

GSL FLEXIBLE PLAN FOR INSTRUCTIONAL CONTINUITY (as of March 13, 2020)

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I. INTRODUCTION: WE CAN DO THIS TOGETHER

As a community, our concern is always for the well-being of all our students and employees. As a school serving more than 300 families and employing close to 100 people, we have a serious obligation to ensure we are preparing and planning for any emergency that could create large-scale impact to the breadth of 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, at Grace-St. Luke's Episcopal School, can best prepare ourselves for prolonged absences and/or school closures.

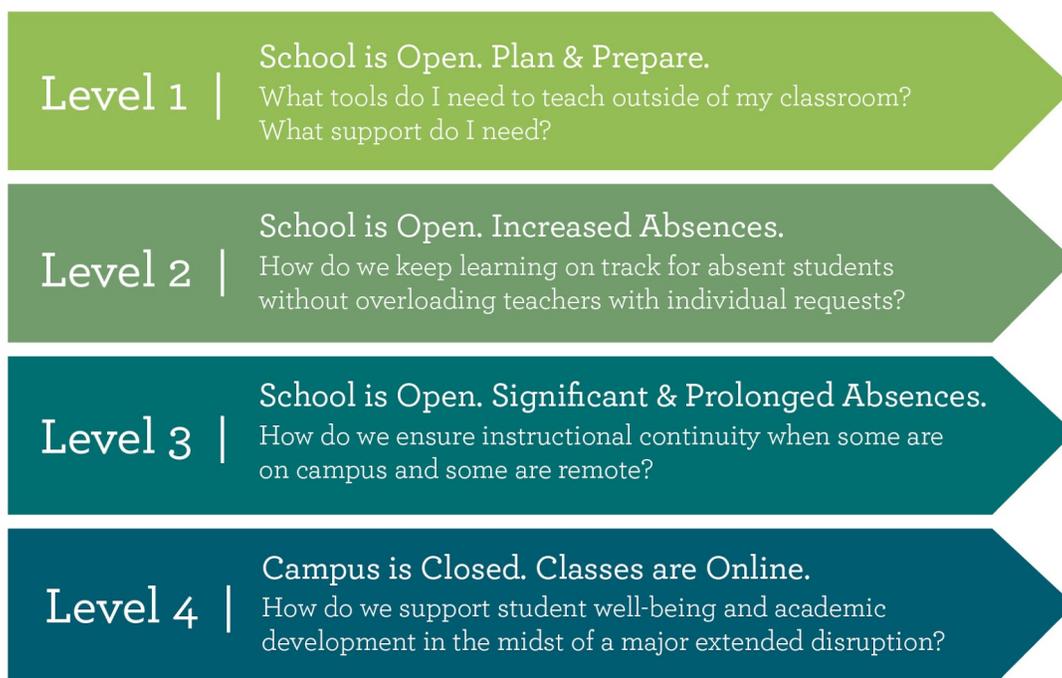
As you read through this document, you will see an escalation in our instructional protocols for how we, as a caring and creative community of educators, might support students' well-being and academic progress when the conditions for teaching and learning aren't ideal or like anything we've experienced before.

In the coming pages, we discuss some of the implications for potential significant, though temporary, adaptations in your teaching practices. We want to begin by acknowledging that we all function differently when it comes to taking in a lot of information at once, especially in times of uncertainty. For some, the amount of information shared in this document, as well as the conditions of uncertainty, may cause anxiety, concern, frustration, or agitation. For others, having all of the available information can help us begin to feel more comfortable about planning for the possibilities.

There are many resources available to support you. Of course, if you are unwell or unable to teach your class, please take good care of yourself, rest up, and get better. Your teaching colleagues are incredible resources; these brilliant educators can help lighten the load when we're all lifting together. Your Division Head and team of administrators are ready to partner with you. The tech department is always available to help you with any instructional technology needs you may have.

We are all in the canoe together, and we can do this if we paddle as one.

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II. LEVELS 1 AND 2: SCHOOL IS OPEN. INCREASED ABSENCES.

A. The “Level 1/2” Scenario & What We’re Solving For

School is open and there are some absences typical for this time of year. Students and adults are absent more frequently and in greater numbers. There may be some students who have temporary medical accommodations for attendance in place.

The challenge we’re solving for is this: How do we keep learning on track for absent students without overloading teachers with a flurry of individual emails and requests for re-teaching? How might we instead create a system for communicating daily work, keeping the learning moving forward, and supporting students who are trying to get back on track after an absence?

B. Level 1: Five Planning & Communication Practices To Start Now

The practices listed below are quick and easy ways to help absent students access their curriculum while they are home. Though each requires a little time up front, they will make your teaching life easier in the long run, allowing you to get ahead of the steady drip of emails asking, “What did we do in class today?” Or worse, “Did you do anything while I was gone?”

- 1) Post **daily updates to the Rediker portal (and Google Classroom as applicable)**, including: the agenda of what you did in class; links to resources, notes, slide decks, and copies distributed to students who were present; expectations for homework.
- 2) Set up the **buddy system** with your students. Ensure that everyone in class has the phone number of at least two classmates so they can seek support from more than just you. An absent student could ask a buddy to audio record a class (with teacher permission!) and share with the absent student, or the portal page as a whole.
- 3) Set **expectations** with students so they know what to do if they are absent. Remind them to check the portal each day, and to connect with their buddy.

C. Level 1: Five Planning & Communication Practices To Start Now

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And LEVEL 2:

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- 4) Remind students to **stay home** when they are sick, and reassure them that you will support them in keeping up with their work, to include allowing them to attend remotely if appropriate. Help students prioritize what is ESSENTIAL to complete, and consider grading only ESSENTIAL work.
- 5) Consider **screencasting** your lectures/lessons when possible and posting to the Rediker portal or Google Classroom as part of your daily update. You can record your screen during an in-class lecture and capture your audio narration while you present using Google Meet. Or, if you anticipate that you will be absent, you can pre-record a lesson for students to watch with the sub. Google Meet will allow you to auto-save the video lesson to your Google Drive, and from there, you can post a private link to the Rediker portal or Google Classroom.

D. Build Your Repertoire: Essential Downloads and Training

The best time to build your repertoire of tools and skills is *before* you need them. We will leverage a combination of the Rediker portal and the Google Suite to support students and keep the learning moving. We're intentionally focusing on tools that are intuitive, accessible on many device types, and already have great documentation and training materials available. You may have specific software that you currently use in your classrooms, or that you think would be helpful campus or division wide.

