International School of Kenya

Empowering students to create solutions for tomorrow's challenges

Dynamic Distance Learning Plan

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A Look Inside

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"Students should responsibly seek out answer from ISK faculty and staff as questions arise."

6. Global Thank You

Thanks to the many individuals, schools, and groups that have shared ideas and collaborated through this process.

Introduction To
Dynamic Distance Learning Plan

ISK's **dynamic distance learning plan** document has been updated and refined. The purpose of this document is to communicate our agreed upon distance learning guidelines to our internal and external ISK community. This document will serve as a reference point to connect all three divisions, in case of an extended campus closure.

Most recently, ISK needed to shift its learning program into a virtual learning environment during the 2019-2020 school year, due to the COVID-19 pandemic. That time was filled with many unknowns, as our school, community, and country tried to make sense of the complexities that were happening around the world and within our own borders. Through that experience, we learned many things about ourselves, both individually and as a collective whole.

Knowing now that the details surrounding COVID-19 in Kenya will require us to start the school year in a virtual environment, we want to share with you our current best thinking on the topic, while also passing along some of the lessons that were learned during the 2019-2020 school year. This document is broken down into six key categories.

1. introduction to **distance learning**
2. distance learning at **ISK**
3. looking back to look **forward**
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5. additional **information**

Regardless of the learning model, our ISK family will always be better if we communicate and work together. Education is a very personalized endeavor. Our goal and commitment is to continue to learn and grow, in order to offer a program that allows our students to not only understand our core mission and vision, but to live it.

Dynamic Distance Learning at ISK

Mission: ISK inspires and nurtures passion, creativity and ambition in pursuit of a better world.
Vision: Empowering students to create solutions for tomorrow's challenges.

The first thing that we **know** is that our **on campus** model of learning cannot simply be replicated within a distance learning platform. The core of our school is built around connection, collaboration, play, debate, constructing, and de- constructing. Our youngest students learn best when they hold something in their hands and make sense of how it fits into their world. During a normal day on the ISK campus, intentional and unintentional learning is a constant. We are social beings, and because of that, when we are with our **pride,** we are always learning. When we cannot be together, we need to design ways for learning to continue in the ISK way. As a teaching and learning institution, we are constantly working on designs and methods to connect, provide feedback, and showcase student learning with our distance learning program. As we continue to learn, the **dynamic distance learning plan** document will continue to grow.

At ISK we strive for offering the needed scaffolding for our students to gain the educational confidence and independence to truly live our mission and vision. We want to create an environment, whether in person or during distance learning, where students take on challenges with creativity, drive, and ambition. When tomorrow's challenges might not wait, we need to empower confident global citizens ready to live and support our best future.

As we transition from the 2019-2020 school year, one nuanced shift is the naming of our virtual/e-learning/at-home program. We are transitioning from **virtual learning** to **dynamic distance learning,** in order to better fit with our definition of learning and our mission and vision (see above):

> *Learning is a personal and social experience; it is the ongoing development and demonstration of what we understand, what we can do and who we are. At **ISK,** we believe that all can **learn** and have the right to do so.*

By calling our program *virtual learning,* we felt that we were giving a subtle nod, or permission for all learning experiences to happen behind a computer, or, with technology. Where the inspiration and teaching might happen *virtually,* we also want to promote and nurture independence and self study. We want to find the right balance between connecting with teachers and peers online, and showcasing learning through offline projects and authentic activities.

As we transition from the 2019-2020 school year, we want to give our teachers the permission and support to adapt their programs to best fit a distance learning plan. As we find ourselves in uncertain times, the best thing we can do, is to be prepared for multiple scenarios and realities. As our teachers design and re-design their units, we will all be thinking through the following questions:

1. How can I leverage digital platforms to provide learning experiences rich in **engagement, social interaction,** and **feedback?**

2. How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?

3. 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?

4. 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?

5. How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?

6. How will I assess student learning and give feedback in meaningful ways?

At ISK, we do not feel like we need to change who we are during times of crisis or stress. Instead, we want to build a plan that allows students to feel familiar with their learning environment. We want to lean into the words, actions, and examples that make us who we are. We want to support and increase student agency and independence. We want to offer authentic learning experiences that will allow students to think creatively and begin creating solutions for the now and tomorrow.

ISK's **dynamic distance learning plan** is also heavily influenced by our educational aims. As with **on campus** learning, we are always trying to infuse our educational aims into formal and informal learning experiences. As we transition into the 2020-2021 school year, we will continue to look and plan for natural and meaningful ways to connect learning to our aims.

International School of Kenya

E D U C A T I O N A L   A I M S

We strive to develop globally minded students who actively learn, create, solve and engage in the world.

ACT

Collaborative
Risk-Taking
Principled

LEARN

Self-Direction
Growth Mindset
Inquiry

COMMUNICATE

Interpret
Express
Empathize

MISSION:
ISK inspires and nurtures passion, creativity and ambition in pursuit of a better world.

