emergency has occurred. Should this happen, it is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.

9—Monitor how much time your child is spending online
ASIJ does not want its students staring at computer screens for 7-8 hours a day. We ask that parents remember 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 offline learning experiences. Division principals or teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

10—Keep your children social, but set rules around their social media interactions
There's always excitement when ASIJ closes school for typhoons and snow days. If ASIJ implements this DLP, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. ASIJ asks parents to monitor their children's use of social media. 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.

Roles & Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of school personnel, students, and parents, are delineated below.

School Personnel Roles & Responsibilities	
Leadership Team	- Create and distribute ASIJ's Distance Learning Plan, or DLP - Establish clear channels of communications between faculty, staff, families, and students in the event of this DLP being activated - Support faculty and students/families shifting to a distance learning environment - Help teachers implement DLP and ensure high-quality learning experience for all students
Learning Office	- Support all teachers and teams in the implementation of ASIJ's DLP - Provide models and examples of outstanding distance learning units and lessons - Recommend new methods techniques for providing feedback to students - Support teachers and teams as they design new methods to assess student learning - Support teachers and teams in developing strategies to differentiate their instruction
Subject or Homeroom Teachers	- Collaborate with other members of your team or department to design distance learning experiences for your students - Communicate frequently with your students and, as needed, with their parents - Provide timely feedback to support your students' learning - Reflect on the 10 Guidelines for ASIJ's Teachers shared earlier in the DLP and how you can implement them
Learning Support Teachers	- Communicate regularly with the subject or classroom teachers who teach the students on your caseload - Offer to scaffold or modify assignments, as necessary, for students on your caseload to support subject or classroom teachers - Help subject or classroom teacher differentiate lessons and activities for the students on your caseload - Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning - Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps
EAL Teachers	- Collaborate with co-teachers to design learning experiences that teach the students on your caseload - Provide supplementary learning activities for EAL students, either in the curriculum or with additional targeted learning needs - Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning - Monitor the progress of students on your caseload and provide timely feedback
Advisory Teachers (MS and HS)	- Provide guidance and support for students to aid in monitoring and supporting student wellbeing - Administer wellness surveys to gather data on student well being - Use virtual platforms (Google Hangout) to conduct advisory check-ins with students in their cohorts

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Personal & Academic Counselors	● Serve as liaison for communication with students/families in crisis ● Maintain 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 or advisors? ● Host Office Hours at set times for students to access counseling sessions virtually ● Students, parents, and guardians encouraged to schedule these meetings as needed
College & Career Counselors	● Evaluate timeline for graduation requirements, class credit, and AP testing deadlines ● If needed, help students locate testing centers near them for AP or SAT ● Host Office Hours at set times for students to call in and access support virtually ● Encourage students, parents, and guardians to schedule these meetings as needed
Librarians	● Collaborate with colleagues to find resources for high-quality distance learning experiences and research ● Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences ● Maintain and update online library site for obtaining resources ● Be available for teachers and students as needed for support
K-5 Specials Teachers	● Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families ● Art – Staying mindful of the resources and tools families may <u>not</u> have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families ● Music – Staying mindful of the instruments or resources families may <u>not</u> have in their home, develop a bank of activities for students and share these with classroom teachers and families ● Communicate regularly with your students and provide timely feedback to them ● Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences.
K-5 Japanese teachers	● Collaborate with colleagues in designing Distance Learning experiences in accordance with schoolwide and divisional plans ● Develop high-quality learning experiences ● Communicate with and provide timely feedback to students and parents
Teaching Assistants	● Communicate regularly with classroom teachers to identify ways you can support students and contribute to this DLP ● Monitor student learning and provide feedback to students, as requested by the teachers and teams you support
HS Interns	● Communicate regularly with subject teachers to identify ways you can support students and contribute to this DLP ● Monitor student learning and provide feedback to students, as requested by the departments you support
Tech Support Team	● Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment ● 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 help ● Audit usage to identify students or parents who may be unavailable or out of reach

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Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 8:00am start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Edsby, SeeSaw, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your ASIJ peers in their learning
- Comply with ASIJ's Acceptable Use Policy, including expectations for online etiquette
- Proactively seek out and communicate with other adults at ASIJ as different needs arise (see below)

For queries about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the tech assistant in your division or through ASIJ's email-based support ticketing system support@asij.ac.jp
a personal, academic or social-emotional concern	your assigned counselor
other issues related to distance learning	the principal or AP from your division

Parent/Guardian Roles & Responsibilities

Provide support for your children by adhering to the *10 Guidelines for ASIJ's Parents* as well as you can:
- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

For queries about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the tech assistant in your child's division or through ASIJ's email-based support ticketing system support@asij.ac.jp
a personal, academic or social-emotional concern	your child's assigned counselor
other issues related to distance learning	the principal or AP from your child's division

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Early Learning Center

Early Learning Center Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the ELC Director with division-specific information.
- The primary tools for communication between teachers and families will be Seesaw and email.
- Distance learning for ELC children will remain holistically focused on broad language, cognitive, physical and social-emotional development, and may be conducted in English or the family's home language.
- Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.
- The ELC team will provide parents with:
    - recommended activities and experiences targeted at certain skills;
    - novel prompts responsive to current conditions designed to encourage children and families to engage with their environment and setting;
    - art and creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills; and
    - suggested enhancements to daily experiences to support holistic development.