1) Accept Invitation to Google Classroom (Required for Grades 3-8)

Google Classroom is a communication, organization, and workflow tool that will empower you by:

- Generating a class-section specific Google Calendar for your students and yourself, aiding in the hosting of Google Meet synchronous learning sessions.
- Being an intuitive and simple web interface

Teachers in core subjects and technology from 3rd-8th grades already have Google Classrooms set up at classroom.google.com

Please confirm you have the classes you need and the rosters are correct. If your rosters need updating please [email Jay Sansing](mailto:jaysansing@rediker.edu).

2) Test Drive Google Meet in Departments or Teams (Required)

Practice the five essential skills listed below with at least one other person in Google Meet. For tutorials on how to do each of these tasks, please refer to the [Quick Links to Tutorials](#) at the end of this guide. For a handy cheat sheet, [click here](#)

1. Joining a meeting
2. Scheduling a meeting
3. Sharing your screen
4. Troubleshooting audio
5. Setting chat/mute parameters for participants

III. LEVEL 3: SCHOOL IS OPEN. SIGNIFICANT & PROLONGED ABSENCES.

A. The Level 3 Scenario

School is open, but with significant and prolonged absences. The question here is how do we ensure instructional continuity in a hybrid model where some community members are physically present, some are virtually present, and others are absent? In Level 2, we are trying to find creative ways to support families with mitigating health circumstances who are more vulnerable and may need to stay home, those who may be quarantined but otherwise able to participate in school, and those who are recovering from illness and want to get back on track. This may mean activating new attendance so we can keep track of students who are learning from home, and finding new ways to support each other in our divisions.

Level 1 | School is Open. Plan & Prepare.
What tools do I need to teach outside of my classroom?
What support do I need?

Level 2 | School is Open. Increased Absences.
How do we keep learning on track for absent students
without overloading teachers with individual requests?



Level 3 | School is Open. Significant & Prolonged Absences.
How do we ensure instructional continuity when some are
on campus and some are remote?

Level 4 | Campus is Closed. Classes are Online.
How do we support student well-being and academic
development in the midst of a major extended disruption?

B. Teaching During a Level 3 Event

Teaching during Level 3 is going to require both planning and flexibility. It is likely going to be the toughest of the different teaching scenarios. You have to plan for students whom you may not see face-to-face and students who will be in your class physically. The best way to think of it is like you are teaching in a blended or hybrid classroom. You will need to plan your lessons so that those students at home can move forward with the rest of the class without being physically in the class. Even if the students join remotely, it is not the same as being there. Frankly, streaming video/audio from a running classroom is often difficult to follow: the sound quality of discussions is poor, and you miss a bunch that is going on in the room. Still it does provide some degree of community and allows the student to still feel, at least partially, a part of the class. So how do you do this? What follows are some strategies for making a hybrid model as successful as possible.

- 1) **A More Thorough Update in the Rediker Portal (and Google Classroom as Applicable).** Similar to Level 1 and 2, you need to post daily updates in the Rediker portal and Google Classroom where applicable. At Level 3, you need to expand these updates. They need to explain everything you did in class, not just an overview. Think of it as more of a “This is what you should have learned today,” rather than a list of “This is what I taught/we did today.”
- 2) **Screencasting is Your Friend.** Try to screencast your lectures and reviews whenever possible and post the link to the portal. You can do this real-time in your class, afterwards, or as a dry-run while you prep for class. This practice will save you from having to try to catch individual students up later. Screencasts work well for many purposes, not just a lecture or tutorial. Consider screencasting your feedback to student work, or screencasting a model or sample (i.e. art project or lab). For labs, consider having the students in class run the lab and partner with a student at home to help do the analysis and write up via Google Doc.

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- 3) **Preload Resources.** We use a wide range of resources in all our classes. Preload handouts, instructional materials, guided notes, links, etc. into the portal before class begins. That way, if a student is attending remotely, he or she will have access to the materials you are distributing in person. Don't forget about the white board. If you use the board extensively in your lessons, take a picture at the end of the period and post it to the portal. If you have a physical copy that doesn't yet exist in electronic form, you can take a picture of it utilizing a smartphone, or create a PDF by scanning in the worksheet. Again, this is more work up front, but the resources can be used by both groups of students.
- 4) **Assessments.** Assessments with online students and on-ground students will require some careful planning. It may be that students learning remotely cannot take the same assessments as those in school. Traditional assessments can put remote students in a tricky position where a quick Google search makes cheating both easy and tempting. It's our job to create a learning environment that sets students up for success rather than for a moral dilemma. You can always create two different types of assessments. You can create collaborative tests using Google Docs, individually assign assignments in Google Classroom, build a quiz using Google Quiz Assignments (with randomized test questions, some preventions against copy/pasting text). You may also choose to give everyone an alternative type of assessment for this period of time (long-term project based learning, for example).
- 5) **Check in points.** Figure out how you are going to check in with your virtual students. On-ground, this is easy. We physically see them. How can you do this virtually? Do you want to ask for an update via a question on your Google Classroom page? Do you want students to email you? Could you make a "water cooler" discussion board for students to post questions and issues they are having? Encourage classmates to respond, too. The goal with these checkpoints is both to ensure students are following along *and* to share the responsibility of building and caring for the learning community with the rest of the class. It is essential that you check in with the remote students at least twice a week to see how they are doing and so that they do not fall through the cracks. If students are slipping behind, please notify the Division Head and Advisor, who will follow up with the family and loop in the appropriate administrator if necessary.
- 6) **Flexibility.** As teachers, we know how to adapt. (Fire drill during naptime? Pep rally at 2PM?) As you begin to think about the possibility of remote learning, either for some or all of your students, start thinking of what is most essential for student learning. Some of your existing expectations and policies may not serve students in this unique moment. Please approach late and make up work with some flexibility while students and/or faculty are asked to stay home. Teachers should work with the student and their division head to devise a plan for student work and recovery. Also, though all of our families have access to the Internet and computers, it may not be constant and there may be expectations that students share computers with family members. We will need to work with each student, trusting that they, too, are doing the best they can.