VISION:
Empowering students to create solutions for tomorrow's challenges

CREATE

Generate Ideas
Innovate
Adapt

SOLVE

Design Thinking
Critical Thinking
Systems Thinking

INTEGRATED LEARNING
EXPERIENTIAL LEARNING
PERSONALIZED LEARNING

Empowering students to create solutions for tomorrow's challenges

Looking Back, To Look Forward

As we finished the 2019-2020 school year, we had time to reflect on the previous year. Through feedback and reflection, we have been able to find common themes, misconceptions, and focus areas. All of this information has been used as we rethink and reimagine our **distance learning program.**

- **Understanding the importance of connection and wellbeing:** In March, when we were forced into closing our campus and beginning our virtual learning program, we had the advantage of three quarters worth of relationship building. We understood who are students were and how they learned best. What we soon realized, is that learning/teaching from home, during a global pandemic, makes the teaching and learning side of education a little more challenging. As we move into the 2020-2021 school year, connections, check-ins, and supporting the wellbeing of our ISK community is at the top of our priority list. We all do our best work when we feel physically and emotionally safe and supported.

- **Clarity is key:** As we moved from on campus learning to a virtual learning model, we were all (students, teachers, parents) trying to figure out how to navigate our new normal. One key takeaway for our ISK community is the importance of clarity. This means clarity of program, projects, assignments, expectations, and timeline. As we continue to learn about and tweak our Dynamic Distance Learning Plan, clarity is a word that is infused into almost every conversation.

- **Take time to go deeper:** Whether you are teaching or learning within a distance program, one thing is for certain, everything takes a little more time. Finding the right amount time for collaboration, check-ins, assessment, and feedback naturally takes more time. When we can prioritize our essential vertical learning outcomes (the important learning/understanding that needs to be grown from one year to the next), we can go deeper with what is most important. At ISK, we do not want our students to be simply doing more. We want our students to applying what they have learned through authentic connections.

- **The home/school partnership is very important:** These words are spoken at every conference between Pre-Kindergarten to Twelfth Grade. That being said, the home/school partnership is absolutely vital when trying to implement a successful and meaningful distance learning program. This does not mean shifting unrealistic expectations on any one sub-group. This means understanding that **communication** and **clarity** are key. If we all clearly understand our role in this educational journey, we can support each other through a strengths based approach.

- **The difference between distance learning and emergency learning:** According to the College Board, 90% of students around the world (nearly 1.5 billion students) were not attending school in person at one point in the spring of 2020. ISK and other schools from around the world quickly moved to an **emergency** virtual learning environment out of necessity. What we have found is that most schools build their distance/virtual learning plans based off of programs that market themselves as online alternatives. The key distinction here is **wanting** to engage in an online educational program vs. **needing** to engage in an online educational program. Over the last few months, many schools have looked at this phenomenon with distance/virtual/online learning plans that are meant to support students while they are forced to be away from campus. The key is creating connection, trust, and learning security, so students can easily transition back to a face- to-face model of learning when appropriate.

- **Perfection can be an illusion:** As mentioned earlier, everything takes longer when teaching/ learning within a distance learning environment. Ensuring the completion of all common teaching routines (lesson planning, prepping for class, creating virtual collaborative groups, giving feedback, conferring with students 1:1, assessing, etc.) is naturally more difficult when we are away from campus. All of this can feel overwhelming, if we do not allow ourselves to be *imperfect* in front of our students. This is exactly what we want students to learn when we ask them to take risks, learn from their mistakes, to **not** fall in love with their first draft or an iteration of a project. To that end, there is not better way to teach, than by modeling.

Elementary School

2020-2021 Dynamic Distance Learning Plan Enhancements:

- Students and families at each grade level will use Seesaw as the primary platform to access learning and provide evidence of understanding.

- Unit plans and learning objectives will be sent on a monthly basis, including a follow up parent support workshop.Other updates might happen after we have begun distance learning.

- Grade levels will offer supplemental offline resources that include paper based materials, manipulatives, books, and other information connected to learning objectives.

- As an elementary school community, we will be increasing the number of core content small group Zoom sessions from 2 to 3-4 per week.

- We will be increasing the number of small group Zoom calls for our specialists. Updates will be made to our online content offered by our specialists. It will include lesson videos and activities that students can independently access and respond to within Seesaw.

- We will be offering optional *office hour sessions* for questions and personalized support.

- Professional learning for faculty and staff will focus on content delivery and learning design within the distance learning environment.

- Our year will begin with communications and meetings focused on relationships, expectations, and student/teacher/family responsibilities.

Guiding Principles

ISK's DDLP is guided by our Mission, Vision and Educational Aims: creating, communicating, solving, learning and acting. We ask all of our community to remember we are all here to support children and the communities they (and we) live in. We aspire to craft distance learning experiences that continue to encourage experiential, integrated and personalized learning. When our DDLP is activated due to a community crisis requiring school closures, we must also be mindful of and responsive to the diverse challenges that our educators and families may be experiencing.

