



# American Overseas School of Rome



Agile Transition to Distance Learning

## **Distance Learning Plan**

At AOSR, we will ensure that in the event of a school closure, we are as prepared as possible to deliver a quality learning experience for your child. Currently, there is no formal indication of a school closure for the 2020/21 school year. Nevertheless, it is important that community members are informed of our Distance Learning Plan (DLP) should this occur.

This document is designed to describe the actions and approach AOSR will take in the event of an extended campus closure. Understanding that each emergency situation is different, we endeavor in this Plan to provide a flexible distance learning framework with guidelines that can be universally implemented.

### **Logistics: Timeline**

In the event the AOSR campus is closed and the DLP is implemented, the Head of School will:

1. Send an SMS alert and subsequent email communications to parents and faculty/staff to announce the closure and clarify a timeline for implementation.
2. Designate the date when distance learning will begin for AOSR students.
3. Determine the need for a teacher workday to prepare for fully online classes.
4. Clarify work expectations to AOSR faculty and staff, 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 preceding workday, principals will share more specific information and guidelines with parents. Teachers will plan and prepare to relaunch their classes fully on Seesaw and Google Classroom.

The Head of School will send regular email updates to parents and faculty/staff to communicate any information about when AOSR might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made in alignment with government decrees.

## Distance Learning Structure

This continuation of the learning plan may not look exactly like a traditional school day here at AOSR. However, it will provide students with age appropriate home learning and specific assignments that are directly related to the curriculum.

AOSR hopes that implementation of this DLP will not be necessary. However, in the event of a serious crisis or emergency, it is important that this DLP describes the AOSR approach to distance learning.

### **This includes:**

1. the channels we will use for communication
2. the Learning Management Systems (LMS) we will employ
3. the responsibilities and expectations AOSR has for faculty, parents, and students
4. guidelines for how parents/guardians can support their children's learning
5. priorities and considerations to make the best of challenging circumstances.

The AOSR approach to distance learning asserts that most learning experiences our teachers design when school is in regular session cannot be replicated through distance learning. Specifically, the invaluable social interactions, peer feedback, and mediation that occur naturally among students is not replicable. Therefore, teachers must use new methods to provide timely and specific feedback to support student growth and learning. The social and emotional health of our students will always be a priority in teaching.

AOSR deliberately uses the term distance learning. This choice reflects our conviction that quality learning can occur at a distance and not necessarily online. Our goal is for students to read, communicate, and learn from authentic experiences, while also continuing to be physically active.

### Nature of Learning/[AOSR Learning Principles](#)

Optimal learning occurs when social-emotional, physical and academic growth is nurtured through engaging, differentiated, student-centered opportunities. As teachers plan their units, lessons, or courses, we ask them to consider the following questions:

- How can I support my students to positively address the worry or isolation they may be experiencing as a result of this situation?
- What are the most important skills and understandings my students can develop at this time?
- How can I utilize digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
- What rich off-line learning experiences can students engage in within the home environment?

- 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 AOSR's approach to distance learning is the belief we need to think differently in a crisis. Specifically,

- about our priorities when responding to challenging circumstances, that each student responds differently to and that the situation itself is an opportunity for growth.

## **AOSR School Closure**

### **Elementary School Distance Learning Protocol for Students and Parents**

**Why:** In the case of school closure, AOSR wishes to maintain continuity of learning for our students, as much as is realistic and possible outside of the school context, for the sake of our students' sense of wellbeing and learning.

**When:** In the case that AOSR is closed for one or more days, the Elementary Principal will communicate with parents and students and inform them of the importance of the online learning day(s) and to watch for communication from their teachers for further information.

**How:** Teachers will communicate with their class students as soon as possible after the school closure is confirmed, regarding online (home) learning information. On subsequent days of school closure, this communication will happen by 9 am. **All communication will be sent via AOSR parent gmail address (@aosr.org).**

Online learning expectations for any given day will be based on the Day Rotation Schedule (6 day cycle) for that day and will be posted via class Seesaw accounts for lower elementary classes and on Google Classroom for Grades 4 and 5.