C. Supporting Absent Students: Virtual Attendance

If a significant number of students are absent, or if many students are absent for a prolonged period of time, we will use a flexible attendance plan. If students cannot physically be on campus but are well enough/able to attend virtually, they can join their classes remotely to keep up with their studies. Please let [Angela Meredith](#) know via email if this is the case. Students who are ill and unable to virtually attend should focus on getting better. They will be marked absent.

- 1) **Keep Posting Daily Updates** to the portal or your Classroom, including: the agenda of what you did in class; links to resources, notes, slide decks, and copies distributed to students who were present; expectations for homework; screencasts of lessons and lectures whenever possible.

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- 2) **Enlist Students:** Set up a buddy system to ensure every student has at least two other classmates they can call to get updates on your class. Remind students that they can (and should) still attend class if they are able.
- 3) **Teacher Hosted Virtual Classroom:** Teachers may choose to host their class in-person while also in a Google Meet, allowing many remote students to join. Schedule this via the Classroom Assignment>Calendar workflow so that the Meet is easily accessible for students. For support hosting a Google Meeting, please see [tutorials](#).

D. Discussion Questions For Divisions and Grade Levels

When we reach a point of significant and prolonged absences, it's time for slightly different conversations in departments, program teams. We're all going to have to let go of some of the practices and policies we value and expect under normal teaching and learning conditions. The questions below are meant to drive discussion around how we might collaborate to best support students and make teaching tenable, especially in anticipation of a possible move to a fully-online program:

1. Divisions & Grade Level Teams

- What's the baseline that students need to know, understand, and be able to do for us to be confident that they have met our learning objectives?
- What assessments are coming up? Will these work for students at home *and* students in class? How might we tweak these to work for both?
- What major assignments are coming up? Will these work for students at home *and* students in class? Will students at home face a moral dilemma around academic honesty? If yes, plan something different.
- What is the most essential work remaining in this unit? This semester?
- What practices, assignments, and assessments can we streamline or prune altogether? Is there anything we can make optional/extension work?
- What lessons can we collaborate to build together? How might we divide the instructional load and share what we create (screencasts, notes, adapted assignments and assessments, etc.)?
- What constitutes "present" for this course in a given week? What will remote students need to do to "attend" while classes run on campus? How will we communicate our expectations to students?

2. Administrators and Division Heads

- How are we communicating with teachers about students with "anticipated prolonged absences?"
- Are there members of our community whose work has been significantly reduced who might be available to support teachers whose work may be overwhelming right now?
- How will we regularly collect/solicit information from teachers about the progress of students, and any students of concern? How will we communicate our plan to teachers and coaches? Who will take point to connect with families if a student is "remote" but isn't keeping up with his/her studies?
- What are the current social emotional needs of our community, especially those at home? Who is checking in and connecting with these community members?

IV. LEVEL 4: PHYSICAL SCHOOL IS CLOSED. CLASSES ARE HELD ONLINE.

A. The "Level 4" Scenario

Campus is closed; classes are held online. The essential question here is, How do we support student well-being and academic development in the midst of a major disruption to our daily operations for an extended period of time? How do we continue to foster student learning without being able to meet our students in person?

Level 1

School is Open. Plan & Prepare.

What tools do I need to teach outside of my classroom?
What support do I need?

Level 2

School is Open. Increased Absences.

How do we keep learning on track for absent students
without overloading teachers with individual requests?

Level 3

School is Open. Significant & Prolonged Absences.

How do we ensure instructional continuity when some are
on campus and some are remote?

Level 4

Campus is Closed. Classes are Online.

How do we support student well-being and academic
development in the midst of a major extended disruption?

B. Anticipated Challenges In Shifting Online

When traditionally on-ground schools move unexpectedly to fully online learning, there are some anticipated challenges. Fortunately, we aren't the first school to think through this move. The questions below come from colleagues in our profession around the world who have generously offered their insights and experiences. We are especially grateful to the Taipei American School in Taiwan for sharing lessons learned. We have responded to each of these questions in our plan.

- 1) **School Days:** [SAIS](#) is suggesting that 3.5 hours/day of "verified" (self monitored) instruction counts as a "day" of school for our count. Grades Little Laker through 1st just need to provide resources for families.
- 2) **Schedule.** What's the schedule? This is useful even if there aren't any synchronous classes being held. It gives kids predictability.
- 3) **Attendance.** How will you take attendance? What constitutes "present"?
- 4) **Community.** How will you support kids' needs to socialize and connect? Opportunities for peer-to-peer connection will be especially important.
- 5) **Clarity.** For kid's sake, clearly put all assignments in one place (the Rediker portal class page), explain objectives and expectations up front, and meter the workload. Interestingly, at the Taipei American School, teachers who don't customarily give regular homework in this way (Fine Arts & PE) tended to overload.
- 6) **Administrators.** Train administrators how to walk the halls of a digital school and provide some measure of accountability and support for students and staff. Decide what the school will record and who will have access.

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- 7) **Assessment.** Have a game plan for assessments (Formative only? Allow summative?).
- 8) **Screen time.** Think creatively about what students are doing/working on so they aren't glued to a screen for 8 hours each day.
- 9) **Set Expectations.** Clarify expectations for students/families, including attendance, participation, work load, communication if absent, etc.
- 10) **Tech Check.** Clarify expectations for home technology requirements. The Tech Department has worked to ensure all our families have WiFi and a home computer.
- 11) **Transition.** What's your transition back plan? Social Emotional needs may be high.

C. Key Terminology For Online Learning

Though much of teaching and learning online is the same as in the shared physical classroom, there are a few key terms that will help you navigate the shift.

- 1) **Asynchronous:** Class interactions happen via a Learning Management System (the Rediker Portal or Google Classroom) without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement. If you're comfortable using Google Classroom, you are already totally capable of running your classes fully online.
- 2) **Synchronous:** Class interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. We have Google Meet for synchronous meetings. Most online courses are a blend of synchronous contact and asynchronous study/work. In describing their experience of shifting school completely online, Colleagues at the Concordia International School in Shanghai explained that asynchronous instruction worked best for deep learning, whereas synchronous instruction was essential for maintaining relationships.
- 3) **Screencast:** A digital video recording of your computer screen, usually including audio narration. Screencasts are a form of instructional video or a way to give visual and audio feedback to students. Quicktime is an easy to use tool already installed on your machines.
- 4) **Video Conference:** A virtual meeting in which participants in different locations are able to communicate with each other with audio and video. We will use Google Meet for this function.