- Provide engaging, meaningful & equitable learning experiences for all learners that fosters independence

- Cultivate a sense of belonging, connectedness and well-being

- Create simple and predictable routines for our students and families Design an approach that is responsive to our students' and families' needs in this unique context

- Provide the flexibility that our current context calls for, including communication of units and materials, and helping provide tools for our learners

- Be mindful of screen time, and deliver a distance learning experience that incorporates core (reading, writing, math and inquiry), specials and personal discovery (learning to play an instrument, STEM, outdoor play, etc)

elementary distance learning plan

	Lower ES (K-2)	Upper ES (3-5)
Balance	- Variety and choice in activities. - Play-based approach that includes offline experiences. 2-4 hours of work per day with extension as choices. - Independent work as much as possible. - Support parents with pedagogical approach and how to facilitate independence.	- Online lessons, websites/platforms, social interactions balanced with offline experiences and choices. 2-4 hours of work per day with extensions as choices. - Students work on their own schedule (with suggestions for time allotments as needed). - Independent work as much as possible, varied.

	Lower ES (K-2)	Upper ES (3-5)
Delivery	• Parent Email, SeesSaw. • Pre-recorded mini lessons (no longer than 10 minutes) and read alouds. • Learning and project choices within and across subject areas - directions are clear and simple. • Zoom small group calls individualized based on need as optional "office hours" or invitations (sharing learning or strategies, questions and answers). • Grade levels will put packets together for collection at ISK that includes manipulatives, books and engaging paper based resources towards the learning objectives.	• Student Email, Seesaw. • Google Site/Google Classroom will continue to be the platform used for learning. • Pre-recorded mini lessons (no longer than 10 minutes) for each subject (reading, math, writing, inquiry) 3-4 times per week (flipped classroom). • Zoom Office Hours - for questions and answers (optional for students to join). • Zoom Small Groups - Strategy groups, sharing learning, feedback (by invitation) 3-4 per week. • Grade levels will put packets together for collection at ISK that includes manipulatives, books and engaging paper based resources towards the learning objectives.
Feedback	• Clarify what we are assessing, why and how. • Provide feedback to enhance student learning. • Comments on SeeSaw (verbally or may also be a written response for the parent) frequently. • Organize small strategy groups/ conferring through Zoom or check-ins for understanding/clarity.	• Online lessons, websites/platforms, social interactions balanced with offline experiences and choices. • 2-4 hours of work per day with extensions as choices. • Students work on their own schedule (with suggestions for time allotments as needed). • Independent work as much as possible, varied.
Collection	• Parents share videos, pictures, and learning experiences on Seesaw as students complete work.	• Provide clear deadlines that pace work throughout the week. • Students submit pictures, videos and work daily through the Seesaw and email (provide choice in platforms and how to create products).

	Lower ES (K-2)	Upper ES (3-5)
Assessment	- Focus on formative. - Summative assessments planned as project-based, rather than tests as much as possible.	- Focus on formative. - Use performance based assessments for students to create/share and demonstrate their thinking. - Summative assessments planned as project-based, rather than tests as much as possible.
Community	- Daily messages/videos on Seesaw. - Weekly Zoom calls. - Connect with parents on email and through video conferencing.	- Daily morning messages on Seesaw. - Weekly Zoom calls. - Small Group Breakout sessions.
Learning Support	- Student supports to manage classroom expectations. - Address individual IEP, ELL and SP needs. - Provide feedback to the students. - Support Grade Level Teams with scaffolding, differentiation, and accessibility. - Support parents and caregivers. - Utilize Seesaw. 1:1 sessions with students as needed. - Small group sessions. - Co-teaching when appropriate. - Pre-teaching/reteaching concepts.	- Student supports to manage classroom expectations. - Address individual IEP, ELL and SP needs. - Provide feedback to the students. - Support Grade Level Teams with scaffolding, differentiation, and accessibility. - Support parents and caregivers. - Utilize Seesaw. 1:1 sessions with students as needed. - Small group sessions. Co-teaching. - Pre-teaching/reteaching concepts.

Specials	• Google Sites and SeeSaw. • Meet/virtually meet with grade level teams and plan integrated learning activities. • Lessons (projects or challenges) balanced between online/offline. • Post online links to resources. • Video message from teacher posted weekly. • Weekly Optional Learning Experiences from SEL/guidance, library, tech.	• Google Sites and Seesaw. • Meet/virtually meet with grade level teams and plan integrated learning activities. • Specialist created activities on specialist day. • Lessons (projects or challenges) balanced between online/offline. • Post online links to resources. • Video message from teacher posted weekly. • Weekly Optional Learning Experiences from SEL/guidance, library, tech.
Communication	• During the school week, do our best to respond to emails within a 24 hours window. • Share tutorials for parents. • Unit plans and objectives will be sent on a monthly basis, including a follow up parent support workshop and supply lists.	• During the school week, do our best to respond to emails within a 24 hours window. • Systematically collect feedback to help refine VLE. • Share tutorials for parents and students. • Unit plans and objectives will be sent on a monthly basis, including a follow up parent support workshop and supply lists.

Student Guidelines:

- Your teachers are here for you if you need anything. It's important that you reach out whenever you have questions or concerns. We miss you and want to support you in every way we can!

- Work hard and do your best.

- Find a quiet, comfortable spot where you can work.

- Set up a daily routine to help you engage with your work and complete tasks.

- Talk with your family and set aside time when you can learn online and when you should be away from a screen.

- Make sure that you are staying up to date with the work that your teachers are assigning.

Follow the ISK Digital Citizenship Bootcamp expectations for online behaviors.

Family Guidelines:

- Our teachers will work in partnership with you to set up a virtual learning plan that works for you and your family.