## **Organization and Structure for Online Learning**

Teachers will communicate learning plans via online learning platforms (Seesaw and Google Classroom) as well as on the [ES Learning](#) website. Parents and students will find clear expectations for independent learning assignments from core subjects (reading, writing, math) as well as special classes (in accordance with that day's rotation schedule). Students will complete learning tasks to submit to the teacher for feedback.

Meetings with the teacher and submitted assignments will be required for attendance. Optional extension activities and ideas for continued practice may also be offered.

Please note: In addition to live meetings, teachers will be available to respond to questions or concerns during school hours. Teachers may not respond to email communication after school hours.

## Setting Up for and Supporting Student Learning at Home

### Students will need:


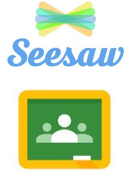





- Access to a reliable internet connected computer or learning device. Parents should contact the teacher and school principal in the eventuality that there is not a device available for student use. When possible, alternative arrangements will be made to provide student access.
- A responsible adult to facilitate the learning. Students may need varying degrees of support in accessing and approaching the learning tasks. Younger students, in particular, will need an adult to communicate expectations and encourage learning.
- A dedicated place to focus on their learning.
- Breaks and opportunities for relaxation (as would happen in school).
- A daily “home schedule” for online learning
- Time to reflect at the end of the day on what worked and what were the challenges.
- To communicate questions or challenges to teachers. It is not expected that parents have knowledge of teaching strategies, so please direct any questions to the teachers.

All students are expected to participate in online meetings. All required learning tasks are expected to be submitted, though AOSR recognizes that this may happen outside of the school day, particularly for families who are organizing learning for multiple children. Any learning activities or assessment tasks not completed will need to be made up. In exceptional circumstances or illness, parents of students who are unable to participate should notify the school as they would for any school absence. Those students will be given special consideration.

### Contact us by email if you have questions or concerns:

<b>Questions on Daily Online Learning Lessons</b>	Your child’s classroom or specialist teacher
<b>Technical Support</b>	Jennifer Overstreet ( <a href="mailto:joverstreet@aosr.org">joverstreet@aosr.org</a> )
<b>General Concerns, Questions or Support</b>	Amanda Knight ( <a href="mailto:aknight@aosr.org">aknight@aosr.org</a> ) or Pamela Porreca ( <a href="mailto:esoffice@aosr.org">esoffice@aosr.org</a> )

## AOSR Distance Learning ES Students and Families: What to expect

TOOL	FREQUENCY	INFORMATION
 <b>Weekly Planner</b>	Weekly	<ul style="list-style-type: none"> <li>Sent to your AOSR gmail at the start of each week with live meetings and information for learning assignments. These learning plans are updated throughout the week.</li> </ul>
 <b>Seesaw/Google Classroom</b>	Weekly & Daily	<ul style="list-style-type: none"> <li>Weekly Template Planner will be posted</li> <li>Students will submit work and receive feedback through these platforms:               <ul style="list-style-type: none"> <li>Seesaw (Pre-K to Grade 3)</li> <li>Google Classroom (Grades 4-5)</li> </ul> </li> <li>Italian teachers and specialists will each have their own Seesaw/Google Classroom class.</li> </ul>
 <b>Morning Meeting</b>	Daily	<ul style="list-style-type: none"> <li>Participate in a synchronous morning meeting to continue to foster community and share information about the learning and schedule for the day. (Grades 1-5)</li> <li>Pre-K and Kindergarten - three morning meetings a week.</li> </ul>
 <b>Core Learning Expectations</b>	Live Meetings	<ul style="list-style-type: none"> <li>Daily instruction:               <ul style="list-style-type: none"> <li><b>Red</b> days: Reading and Math</li> <li><b>Blue</b> days: Writing, Math and Inquiry</li> </ul> </li> <li>Inquiry - Live every <b>blue</b> day to introduce phenomenon or inquiry.</li> <li>Pre-K/Kindergarten - Small groups and individual conferences for literacy and math skill development.               <ul style="list-style-type: none"> <li>Each student will participate in one literacy small group, one math small group and one individual conference.</li> </ul> </li> </ul> <p>Resource: <a href="#">ES Learning Resource Website</a></p>
 <b>Enrichment Learning Expectations</b>	Live meetings	<ul style="list-style-type: none"> <li>Specialist and language teachers will continue to follow their daily schedules.</li> <li>Resource/EAL teachers will meet with students and modify assignments for students as applicable.</li> </ul> <p>Resource: <a href="#">ES Learning Resource Website</a></p>
 <b>Attendance</b>	Daily	<ul style="list-style-type: none"> <li>Attendance will be taken at the morning meeting.</li> </ul>
 <b>Virtual Patios</b>	Every other Day	<ul style="list-style-type: none"> <li>Grade level social groups (e.g. recess)</li> <li>These are not led by homeroom teachers. A schedule of supervision will be prepared.</li> </ul>