D. Teaching During a Level 4 Event

At Level 4, the school will be closed and all students will be learning remotely. Faculty and staff may also be working remotely, but could work from school unless there is a campus closure. This determination is made by the administration of the school. If the school is closed, but the campus is open, teachers might be able to collaborate in real-time at school. At some schools, we have seen divisions and grade level teams collaborate face-to-face in homes. If there is a quarantine or it isn't safe to gather, divisions or grade level teams can gather virtually using Google Meet. Either way, it is expected that teachers will gather at key points as a division and even as a whole faculty. We will need this time to stay in touch, support each other, and plan.

At this level, the way we teach fundamentally changes. You need to think about teaching in chunks. It is very hard to post work everyday for all your classes. Instead, you want to make some decisions. Do you want to post everything for a week-long chunk? Do you want to post a 2-week unit? How are you going to scaffold the

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work for students? How often are you going to commit to do updates and post resources? Remember that students will meet with you virtually twice a week. Other than that, you will use other tools to communicate with them (Google Meet, email, screencasts, individual Google Meet sessions). Because of this, you need to rethink how you will lay out your course. Remember your students are not just taking your course, but trying to keep up with all courses. Although they do that now, doing this totally online will be different and take some practice. The shift may be particularly challenging for students with executive functioning learning differences. You will not be able to “read the room” to gauge their understanding, so you need to figure out ways to check-in on every student individually. It is super easy to fall behind virtually and hide ‘in the back of the virtual room. You’ll need to double-down on checking for understanding and touch points.

1) Thorough Update on the Rediker Portal (Grades LL-2nd) or Google Classroom (Grades 3rd-8th)

With every step away from the physical classroom and into the virtual one, updates on the Rediker portal (grades LL-2nd) or Google Classroom (grades 3rd-8th) need to be more comprehensive and detailed. You’ll need to give context for the week’s worth of work, including your objectives (in student-friendly language), expectations for learning, a preview of the assignments, and where to find the resources, assignments, and assessments. Think: Lesson Planning 101. Start with the end in mind: what do my students need to know and how will I know they learned this? If you do one big post with everything in it, you will help students plan out their week. If the unit spans several weeks, you will still need weekly updates with assignment checkpoints to ensure they are progressing and not waiting until the very end.

2) Screencast Your Update

Once you set up your Portal/Classroom update with the overview of the week, we recommend that you screencast yourself walking students through your post, just as you would in class. This is your chance to tell them verbally what they will be doing that week/unit and what your expectations are. This practice is especially important if students are working for multiple weeks on one project or one unit. They need to know where they are headed in their learning, not just what is due right now. Post the screen cast in your Portal or Classroom update. You may want to screencast a sample final project or a model of student work so students know what to expect. Importantly, in our community where relationships are paramount, a screencast with your voice will help make a switch to online learning feel less impersonal and more relational.

3) Preload & Vary Your Resources.

Just as you did in Level 2, preload all your resources and point to them in your weekly post. Consider the types of resources you expect students to access. It’s good practice to add PDFs of readings and to vary the type of media (ie: screencasts, TED talks, video tutorials, etc.) to make up for you not being in front of them.

4) Assessments.

As we noted in Level 2, assessments with online students require careful planning. Traditional assessments can put remote students in a tricky position where a quick Google search makes cheating both easy and tempting. It’s our job to create a learning environment that sets students up for success rather than for a moral dilemma. This is a good time to consider other types of assessment. If a traditional test is out, how else can you evaluate what students understand? How else can you assess the development of a key skill? Project based learning, with multiple checkpoints along the way, is a great fit for remote learning.

5) Check in points.

You need to make sure you are checking in with students twice each week. You will want to make sure you do this before posting your attendance on Tuesday and Friday. Attending virtual classes, posting to discussion boards, email, submitting assignments, etc., all constitute check-ins. The point is that you want to know students are working and not falling behind. If they are not checking in, we want to catch them

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early. Consider creating a “water cooler” discussion board for students to post questions and write about issues they are having. You can call it “Questions, Concerns, Comments” as an example. An open forum like this will allow not just you, but classmates to respond as well.

6) Flexibility.

This is the time to adjust your curriculum to fit into a virtual school world. What is your comfort level? How will you use the synchronous and asynchronous tools? Make your plans, lay out your course, take a deep breath, and be flexible. If something doesn't work, just like in your classroom teaching, adjust and go back or move on. Remember to reach out to your colleagues and tech team for support. We can do this...together.

E. Weekly Schedule If School Is Closed

We will run our regular weekly schedule if school moves from on-campus to online. We may need to be prepared to run classes for a sustained period of time -- at least a couple of weeks. It will take all of us to reiterate to students that *school is still in session*, just in a different space.

Using our schedule, the designated time slot for each class period indicates when teachers will need to sync with students and/or when teachers will host virtual class via Google Meet . Please see the “attendance” section on the following page for more detail.

If you do decide to host a virtual class via Google Meet, you may choose what time within that window your class will meet. If you are syncing with students individually or in small groups, the goal is that you have a sufficient block of time to do so.

F. Expectations For Classroom Teachers

Assuming you are well enough to teach, the expectation is that you continue to keep your classes moving. Expectations for teaching online:

- 1) **Communication** Teachers are expected to be in their courses on the Portal or Google Classroom every school day. Post all instructions, assignments, and learning materials to the Portal. Each week, post an update with an overview of the learning objectives and expectations. It pays dividends to be overly-clear; we don't have the benefit of reading the room and clarifying on the fly. Please answer your email within 24 hours.
- 2) **Work Load.** Aim for 3-4 hours of class work per week maximum, including: time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via Google Meet, “homework”/learning tasks, etc.
- 3) **Attendance.** Twice per week, please conduct a virtual roll call. Sync with each student in your class to ensure they are following along with their studies and are connected to the community. You can do this by asking students to join a virtual class on Google Meet during your designated class period, reply to an update or discussion board post on the Portal/Google Classroom, participate in a chat on a Google Doc, submit an assignment, or simply respond to an email. Please record your class attendance in your Rediker gradebooks (same place as usual) by 4pm on Tuesday and Friday. **We will have three new attendance codes to show whether students are: present and participating, have inconsistent attendance and participation, or not present/inactive in their classes.**
- 4) **Office Hours. You should designate time in your schedule for Office Hours.** While your prep periods are one option, please plan at least two 45-60 minute windows a week that would work for a student who has a class during your prep period (so at Lunch, after school, Chapel, Clubs, Celebration)

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Plan on being available to answer student questions for the duration of Office Hours. You may choose to host office hours via email, 1:1 Google Meet meetings, small group Google Meet meetings (by opening up a meeting and posting the code on the Portal/Google Classroom & Calendar), the chat function within Google Docs -- or any combination of these methods. Please post an update on the Portal explaining to students where they can reach you and/or how they can schedule time with you during Office Hours.