- Set aside a time for your child's weekly check in with their teacher (please note, the first check in will be a family one).

- Check your child's Seesaw/Google Site with them daily.

- Establish routines and expectations to help your child participate in learning.

- While we have designed activities to be completed independently, please participate in your child's learning as much as possible.

- Be mindful of your child's wellbeing, speak to them regularly about their work, their emotions and share any relevant concerns with their teacher and/or counselor. We are here to help you.

- Encourage children to participate in the additional activities designed to promote exercise, creativity and exploration.

- Reach out to your child's teacher(s), counselor, or wellness coordinator if you would like to discuss ways to support engagement with VLE.

Middle School

2020-2021 Dynamic Distance Learning Plan Enhancements:

- Each class will share the course outline at the start of the year, which will include the curricular overview for the year. In addition to the weekly assignment document that will continue to be sent to students and parents by grade level, teachers will share the upcoming unit overview and objectives on a monthly basis

- The Middle School will offer general and subject specific parent support workshops, in particular providing parent support for our students with unique learning needs

- Google Classroom and Zoom will be used consistently by faculty as key instructional tools for all courses; students will be required to check into Zoom sessions on time with their real names listed and cameras turned on

- Development of clearer guidelines for teachers in regards to lesson time and structure, including Zooms for direct instruction, video lessons, feedback, small group check ins and collaboration, as well as feedback

- At the end of last school year, the arts, PE, and electives provided 'enrichment' activities each week; this year, all courses will offer regular class instruction and learning opportunities

- Each teacher will offer Office Hours for questions and personalized support (this will be built into the weekly schedule)

- Professional learning for faculty and staff will focus on content delivery and learning design within the dynamic learning environment

- We always start the year with a focus on building our learning community, and this will still be present in our dynamic learning environment; it will include developing student-student and student-teacher relationships, reviewing digital citizenship guidelines, setting up learning routines, reviewing school expectations and student/teacher/family responsibilities

- We will streamline teacher Google Classroom practices, to provide a more clear and aligned approach for students

- Students will be clustered into cohorts, attending the core classes together with the same group of students; this will provide consistency for students, and also support limiting unneeded exposures as we shift into hybrid and face-to-face learning environments

- Teachers will assign homework into the student learning experience; homework is assigned to reinforce concepts learned in class, to strengthen good work habits, to help develop time management skills, and to provide a means of exploring new ideas; homework will last no longer than 60 minutes per night for 6th grade students, 70 minutes per night for 7th grade students and 80 minutes per night for 8th grade students

- Advisory will be offered four days per week, and will continue to focus on social-emotional learning, self-awareness/identity, and student wellbeing; it will also include adjustments to support improved organization strategies, productivity training, and advocacy skills

- In addition to regular surveys to gather holistic feedback about our program, individual teachers will also be soliciting regular feedback for their specific courses to make adjustments over time

- We will offer some clubs and activities a couple of afternoons each week

- There will be further, more detailed communication before the new academic year begins, once faculty have had the chance to meet and discuss following the summer break

Guiding Principles

ISK's Dynamic Distance Learning Plan (DDLP) is guided by our Mission, Vision and Educational Aims: creating, communicating, solving, learning and acting. ISK is committed to our priority of supporting children and the communities in which we live. We aspire to craft virtual learning experiences that continue to encourage experiential, integrated and personalized learning. DDL was activated in response to the COVID-19 pandemic, and we will remain mindful of the diverse challenges that our community of learners may be facing during this difficult time.

Goals

- Provide engaging, meaningful & equitable learning experiences for all learners that foster independence, as well as provide opportunities for collaboration

- Cultivate a sense of belonging, connectedness and well-being

- Create simple and predictable routines for our students and families

- Design an approach that is responsive to our students' and families' needs in this unique context, including being open to feedback and being willing to make adjustments based on lessons learned

- Provide the flexibility that our current context calls for, including regular communication of assignments, units and materials, and helping provide tools for our learners

- Be mindful of screen time, and deliver an intentional and thoughtful virtual experience that incorporates core curriculum and standards

Middle School Commitment

At ISK our curriculum is based on integrated, experiential and personalized learning. During our campus closure, we are committed to providing rich educational experiences for children which continue to further our Mission, Vision and Educational Aims. We are committed to focus on learning and work that is meaningful to our students and that enables students to flourish academically, socially and emotionally. It is also critical to remain cognizant of the psychological impact of the isolation students may experience during DDL, being equally concerned about supported student wellbeing as student academic learning.

A hallmark of our program is to provide personalized learning opportunities for students to receive additional support and extension opportunities, through the ongoing teacher-student relationship. We are hoping to support students to not only survive through the Dynamic Distance Learning Plan, but to thrive and grow, both academically and personally.

Domain	• Details
Balance	• Lessons will provide a balance of direct instruction, individual practice, collaboration with peers, and creative inquiry.
	• While we are mindful of the need for offline activities, when we are in dynamic distance learning there will be significant screen time; it is essential for families to build non-screen time into the daily schedule.
	• Online lessons, websites/platforms, social interactions balanced with offline experiences and choices.
	• Students will have both off-screen and on-screen learning activities designed to engage learners in experiences that connect to learning standards.
	• Teachers provide personalized learning to support student needs, including scaffolding and support, as well as extension opportunities.
	• Students will follow the ISK Middle School schedule to the largest extent possible, and then have independent learning time each afternoon; for those students who are in a different time zone / asynchronous on their own schedule (with suggestions for time allotments as needed).
	• Independent work and collaborative work.