## **Secondary Distance Learning Guide for Students & Parents**

### **Organization and Structure of Distance Learning**

Online Learning expectations for any given day will be based on the Day Rotation Schedule for that day and will be posted by 9:00 a.m. each day (Red1, Blue1).

- Teachers will communicate to students through Google Classroom and their AOSR email, Google Classroom will be the starting point for each class.
- Teachers in each of that day's four scheduled classes will provide clear expectations about learning requirements.
- Learning outcomes and the purpose for each task will be shared. In general, students may be asked to engage with new learning; practice, discuss or apply learning; and demonstrate knowledge and skills in relation to learning. As part of this process, students will complete work on which they can receive feedback (either online or during the next class meeting, as indicated in instructions).

### **Attendance**

Secondary School Students are expected to be engaged with online learning in proportion to the time that would be designated for class (85 minute periods). All students will sign in for attendance purposes within the first 10 minutes of the class period. Each online learning class will begin with a 'live' Google Meets session, where the teacher will engage with the class outlining the learning activities for the day and setting up expectations for assessments and time for additional questions for the teacher. Additional homework may be given depending on the nature of the course. In the event of a campus restriction of more than three days, this would be revisited with additional guidelines for structure and routine.

Teachers will establish 'office hours' to respond to questions or concerns for students during the hours of the school day.







### **Setting Up for / Supporting Student Success at Home**

#### **Students will need:**

- Their laptop and reliable internet access.
- A dedicated place to focus on their learning.
- Breaks & opportunities for social engagement (as they would have in school!)
- Adult support - providing quiet time, structure to the day, general encouragement, etc.
- Understanding about expectations for participation and work completion.
- To communicate questions or challenges directly to teachers and specialists

All students are expected to engage with our online learning protocol. Any learning activities or assessments not completed will need to be made up. In exceptional circumstances or illness, parents of students who are unable to participate should notify the school as they would for any school absence, and those students will be given special consideration.

## AOSR Distance Learning Secondary Students and Families: What to expect

TOOL	FREQUENCY	INFORMATION
 <b>Weekly Planner</b>	Weekly	<ul style="list-style-type: none"> <li>• A weekly planner shared as a Material on Google Classroom</li> </ul>
 <b>Google Classroom</b>	Per class	<ul style="list-style-type: none"> <li>• Clear and explicit assignment directions with materials and due date</li> <li>• Frequent feedback</li> </ul>
 <b>Google Meet</b>	x1 Class	<ul style="list-style-type: none"> <li>• Google Meet link will be accessible through Google Classroom</li> </ul>
 <b>Attendance</b>	Per class	<ul style="list-style-type: none"> <li>• Recorded per class in PowerSchool</li> </ul>
 <b>PowerSchool</b>	Daily and Weekly	<ul style="list-style-type: none"> <li>• Grades will continue to be maintained in PowerSchool</li> <li>• Attendance will continue to recorded in PowerSchool</li> </ul>
 <b>Individual Check-In</b>	x1 Week	<ul style="list-style-type: none"> <li>• Virtual office hours during the time of the class</li> <li>• Meet in small groups (selected by the teacher) for brief check-ins (15 minutes)</li> </ul>
<b>Support</b>	Daily/As needed	Technology: Mrs. Overstreet <a href="mailto:edtech@aosr.org">edtech@aosr.org</a> Other questions: Mr. Walsh <a href="mailto:jwalsh@aosr.org">jwalsh@aosr.org</a>