5) Expectations for Preschool Teachers:

- a) Meet with grade level team weekly through Google Hangouts or video conferencing to collaborate and share ideas.
- b) Create a plan for at least 3.5 hours of instruction per day. This can include reaching out to students and parents.
- c) Provide office hours for parents at least 15-20 minutes. This is an effort to check in and possibly share with parents. Also, talk with your students at least twice a week.
- d) Weekly check-in with division head (Google hangouts, video conference).
- e) Use Kaymbu as one of your platforms. Things you can do in Kaymbu:
 - i) Send a voice message to your entire class (maybe this can be a morning message with ideas for the day).
 - ii) Attach files, pictures and create weekly news with activity ideas in the areas of math, language arts (reading & writing activities), science.
 - iii) Use the video mode to create a storytime video to send out to class
 - iv) Send whole class emails checking in and with simple activities.

6) Expectations for Lower School Teachers:

- a) Meet with grade level team weekly through Google Hangouts or video conferencing to collaborate, plan and share ideas.
- b) Create a plan for 3.5 hours of instruction per day. This includes reaching out to students and parents about assignments. This time also includes special classes. The special subject teachers will also share a plan for student learning. Specialists and classroom teachers coordinate how information sharing will happen most clearly and easily.
- c) Provide office hours for parents at least 15-20 minutes per family. This is an effort to check-in regularly. Also, it enables you to talk with your students one to two times a week.
 - i) Office hours mean that you are “open” for 1:1 dialogue with families. Your office hours can be set for a 2 hour period each day. The office hour time will be communicated by you to parents so they will know when it is and will be managed daily by sign-up genius or however you facilitate sign-up for conferences. Parents need to have easy access to signing up for 15-20 minutes increments that provide 1:1 time with you. You may have days with lots of families signed up and days with very little. The ebb and flow will vary. The daily office hours allow them to ask questions and talk about the learning of the day or about the goals of the week. This also gives children time to connect with you and hear your voice. The connection will be a phone call, facetime call to an identified number, or via Google Hangout. Although it is not preferred as the office hour connection, if text or email is preferred by the family then honor that. We want families to feel connected and phone call connections are the best way to achieve that goal. Please

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send Marti an invite to the sign up genius (or however you have parents sign-up) so I can see how this office hour system works. If families are not signing up throughout the week, please reach out to them at least once via phone call. This can be done at any time that is convenient for you. Please let me know if you have questions about office hours. Marti can be reached at any time via cell: 630-533-5358.

- d) Weekly check-in with Division Head (Google hangouts, video conference). I will email to set this up with each grade level.
- e) Send whole class emails with lesson plans for the day/week or attach them to the portal or share as a google doc. Please copy Division Head on the communication.
- f) Attach files, pictures, links, and create weekly news with activity ideas in the areas of math, reading and writing. Specialists will send you their lesson on the day you typically go to their class. Please let me know if you have questions about any of this information.

7) Expectations for Middle School Teachers:

- a) Meet weekly through Google Hangouts or video conferencing to collaborate, plan and share ideas. TBD whether these meetings will be via grade level, subject area, or as a division.
- b) Create a plan for 3.5 hours of instruction per week for each of your classes. Post these plans on the Portal and/or Google Classroom and include all learning expectations, links to materials, etc.
- c) Send whole class emails with lesson plans for the day/week or attach them to the portal or share as a google doc. Please copy Division Head on the communication.
- d) Continue to send a weekly email to your advisory students and families. These will contain any pertinent information and updates supplied by Ellen and also should serve as an emotional connection/check-in with your families.
- e) Please plan at least two 45-60 minute windows a week for "Office Hours" that would work for a student or family who has questions or needs to make contact. Feel free to use whatever platform makes the most sense for you whether that is via email, 1:1 Google Meet meetings, small group Google Meet meetings (by opening up a meeting and posting the code on the Portal/Google Classroom & Calendar), the chat function within Google Docs -- or any combination of these methods. Please post an update on the Portal explaining to students where they can reach you and/or how they can schedule time with you during Office Hours.

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G. Online Resources for Preschool Parents

Core Subject	Source	Activities
Language Arts	https://storytimefromspace.com/ www.storylineonline.net Handwriting without Tears App for iPad	<p>Draw & write about the stories you listen to. Create your own book.</p> <p>The handwriting without tears app can be used for the iPad and will give your child the opportunity to practice handwriting skills.</p>
Math	www.pbskids.org https://pbskids.org/games/ https://busytoddler.com/2018/03/find-the-shapes/ https://laughingkidslearn.com/simple-counting-activity-for-children/ ABC 123 App for iPad	<p>Keep a math journal- drawing and writing about numbers.</p>
Science	https://www.explore.org/livecams www.weatherwizkids.com https://jr.brainpop.com/	<p>With each of these programs you can visit topics of interest around science. Allow your child to visit and pick a topic of interest to explore.</p>
Fun & Fitness	https://www.gonoodle.com/ https://www.youtube.com/user/CosmicKidsYoga	<p>This is a fun interactive platform that allows children to dance and interact with music and instructors.</p>

H. Remote Learning Details for Lower School

Some important questions to ask as you begin to plan:

1) Reading

What reading level is each child? Families will need to know what books to provide for their child. This will require them to know the reading level. The public library will be open and there are online resources that families have, as well. Free services with Tennessee Library : <https://tntel.info/resource/world-book-online>. Many of you sent children home with books to read. Epic is a good resource for books, as well. Epic: <https://www.getepic.com/sign-in>

TIP: Good Reads can give great book titles according to a child's reading level. In the Google search bar, type for example "Good Reads level L" (Level L is a second grade reading level). This list comes up: <https://www.goodreads.com/shelf/show/level-l>

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Sending a reading list to families of a child's instructional or independent level is very helpful when planning reading assignments. *Writing about reading* assignments will be good for them, as well. Asking an open ended question that can be applied to any book will be a good culminating assignment with independent reading time that you assign. Questions like: What was the most important thing that happened? Draw and Write about it. Discuss that question with your mom and dad: Why was it important?