Domain	Details
Delivery	- Classes will occur during regular times (Kenyan Time) for those who are able to attend. - Teachers will post instructions on Google Classroom which will provide links to resources and/or relevant documents for the day. Teachers in each of the four scheduled classes will provide clear expectations about learning requirements, posting assignments and communication, with videos and screencasts included at times for 'flipped' lessons/instruction. Daily activities, including student work time will include a variety of learning opportunities, and every lesson will have teacher contact through a pushed video lesson, live Zoom lesson, or a digital lesson. - Teachers will consistently use Zoom as a primary instructional tool and key way for the group to stay connected. Zoom sessions will be recorded. Zoom sessions will include: - whole class instruction / discussions - small group work or small group check-ins - break out rooms - individual check-ins - feedback on student learning - Gmail and the Google suite (docs, slides, sheets, sites). - Google Classroom updates and teacher alignment for increased consistency in use. - Student Google Classroom email notifications turned off to support streamlined communication. - Weekly Zoom Office Hours - for questions and personalized support (optional for students to join). - Teachers will offer supplemental online and offline resources that include paper based materials, manipulatives, books and other information connected to learning objectives. - All courses (including PE, the arts, and electives) will offer regular class instruction and learning opportunities. - Supply bags and school materials will be available for pick up from families at the start of the year; this will include the usual supply bag with notebooks, writing utensils, etc, as well as the school-issued device (iPad for 6th grade and Chromebook for 7th and 8th grade students).

Domain	Details
Feedback & Grades	• Clarify what, why, and how we are assessing. • Teachers will assign and assess learning experiences that incorporate priority standards within each discipline. • Teachers will use technology tools to replicate the coaching model by providing feedback to grow student achievement. • Student work will be assessed according to the priority standards to determine if it is beginning, approaching, meeting, or extending beyond the grade level standard, and indicate overall growth based on feedback. • Teachers will embed formative assessments within the weekly assignment document and clearly communicate which assignments will receive feedback. • Provide multiple forms of feedback to enhance student learning, including teacher feedback, as well as use peer and self-assessment to provide further feedback. • Offer optional office hours for questions and personalized support (this will be built into the weekly schedule). • Students will receive grades on formative and summative work, as well as on the semester report card; our grading scale uses the following proficiency language: extending beyond the standard, meeting the standard, approaching the standard, and beginning toward the standard.
Homework	• We will incorporate homework into the student learning experience; homework is assigned to reinforce concepts learned in class, to strengthen good work habits, to help develop time management skills, and to provide a means of exploring new ideas. • Homework will last no longer than a total of 60 minutes per night for 6th grade students, 70 minutes per night for 7th grade students and 80 minutes per night for 8th grade students. • Homework is only assigned in humanities, math, science, and language classes. • Provide clear deadlines that pace work throughout the week; organization and time management will be supported through the advisory program. • Subject areas will offer supplemental offline resources that include paper based materials, manipulatives, books and other information connected to learning objectives.

Domain	Details
Assessment	• We will engage in ongoing work to develop practices around assessment, including ways to scaffold learning and focus increasingly on the process over the product. • Focus on formative assessment opportunities. • Use performance based assessments for students to create/share and demonstrate mastery/thinking. • Summative assessments planned as project-based, rather than traditional tests as much as possible. • Teachers will coordinate and calendar assessments thoughtfully across the grade level, so students are not overwhelmed with workload.
Learning Support	• Student supports to manage classroom expectations. • Address individual IEP, ELL and SP needs. • Provide feedback to the students. • Support Grade Level Teams with scaffolding, differentiation, and accessibility. • Supporting parents and caregivers with strategies and structures. • 1:1 and small group sessions with students. • Co-teaching. • Pre-teaching/reteaching concepts.
Community	• We will continue ongoing efforts to focus on community, connection, celebration, student voice around important social issues, a focus on wellbeing and social-emotional learning, and helping students and faculty stay connected as a learning community through Advisory, House activities, and Assemblies. • Advisory will take place 4 days per week; the goal of advisory is to nurture relationships and community, build a sense of fun and belonging, encourage risk-taking; to nurture empathy, social skills and self-awareness, as well as communication skills; and to develop learning habits, such as organization, goal setting and responsible decision-making, flexible thinking, critical thinking and personal responsibility. • Students are expected to attend advisory each day, and engage in the conversations and learning opportunities. • We will support transitions - as students enter a new grade level with new teachers, as well as welcoming new students. • Regular Middle School assemblies and House events to celebrate and build community.

Domain	Details
Communication	• During the school week, we will respond to emails within a 24 hours window. • Systematically collect feedback to help refine the dynamic learning environment, both at the holistic middle school level, as well as the individual teacher/class level. • Share tutorials and host workshops for parents and students. • Weekly assignment email for students and parents at each grade level. • Unit overviews and objectives will be sent on a monthly basis. • A Google Site at each grade level to include the weekly assignment document and the monthly unit overviews.