Early Learning Center: Approximate Time Frames for Learning

Approximate Time per Day	Subject Area
20+ minutes	**Emergent Literacy Activities, Games & Challenges** focused on language development, vocabulary, comprehension, and phonological awareness.
20+ minutes	**Emergent Numeracy Activities, Games & Challenges** focused on counting, sorting, and patterning.
20+ minutes	**Holistically-Focused Activities, Games & Challenges** to support cognitive, physical, and social emotional development.
Flex Learning	Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects. • Learning new board game or skill • Practicing mindfulness/yoga/breathing exercises • Exploring a new interest or passion

Elementary School

Elementary School Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the ES Principal with division-specific information.
- The primary tools for communication between teachers and families will be Seesaw, newsletters via email, and/or Google Classroom (grades 4 & 5).
- Students will have both off- and on-screen learning activities designed to engage ES learners in experiences that connect to 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. It is expected that students in grades K-2 will need higher levels of support than students in grades 3-5.

Elementary School: Approximate Time Frames for Learning

Kindergarten to Second Grade	
20-25 minutes	Reading/Writing (Science/Social Studies connections as appropriate)
20-25 minutes	Mathematics
20-25 minutes	Science/Social Studies related experiences and/or integrated projects
20-25 minutes	Japanese (Grades 1-2)
Third to Fifth Grade	
25-30 minutes	Reading (Science/Social Studies connections as appropriate)
25-30 minutes	Writing (Science/Social Studies connections as appropriate)
25-30 minutes	Mathematics
20-25 minutes	Science/Social Studies related experiences and/or integrated projects
25-30 minutes	Japanese
All ES Students	
Approx 30 minutes every 3 days	Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program
Flex Learning	- Reading aloud and independent reading: reading times are K: 10 mins 1: 10 mins 2: 15 mins 3: 20 mins 4: 20 mins 5: 20 mins - Independent learning time: itime, Design Thinking, Passion Projects - Board games & challenges with math/strategy/critical thinking

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Middle School

Middle School Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the MS Principal with division-specific information.
- The primary tools for communication between teachers and families will be Edsby and email.
- Teachers will either link materials linked in Edsby class pages or share materials directly to each student's Google Drive.
- Distance learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material via Newsela and our databases, reading materials including ebooks and audiobooks via Sora.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

Middle School: Approximate Time Frames for Learning & Resources

All MS Students (Grades 6, 7 & 8)	
45 - 60 minute, per class (**4 classes per day**)	**Middle School Classes**
Flex Learning ● Independent & self-directed ● For the sake of learning ● No time limit/requirement ● Learning will be shared in advisory	● Read for pleasure ● Be active ● Explore personal interests/passions ● If safe… ○ Explore local sights ○ Seek out social interaction
Links to Resources & Ideas	● MS Library site and catalog and how to access MS databases for reliable research sources ● Links to commonly used student sites ● Sora ebooks and audio books

High School

High School Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the HS Principal with division-specific information.
- The primary tools for communication between teachers and families are Edsby and email.
- Teachers will either link materials linked in Edsby class pages or share materials directly to each student's Google Drive.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material via Newsela and our databases, reading materials including ebooks and audiobooks via Sora.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

High School: Approximate Time Frames for Learning & Resources

Approximate Time per Class per 2-day Cycle (7 classes every 2 days)	Grade Level
60 - 75 minutes	Grade 9
60 - 75 minutes	Grade 10
60 - 90 minutes	Grade 11
60 - 90 minutes	Grade 12

Flex Learning
 ● Independent & self-directed
 ● For the sake of learning
 ● No time limit/requirement
 ● Learning will be shared in advisory (grades 9 & 10)
	● Read for pleasure
	 ● Be active
	 ● Explore personal interests/passions
	 ● If it is safe…
	   ○ Explore local sights
	   ○ Seek out social interaction

Links to Resources & Ideas	● Edsby ● Library Catalogue ● Databases and Online Resources ● Research Guides ● Sora ebooks and audio books

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