Also think about:

- What phonics skill are we working on as a class? How can I continue that learning remotely?
- What spelling skill are we working on as a class? How can I continue that learning remotely?
- What "Fix-it Up" strategy are we working on? Self-monitoring? Rereading to make sure I understand what I read? Self-correcting when I read something that doesn't make sense?
- What comprehension strategy are we working on this week? Prediction, making meaningful connections (text-to-self, text-to-text, text-to-world), making inferences, making predictions, visualizing, comparing/ contrasting, questioning, retelling, etc. Be specific and explain the comprehension strategy as a part of your lesson.
- What read aloud will give students the opportunity to practice that strategy?

TIP: Since we can't read aloud to children easily in a remote setting, you can look up a read that you know well and see if it is available as an animated story. The list here includes just a few of the options that are out there:

- [The Little Red Hen](#)
- [Jack and the Beanstalk](#)
- [The Three Little Pigs](#)
- [The True Story of the Three Little Pigs](#)
- [Where the Wild Things Are](#)
- [Miss Rumphius](#)
- [Bees and their Jobs](#)
- [The Curious Garden](#)
- [Stand Tall Molly Lou Melon](#)
- [We're Going on a Bear Hunt](#)
- [The Very Quiet Cricket](#)
- [Hungarian Folk Tale Stone Soup](#)

What do Folk Tales Teach us? Why are they written and last from generation to generation?

- [Sarah Plain and Tall](#) (reading level R beginning of 4th grade-- full chapter book read aloud online)
- [Interview with the Author of Sarah Pain and Tall - Patricia MacLaughlan](#)
- [Teaching Themes with Peter Reynolds Books](#)
- [Ish by Peter Reynolds](#)
- [Goodnight Gorilla](#)
- [The Very Hungry Caterpillar](#)

Non-Fiction Options:

- [Elephants](#)
- [Cheetahs](#)
- [Weather](#)
- [Gail Gibbons - Weather Words and What they Mean](#)
- [Chickens Aren't the Only Ones](#) has a clip of hatching sea turtles that make it to the ocean.

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- [The Greatest Flower Book in the World](#)
- [Gail Gibbons- Meeting the Author](#)
- [Gail Gibbons - Spiders](#)
- [Gail Gibbons book playlist with teachers reading the book- not produced](#)

The above are just examples of what links can be sent to families so children are read aloud to each day. Teachers can then assign a few discussion questions to help children think deeply about text. After that they can be given a write about reading prompt to draw and write about the text they just heard. The children can draw and write their answers and scan or take a photograph of and send to you over email.

2) Writing

- What genre have you been teaching in writing? Personal Narrative? Informational/explanatory? Or Opinion writing? Write about Reading essays?
- Are you focused on paragraph writing? Are you teaching them to include a topic sentence, detail sentences with a closing sentence? What content are you aiming for? What length is the goal--how many sentences?
- What grammar skills are the focus? Do the children have a way to continue this practice? Workbooks?
- What vocabulary practices can continue? Workbooks? Highlighting words in read alouds?
- What spelling resources can be used to practice spelling?

3) Math

- What math concept are you introducing or reviewing?
- Is there a family letter from the Everyday Math program that can help explain the concept to families?
- Are there math journal pages for them to complete?
- Are there supplementary worksheets for practice?
- What online resources can you use?
 - IXL <https://www.ixl.com/signin>
 - Greg Tang's free math games: <https://www.gregtangmath.com/games>
 - SumDog: https://www.sumdog.com/user/sign_in?to=%2Femails

Other online resources:

- [EPIC](#)
- [BrainPOP JR](#) (gslschool/saints)
- [Tennessee Library](#)

4) These guiding questions lead to the weekly goals and daily assignments.

Thor urged you to think of the ESSENTIAL learnings for the next two weeks in the core subjects of reading, writing and math. You will be able to make weekly and daily plans following those essential learnings. The plans can be sent to families through an email or Google Classroom or the Portal. The above mentioned guiding questions and resources should be helpful as you embark on this unique task. Please let me know how I can support you. This is new territory for all of us, so please know that all questions are welcome and that there is not just one answer to how this can be done effectively.

Please plan for 45 minutes for each subject. It is easier to think about a lesson in small chunks. Here is an example: Part one of lesson includes the explanation of the concept--this can be done with a visual, google

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slide, or a paragraph (7-10 minutes). Part two can focus on practice through worksheet/math journal page/ written practice (15 minutes), and part three will be the digital option including IXL, EPIC, spelling city, reading website, digital story (20 minutes). A final option can be to include an exit ticket/check for understanding/ exit question for them to send to you through email or google doc. For 3rd and 4th grade, there are Google forms and quizzes can give a progress check. This last part may not work for every grade level.

I have attached a week lesson in writing. It is not the only way to do it. There are many ways to do it right. Since I just wrote this lesson in the last hour, it is not perfect, but it is a start. It is intended for a 3rd grade class. Here is my example lesson for writing expository text. I think that examples are helpful for some when doing something new, so I hope this helps. Your way will be far better than mine because how you set it up will work for you and your students/families. If planning forms are helpful for you in getting started, I have more planning support here. Please let me know if you have questions.

5) Special Subjects

Plan one lesson of 35-40 minutes for each grade level.

You can send your assignment for the week to the grade level teachers. For example, if Layne needs the children to practice their song for their musical coming up, then she will write out the assignment. She will put it in the Portal or email it to the classroom teacher and the classroom teacher puts it in the portal or in an email--if that is the preferred means of communication. So in other words, Layne will have 5 lessons which includes one for each grade level. Please contact me if you have questions. I have included a lesson example. It is just a start, but I thought an example could be helpful as you embark on this very unique planning experience. Your ideas will be much better, but examples can be very helpful as a launching point.

- Music: send class assignment to the portal or teacher on your assigned day (not both music days-- just one).
- Art: send your assignment to that teacher on your typical art day.
- Science/Tech: send your assignment on your Science or Tech day.
- Library: send your assignment to each grade level on your typical day.
- Spanish: send your assignment to each grade level on your typical day.