Middle School Schedule:

The Middle School will follow the Wednesday IMPACT schedule. The afternoon time is protected for faculty planning and curriculum design time, collaboration and meetings, check in sessions for students (especially those in other time zones), IB higher level lessons, and providing feedback to students; this time also provides time for students to complete independent work.

Time	Class
8:20-8:50	Advisory (Monday, Tuesday, Thursday, Friday) Assembly, House, Other (Wednesday)
9:00-9:50	Block 1
10:00-10:50	Block 2
11:00-11:50	Block 3
12:00-12:50	Block 4
1:00-1:50	Block 5
2:00-4:00	Student Clubs, Office Hours, Collaborative Time for Teachers, Homework time for students

Setting-Up and Supporting Student Success at Home:

Students will need:

- Their school issued iPad/Chromebook and reliable internet access. (Phones are not suitable devices for Distance Learning.)

- A dedicated place to focus on their learning, free of distractions. This should be in a common space, not in their bedrooms.

- Breaks & opportunities for social engagement (as they would have in school!)

- An adult to support learning; this may include providing structure to the day, general encouragement, assistance in processing learning, and attention to wellbeing.

- To understand expectations for participation and work completion. Please allow for time to reflect at the end of the day on what worked and what were the challenges.

- To communicate questions or challenges directly to teachers and specialists. To participate actively in Distance Learning.

- Resources for Distance Learning at ISK are posted on the ISK Website and the Library website.

Student Guidelines:

You are responsible for your learning and thus must take even more responsibility when learning in a Distance Learning Environment. Students are expected to:

1. Check and respond to email regularly.

2. Check all Google Classroom courses for the day.

3. Work in a dedicated place, free of distractions, to focus on your learning. This should be in a common space, not in your bedroom.

4. Follow guidelines outlined in the MS Student Handbook, the Technology Responsible Use Agreement, as well as other guidelines outlined by each teacher for respectful engagement.

5. Engage in safe and appropriate video meetings. You should dress in clothes that you would wear to school when you are participating in an online video chat. Students are expected to have their correct name and use their video when in Zoom lessons. Video Safety Guide

6. Ask your teacher questions using the process outlined by each teacher.

7. Interact with your classmates for support.

8. Follow the instructions of the teacher, and ask questions in the Google Classroom if they are for the good of the whole class.

9. Turn in work in a timely manner and meet the expectations of your teachers. Regular engagement will be monitored through your participation online and by turning in assigned work.

10. Be patient; We will continue to learn and design together.

Parent Guidelines:

Parents are expected to:

1. Sign up for Google Classroom Summaries. Parents can receive either weekly or daily summaries. Here is a link to information regarding Guardian Summaries. Please note this is only a summary. For a full view of all resources and assignments, log into their Google Classroom account using your child's credentials.

2. Direct your child to contact their teacher if they have questions.

3. Monitor screen time for your child. They will have more than usual because of Distance Learning; ensure they are taking a break from screens.

4. Consider where in the house your child will work. Ideally this will be a location with limited distracting and can be supervised accordingly. This should not be in the child's bedroom.

5. Be patient; We will continue to learn and design together.

6. Be diligent and make sure you are checking in with your child daily. Be supportive and encouraging.

7. Communicate with teachers if students are unwell or for any other reason unable to participate in Virtual Learning.

Inform the MS Office (msmail@isk.ac.ke) by email regarding long-term absences, sickness, or other concerns we should be aware of.

High School

2020-2021 Dynamic Distance Learning Plan Enhancements:

- An improved High School Schedule to support learning and the development of the whole child during DDL

- Improved consistency in delivery models and monitoring of student engagement

- Google Classroom and Zoom will be used consistently by faculty as key instructional tools for all courses
    - Students will be required to check into Zoom sessions on time with their real names listed and cameras turned on
    - While we will continue to prioritize engagement, attendance for all classes will be taken in PowerSchool and tracked carefully by administration

- Even clearer guidelines and greater support for teachers in regards to face to face lesson time and structure - for example all students and teachers are expected to be fully engaged for the duration of the lesson time (asynchronous students being the exception with separate guidelines)

- Clearer guidelines in regards to the support for and expectations of parents during assessments

- Improved communication across subjects in each grade level - including the consistent use of easily accessible summative assessment calendars - to balance student's workload

- Additional guideline for asynchronous learners in distant time zones, with students, teachers and parents in the loop

- Revised elective courses for DDL due to nature of course and suitability in a virtual context

- Ongoing professional development to develop practices around online instruction and assessment, including for example ways to scaffold learning and focus increasingly on the process over the product.

- Advisory will follow a structured curriculum with a particular focus on student wellbeing - attendance will be mandatory

- Ongoing efforts to focus on community and belonging, online gatherings, student voice around important social issues, celebrations, and helping students and faculty stay well connected as a learning community

- ISK will continue to offer and develop co-curricular options to support student wellness.

- The IB Coordinator will continue to work in close partnership with faculty and the IB organization to help ensure that all IB course requirements are met to the best of our abilities within the constraints faced during DDL - we will provide FAQ's and proactively communicate with families about general as well as course specific issues as they arise.

Guiding Principles

ISK's Dynamic Distance Learning Plan (DDLP) is guided by our Mission, Vision and Educational Aims: creating, communicating, solving, learning and acting. We ask all of our community to remember we are all here to support children as learners and the communities they (and we) live in. We aspire to craft virtual learning experiences that continue to encourage experiential, integrated and personalized learning. DDL was activated in response to the COVID-19 pandemic, and we will remain mindful of the diverse challenges that our community of learners may be facing during this difficult time.

Goals

- Provide engaging, meaningful & equitable learning experiences for all learners that foster independence
- Cultivate a sense of belonging, connectedness and well-being
- Support simple and predictable routines for our students and families
- Design an approach that is responsive to our students' and families' needs in this unique context, including being open to feedback and being willing to make adjustments based on lessons learned
- Provide the flexibility that our current context calls for, including effective communication
- Be mindful of screen time, and deliver a thoughtful virtual experience that incorporates core curriculum and standards

Dynamic Distance Learning at ISK:

Distance Learning at ISK is designed to provide continuity, to ensure continued progress towards established learning targets for all our students, and to minimize future calendar disruptions. In keeping with ISK's commitment to exceptional education, distance learning experiences are developed to be robust and meaningful.

For situations that disrupt normal on-campus learning, we have put in place school-wide protocols to support students, families, and educators. In these circumstances, ISK has a plan which allows students to continue their learning virtually until normal classes can be resumed.

The foundation of ISK's Dynamic Distance Learning Plan is asynchronous (defined as not live) virtual learning via Google Classroom (and the Google suite) as well as synchronous (defined as live online - via Zoom) learning depending on the class. We understand that any synchronous learning activities

may be a challenge for students in different time zones. Students should communicate directly with their teachers if they are unable to engage in synchronous learning. During DDL, the school keeps up-to-date records of where all students are located in the world as a way to personalize and support teaching and learning. Teachers are available during the normal schedule (Kenyan time) for live chats and live lessons. Our goal is to record and make available key teacher instruction segments and upload it to Google Classroom.

Organization and Structure:

Distance Learning will follow the Wednesday Impact schedule as if school was running normally (Block Rotation, Class Times, etc).

- Classes will occur during regular times (Kenyan Time) for those who are able to attend.

- Teachers will provide due dates that take into consideration students across multiple time zones.

- For students in a time zone far from Kenya, they should complete the assigned work as close to the class date as possible.

- Students should contact the teacher directly if they are having challenges meeting a specific due date. See below for more detail.

High School Schedule:

The High School will follow the Wednesday IMPACT schedule. The afternoon time is protected for faculty planning and curriculum design time, collaboration and meetings, check in sessions for students (especially those in other time zones), IB higher level lessons, and providing feedback to students; this time also provides time for students to complete independent work.

Period 1	Period 2	Period 3	Period 4	advisory (1 x week)	flex time (see above)
8:20-9:25	9:35-10:40	10:50-11:50	12:25-1:25	1:45-2:00	2:00-4:00

IB Higher Level Classes

There will be two blocks scheduled each Wednesday afternoon for IB Higher Level Year 1 classes. The rotation for these classes can be found [here](#)

1:45-3:00 pm
3:30-4:45 pm

Teachers will post instructions on Google Classroom which will provide links to resources and/or relevant documents for the day. Teachers in each of the four scheduled classes will provide clear expectations about learning requirements. Daily activities, including student work time, for each class should not take more time than the students would normally spend in class.

Teachers will consistently use Zoom as a primary instructional tool and key way for the group to stay connected. Zoom sessions will be recorded.

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 will receive feedback (as indicated in instructions).

The goal is for teachers to be available online during their regular scheduled class times (Kenya time). This time is to respond to questions or concerns from students. **Class schedules are available in PowerSchool.**

Teachers may also designate times that they are not available and will respond to questions within 12 hours.

Setting-Up and Supporting Student Success at Home:
Students will need:

- Their regular laptop or school issued iPad/Chromebook and reliable internet access. (Phones are not suitable devices for Distance Learning.)

- **A dedicated place to focus on their learning, free of distractions. This should be in a common space, not in their bedrooms.**

- Breaks & opportunities for social engagement (as they would have in school!)

- **A responsible adult to support learning;** this may include providing structure to the day, general encouragement, assistance in processing learning or even supervising an assessment.

- To understand expectations for participation and work completion. Please allow for time to reflect at the end of the day on what worked and what were the challenges.

- **To communicate questions or challenges directly to teachers and specialists.**

- All students are expected to participate in Distance Learning. Any learning activities or assessment 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. Teachers will be flexible during Distance Learning when it comes to deadlines, as we know the challenges for students vary widely. Please contact teachers if work cannot be turned in by the deadline for any reason.

- Resource for Distance Learning at ISK are posted on the ISK Website

Student Guidelines:
You are responsible for your learning and thus must take even more responsibility in the next few weeks.

- Check all Google Classroom courses for the day you would normally meet with that class. HS students should check in with the teacher at the class time.

- Work in a dedicated place, free of distractions, to focus on your learning, This should be in a common space, not in your bedroom.

- If you are participating in an online video chat, be sure that you are dressed in clothes that you would wear to school.