Please let Marti know if you have questions.

I. Best Practices For Online Teaching & Learning

The flow of online learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare, and engage in learning.

	Teacher Posts...	Using These Tools...
Preview	<i>Portal/Google Classroom Update:</i> <ul style="list-style-type: none">• Overview of the lesson• Objectives & connections to prior lessons/learning• Quick Attendance Check (to ensure students are present and following along)	<ul style="list-style-type: none">• Post an update to the Rediker Portal or Google Classroom• Screencast (via Quicktime)

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Prepare	<p><i>Portal/Google Classroom Assignment:</i></p> <ul style="list-style-type: none"> • Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc . 	<ul style="list-style-type: none"> • Create/Post content: upload audio, video, screencast, text, links to docs, images... • Access existing curated content: Library of Congress, TED, NatGeo, PBS, Smithsonian, Bio.com, Discovery Education, History Channel, Khan Academy, Bozeman Science, CommonLit, NYTimes Learning, Newsela
Engage	<p><i>Portal/Google Classroom Assignment:</i></p> <ul style="list-style-type: none"> • Reflective writing, journaling, guided note-taking • Discussion boards, assignment submission, post/share/ respond to audio, video, images, media • Writing, collaborating, peer editing google docs • Virtual labs/simulations; home labs/observations • Remote synchronous class • Practice problems • Research, writing, projects • Online assessments • Quiz, formative assessment • Summative assessment 	<p><i>Asynchronous Tools:</i></p> <ul style="list-style-type: none"> • Google Suite (docs, slides, forms/surveys, sheets) • Quicktime • Quizlet, Kahoot • Flipgrid • Checking for Understanding • IXL • Epic • Spelling City • SumDog • Brainpop Jr. <p><i>Synchronous Tools:</i></p> <ul style="list-style-type: none"> • Google Hangouts

J. Ten Tips For Running A Synchronous Class

- 1) Determine the length of your class. Holding attention online for over an hour is difficult. Consider this ahead of time.
- 2) Login ahead of students and greet them when they enter “class.”
- 3) Set up Chat parameters. We recommend either no chatting or public chatting only. We do not recommend allowing students to chat privately.
- 4) Use the private chat feature as the instructor to catch up late students or to nudge students who are not jumping in.
- 5) Once class begins, change your settings to mute students on entry.
- 6) Call roll to bring the class to order. You can ask them to say here, type here in chat, or take a screenshot of your participants list. You will need attendance records for later, so make sure you do this up front.
- 7) Begin class by sharing your screen and toggling over to your Rediker Portal/Google Classroom class page. Show the update that you posted for the class; this should have the outline of the work for the

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week. Walk students through the update. Show them where the resources for that week are located. Show them where the assignments/assessments are posted.

- 8) Preview your objectives for the virtual class and any expectations you have of them during the call (notes, participation, response online after class, etc.)
- 9) After previewing the week and your objectives, move on to your presentation, discussion, etc. Enjoy, for a brief moment, the luxury of teaching in a dress shirt and pajama pants.
- 10) About five minutes before ending class, go back to your Portal/Classroom page and remind students about the upcoming work for the week. This may seem overly-redundant. Just remember: this will be a monumental shift for students and they will need all the clarity and support they can get.

K. Rubrics and Resources For Discussion Boards

Discussion boards are excellent ways of fostering peer-to-peer learning. The optional rubrics and resources below are simply meant to make your life easier. You are not required to use them. You absolutely may edit, adapt, or build on them.

1) Setting Clear Expectations

When online is the only option for students to share their ideas and questions with one another, it's important to set clear expectations for posting. Here's an example: "Please post your first response by 10PM on Tuesday night. The post must be at least 250 words in length and reference the readings. Be sure to use MLA format for your citations. You must respond to three of your classmates by Friday 10PM. Follow-up posts must be substantive (at least 100 words) and move the discussion forward. Simply saying, "I agree", etc. will not earn credit."

2) Resource: Discussion Board DOs and DON'Ts for Students

Do think before you post. Complete the reading or preparation work before you write.
Do post your response early to give your classmates more time to reply. Check back later to see what comments have been added.
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. The best part of a discussion board is that you get lots of think time before you post. Use it.
Do reply to several of your classmates' posts, adding examples or asking questions.
Do remember that it is harder to tell when something is a joke online. Use humor sparingly.
Don't agree with everything you read. It makes for a really boring conversation. Politely disagree when you have a difference of opinion.
Don't reply to the same people each time. Try to bring in other voices.
Don't get personal. Focus your criticism on ideas and arguments, not on your classmates.
Don't bring the outside in. No inside jokes, references to people who aren't in the conversation, or comments you wouldn't say face-to-face

Top Ten Discussion Board DOs and DON'Ts for Students. From *Power Up: Making the Shift to 1:1 Teaching and Learning* (Neebe & Roberts, 2015). Reprinted with permission.

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3) Tips for Discussion Board Prompts

Discussion board prompts are just like the prompts you use to start discussions in your class. You just need to adjust them a bit since you will not all be in the same room answering these orally. If you need a bit of assistance with this, here are some things to consider:

- Think about the learning you want students to gain from the discussion.
- What do you want to see in the responses? Convergent ideas (how, what, why), Divergent ideas (predict, if...then), Evaluative ideas (opinion, defend, what if)?
- Since you want to avoid yes and no responses, how might you frame the question in such a way that students have to think before posting and not just answer off the top of their heads?
- Remember, just like in a face-to-face class, sometimes questions just flop. Don't give up; just adjust. Feel free to post a response that clarifies what you are looking for, gives more instruction, or poses a completely new question.
- Once you launch a discussion board, monitor it as you would in a face-to-face class. Avoid jumping in too soon or over-responding. You don't have to respond to every post. Remember you set it up to where they have to respond to their classmates. Allow the exchanges to take place.
- When responding, be sure to model how you want students to respond. Consider including links to support your statements, quotes (cite them), restating a portion of the post you are responding to, and using the name of the student(s) to whom you are responding.