- Ask your teacher questions if you have them in the method provided by each teacher. So, If it's a group question, it may go in Classroom or a shared document. If it's a more personal question, contact your teacher directly via email.

- Connect to your classmates for support. Teachers have the ability to start discussion via a question in Google Classroom. Teachers will do this to support you and help you stay connected to your classmates. You can also chat with your peers using Google Hangouts Meet on the class group that your teacher has created.

- Follow the instructions of the teacher and again, ask questions in the Google Classroom if they are for the good of the whole class.

- Turn in work in a timely manner and meet the expectations of your teachers. Daily attendances will be monitored through your participation online and by turning in work.

- Be patient, this is all new for everyone.

- If you are struggling, be proactive and contact your teachers for guidance, they will be online and available daily for fast responses and support from 8am to 4pm, Kenya Time, Monday to Friday.

Parent Guidelines:

- Change Google Classroom Weekly Summaries to be Daily Summaries, [link to information regarding Guardian Summaries.](#) **For parents who have not already signed up for Google Classroom summaries,** you will receive an email from one of your child/children's teachers this week. If you receive an invite from more than one teacher, however, you will only need to sign up for one class as you will automatically receive updates for all classes once you have registered. Please note that this is only a summary. To have a full view of all resources and assignments for your child/children's classes, you can log into their Google Classroom account using their credentials.

- Check email for the Google Classroom Daily Summaries for the expectations posted by teachers. You may also login with your child to see all the work.

- Teachers will generally be keeping Office Hours according to our compacted schedule from 8:20am-1:25pm (Kenya time) each weekday to support and be responsive to students and parent questions. The afternoons are for teachers to plan, provide feedback to students, and connect with colleagues. This will also allow students to have off-screen time, connect with family, be physically active, etc. This is a plan we will monitor.

- Teachers will make decisions about quizzes, projects and tests on an individual basis. They may choose to postpone some scheduled assessments until our return.

- If your child has questions, direct them to contact their teacher.

- Monitor screen time for your child. They will have more than usual because of Virtual Learning; ensure they are taking a break from screens.

- Consider where in the house your child will work. **Ideally this would be a location where they will not be distracted and can be supervised accordingly. This should not be in the child's bedroom.**

- Be patient, this is all new for everyone.

- Be diligent, make sure you are checking in with your child daily on their progress. Be supportive and encouraging.

- If students are unwell or for any other reason unable to participate in Virtual Learning, parents should report to the school as they would any regular school absence.

- Spend time engaging with your child: play board games, card games, or word games; do puzzles; build things with Lego, blocks or similar construction materials; cook recipes. Be creative and resourceful; the possibilities are endless.

- Inform Divisional Office email as normal with long-term absences, sickness, etc.

High School Major/Summative Assessment Deadline Procedure:

Our aim is to be process-oriented with major summative assessments (e.g., essays and projects), which should have a draft due date and a final due date:

1. Any major assessment not submitted by the final deadline date will be considered an incomplete major learning task by the school, with the teacher:

   - entering an INC into the gradebook and

   - notifying the student and parent (copying in the assistant principal) via email that the student has missed a major summative final deadline.

2. The **assistant principal (or principal) implements an automatic process,** involving:

   - accessing the gradebook and converting the student's academic cumulative grade in the relevant class to 'No Grade';

   - notifying the student and parent that the student has not completed one of the major requirements of the course hence has no grade in the course and is no longer on track to receive credit for the course;

   - informs the student and parents that the student has 2 school days to complete the work. If the work is not submitted within the 2 school days a grade of 1 will be awarded for the summative assessment. We will also be providing a support mechanism whereby Mrs Shah will be available on Tues and Thurs from 3.30-4.30pm to support the student if needed.

3. Upon receiving the summative task, the teacher marks the assignment and converts the INC to a grade in PS. If no summative task is received the teacher awards the student a grade of 1 for the summative assessment.

Additional Schoolwide Information

Student Responsibilities

- Create daily routines that allow you to positively engage in learning. Find an in-home workspace that is quiet and supports focus.
- Routinely check online platforms for messages and assignment updates. Try your best to meet academic timelines.
- Complete all work with academic honesty and effort.
- Responsibly seek out answer from ISK faculty and staff as questions arise.

Possible Questions	Contact Person
Question about an assignment or course	The appropriate teacher connected to the assignment or course.
Question that is technology related.	Divisional technology support specialist.
Question that is related to a personal or social emotional need.	Grade level or assigned school counselor.
Additional questions related to distance learning or the ISK program.	Divisional principal or assistant principal.

Parent/Guardian Responsibilities

- Establish routines and expectation
- 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
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry

Possible Questions	Contact Person
Question about an assignment or course	The appropriate teacher connected to the assignment or course.
Question that is technology related.	Divisional technology support specialist.
Question that is related to a personal or social emotional need.	Grade level or assigned school counselor.
Additional questions related to distance learning or the ISK program.	Divisional principal or assistant principal.

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ISK would like to thank the following schools and organizations for sharing materials and guidance related to distance learning:

Association of International Schools in Africa

High Tech High (San Diego, California)

The American School In Japan

International School Nido de Aguilas

International School Kuala Lumpur

American School of Milan

Shangai American School