4) Hacking the Discussion Board for Global Feedback

The discussion board platform is also a great place for providing global feedback to students, just as you would in class if you were using a student sample to retool thesis statements or craft a stronger hypothesis. Just because we're learning online doesn't mean students have to learn in isolation. We can still insist on an environment in which mistakes are expected and growth happens in community. Ask students to post a draft of their project check-point. Tell them you will give feedback directly on the discussion board (and that students will receive their grade privately). This will likely feel very awkward at first. We often aren't used to learning and stumbling with an audience. It can be a very vulnerable feeling. Remind students that we learn more deeply when we learn in community. They'll be surprised how much they grow by seeing the insights of classmates and the feedback to their challenges, which may someday be their challenges, too. Early replies from you to a few students will be seen by, and shape, the responses of other students.

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5) Rubric: Grading Discussion Board Posts

Here's a sample that you could use or adapt.

	5	4.5	4	3
Critical Thinking	Response clearly addresses all elements of the prompt. Exhibits attention to detail and mastery of the topic. Student evaluates and synthesizes course concepts, theories, or materials appropriately, using effective examples and supporting evidence.	Response addresses the prompt and demonstrates a clear understanding of the topic. Student applies and analyzes relevant course concepts, theories or materials, using examples or evidence for support.	Response addresses some elements of the prompt. Student summarizes course concepts, theories, or materials. Post may reveal some gaps in understanding or familiarity with content.	Response does not adequately address the prompt. Student relies on statements that are unsupported by course concepts, theories, or materials. Post demonstrates misunderstanding of content and/or a lack of sincere effort.
Engagement	<i>Thought Leader.</i> Asks good questions for classmates to consider. Responds to multiple peers in a manner that advances the discussion. Draws connections between comments. Takes risks in developing new ideas.	<i>Engaged Participant.</i> Asks thoughtful, open-ended questions. Builds off of previous comments in the discussion board. Responds directly to peers in a manner that adds meaning to the discussion.	<i>Skimming the Surface.</i> May ask clarifying or perfunctory questions. Responds to peers in a manner that demonstrates superficial engagement with their ideas.	<i>“Post and Go”</i> Student does not make meaningful contributions to the discussion community. Does not respond to peers, even when prompted to do so. May disrupts the community with discourteous behavior.
Style & Format	Meets or exceeds required word count. Post(s) are practically perfect grammatically. Student consistently provides academic citations for ideas not his/her own.	Meets or nearly meets required word count. Post(s) may include a few errors that are minor enough that they do not distract the reader. Student references sources for ideas, but may do so inconsistently.	Meets at least 80% of the required word count. Post may include errors that distract the reader but do not detract from the argument. Student does not provide citations for sources.	Falls significantly short of the required word count. And/Or post contains multiple flaws that seriously confuse the reader. Student does not engage sources, and thus, none are cited.

Adapted from the University of San Francisco Educational Technology Master's Program scoring guides and the Phillips Exeter Academy Harkness Discussion rubric.

L. Expectations For Counselors

Courtney will be available during Office Hours to meet/work with students. She will continue providing services to students as needed, primarily in a one-on-one format, throughout the course of each work day. She will be available to help support students who are absent/cannot participate, and may choose to lead small groups online for study sessions, tutorials, or personal support. Counselors will work with the Administration, including Division Heads, to communicate with families about attendance/participation concerns and support students in getting back on track.

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M. Expectations For Librarians

The librarians at GSL are exceptional resources as you plan and design your courses. Librarians are expected to be available to students and faculty during normal school hours. Librarians may want to connect up with division heads and grade level teams to see how they can support the program via databases and other materials teachers can include in their lessons.

N. What You Can Expect From Administrators

The Division Head will send a weekly communication to students via Email and email with updates, announcements, and a reminder that school is still in session. Schoolwide administration will communicate with the community at least weekly.

Faculty and Staff can expect a full community meeting if we are shut for over a week. Look for Google Calendar invitations for a link to the Google Hangout meeting. Additionally, administrators will each take one or two departments to support. They will “walk the virtual halls” by checking the Portal and joining classes via Google Meet when possible. Administration and administrative staff will monitor student absences so teachers can plan and teach. This means that while teachers will take attendance twice each week, administration will follow up as to why the student has not attended.

O. What You Can Expect From Tech

In the event of a school closure, the tech department may still be working from campus. In the event of a campus-wide closure they will be working remotely. The tech department will be monitoring their emails during normal school hours. Please include a phone number so that we can contact you quickly. All efforts will be made to quickly contact you to resolve the issue. This may include remoting into your computer (with permission), sending you a screencast, calling you, emailing, or opening a Google Hangout session.

P. Contingency Plans If You're Sick And Can't Facilitate Class

If you are unable to facilitate your class, please communicate with your division head and Angela Meredith. Remember, we are all in this together. We are all going to have to step in to help our colleagues through this.

Q. Quick Links To Tutorials For Tech Tools

If you don't find an answer to the exact question you have, a great first step is to search for the software/program name + function + tutorial (such as “Google Meet record meeting tutorial”). And of course, you can email jsansing@gslschool.org or jwhite@gslschool.org with any questions.

[Rediker Portal Tutorials](#)

[Google Webinar “Enabling Distance Learning with G Suite and Chrome”](#)

[Google Classroom Tutorials](#)

- [Posting an update \(Stream Page\)](#)
- [Posting an assignment](#)
- [Grading student work](#)
- [Sharing and annotating documents](#)
- [Creating a discussion board](#)
- [Creating a quiz or assessment](#)
- [How to create a poll](#)
- [Embed a Youtube video](#)
- [Individually assigning work to specific students](#)

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- [Uploading audio, video, and images](#)
- [Submitting assignment - student view](#)
- [How to view teacher comments - student view](#)

Google Suite

- [Creating and sharing a doc](#)
- [Inserting hyperlinks within a doc](#)
- [Creating a Google Form \(survey\) and viewing responses](#)
- [Creating and sharing a Google Slides deck](#)
- [Hosting a Google Hangout Meet](#)

V. SHARING, THANKS, & RESOURCES

We are grateful to the folks at Sacred Heart Prep (Diana Neebe and Joy Lopez) for compiling and sharing much of this information. They built it based on their experience and drawing on the experience of multiple international schools, and generously shared it with the local Academic Dean community. Below are links to a few resources that helped shape our approach and thinking that you may find useful as well.

- [International School Resources for Virtual School \(Google Drive Folder\)](#)
- [Next Vista: Facing an Emergency and Switching to Online Learning](#)
- [Concordia International School, Shanghai: When Virtual Learning Is Your Only Option \(podcast\)](#)
- [George Washington University Tools for Instructional Continuity](#)