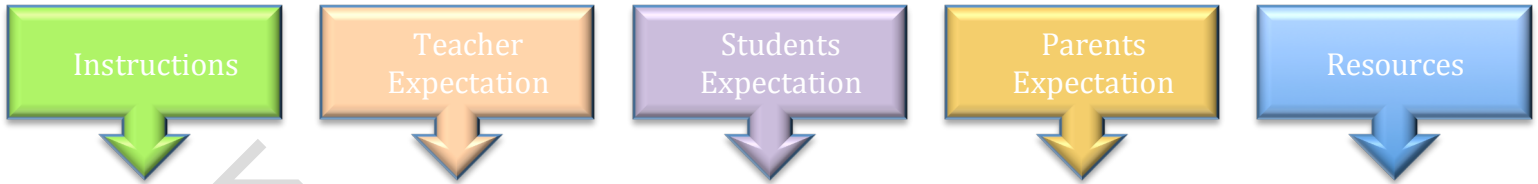# Khartoum American School

A friendly student-centered learning environment for international community

KAS Distance Learning Guidelines

The goal of this document is to define the actions and pathways that KAS will take in case of a situation that requires the school to close and move to Distance Learning. It is to continue operating, but not necessarily imitate a traditional school day as per the schedule. Students should be able to extend their learning with direction from their teachers, but independently.

How will it start?

If face-to-face learning in the school facility for all students is no longer possible, the Superintendent will send communications to students, parents and teachers/ staff making this announcement and outlining a timeline for implementation. The Superintendent will also confirm the starting date of the online learning program.

The process will start with two to three days of teacher preparation. During these days of professional collaboration and development, teachers will arrange to set their classes on the designated Learning Management System (LMS) **Schoology** for Middle/High school (Grade 6-Grade 12) and **Seesaw** for Elementary school (Kindergarten-Grade 5).

The Elementary and Middle/High school principals will also share more specific information and guidelines with students and parents.

The KAS Distance Learning Program (DLP) will begin on the date indicated by the Superintendent. From then on, this plan will be in action and teachers, students, and parents will work together to take learning "online."

KAS' Distance Learning Plan will be implemented in the event of a crisis or emergency, the DLP describes the school's strategy to carry out Distance Learning, which includes:

➢ Technology, the channels we will use for communication and the Learning Management Systems (LMS) we will use by divisions

➢ Expectations, responsibilities and guidelines that KAS has for faculty, parents, and students.

➢ Instructions for how parents/guardians can support their children's learning during those challenging times and set priorities and considerations to make the best out of the Distance Learning experience.

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Technology and Communication Tools:

The following Online Platforms support the DLP and faculty/student/family communication to ensure a quality student learning experience when planning and delivering instruction remotely:

- ❖ **Power School, Schoology** and **Email** are the communication tools used to contact and communicate with KAS families and students (Pre Kindergarten-Grade 12).
- ❖ **Seesaw** is the online Distance Learning platform used for Elementary section (PreKindergarten-Grade 5).
- ❖ **Schoology** is the online Distance Learning platform used for Middle School and High School (Grade 6-Grade 12).
- ❖ **Conferences** is the platform used for conferencing/real-time instruction. It is part of Schoology.
- ❖ Many online subscription websites are used as resources for teachers. (See resources link)

Methods of Delivery:

In a distance learning environment, it is very critical that teachers must check in with their students and ensure the learning is going smoothly. Instruction will be conducted in two primary ways:

- ❖ **Synchronous learning experiences**

When it comes to student engagement and learning, relationships matter as much online as they do in person. If face-to-face learning on school campuses for all students is no longer possible, students might be able to gather for synchronous learning times, with their teacher giving feedback via video chat using **Conferences**, or they might engage in a live, online discussion through different tools. Collaboration remains essential, and there are many ways teachers can foster it through synchronous learning. It will be especially crucial in the Elementary section, where the synchronous option would likely be introduced earlier than other grades. For students who cannot join the activity in real-time, the teachers will provide resources such as a video or screencast, slides, or other materials for them to access at a later time.

- ❖ **Asynchronous learning experiences**

If face-to-face learning on school campuses for all students is no longer possible, in addition to assigning independent learning activities to students, teachers can still connect with them asynchronously. For example, teachers can use Schoology to assign a question and have students respond to it and each other in a long discussion-style format.

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The Expectation from Teachers:

Elementary- Teachers will have a short video prepared every day for students. The video should include clear directions of what the learning on that day will look like. Teachers will practice the use of online tools and set expectations and norms for online interactions and behaviors. Teachers will be using the **Seesaw** platform for posting work and assigning activities to students.

Middle School - Teachers will be required to use an Asynchronous way of teaching and are also required to set office hours, when they will be available online during the week to meet with the students. Keeping in mind the age of this group, teachers need to follow the below guidelines:

❖ All lessons for the day are posted to Schoology in the morning by 9:00 am Khartoum time, to allow students to see the day's work and plan how and when to get it done, providing students with a solid structure for their day.
❖ Assignments will be posted not in advance of the lesson because we do not want students overwhelmed with weeks of workload on them. Students should know where to go and whom to ask for any further explanation.
❖ Work should not exceed more than 40-45 minutes of focused learning per lesson.
❖ The teacher is available by email during the day but only "on-demand" during the time that the class would normally take place. Eg. If a student wants help, they can ask any time, but when the lesson would typically be taking place, they can expect to get help in real-time.

High School- Keeping students progressing in their learning is the top priority. We must also understand that students may feel apprehensive or less engaged as a result of the challenges that usually accompany Distance Learning. The teachers need to work with their students to structure their day, stay focused and motivated, minimize potential distractions; overcome challenges; stay on top of their assignments; and learn independently, all while still feeling connected to a community. The instruction will be delivered as below:

❖ Lessons will be asynchronous, with students learning independently of the class time and following the instructions posted by the teacher.
❖ All lessons for the day are posted to **Schoology** in the morning during class time. This will allow students to see the day's work and plan how and when to get it done, providing students a strong structure for their day. One school period = 50 minutes of focused work.
❖ The teacher is available by email during the day but only "on-demand" during the time that the class would generally take place.

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The expectation from Students:

Distance Learning requires a lot of effort from the students and family to create their regular routines and focus on following it every day. KAS expect that all students should be responsible for:

❖ Establish daily routines for engaging in the learning experiences (E.g., 8:30 am start time)
❖ Identify a comfortable, quiet space in your home where you can work productively and successfully.
❖ Regularly monitor online platforms (**Schoology, SeeSaw**, and **Email**) to check for announcements and feedback from your teachers.
❖ Putting enough effort, doing the best work and completing assignments with integrity and academic honesty.
❖ Do your best to meet deadlines for any projects, commitments and due dates for assignments.
❖ Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
❖ Collaborate politely and professionally with your classmates and teachers.
❖ Follow with KAS' Acceptable Use Policy, including expectations for online etiquette.
❖ Proactively seek out and communicate with other adults at KAS as different needs arise (See end of the document)

The expectation from Parents:

Distance learning requires tremendous effort from parents to make it a comfortable and successful learning experience for their children. Nobody expects the role of the parents to be replacing the teachers or doing the work for their child. Instead, the parents' role is more that of a facilitator of learning, by providing an environment at home conducive to learning. Here are some tips for parents:

❖ It is necessary to create flexible routines and set expectations for your child.
❖ Start your day by dressing up and be ready like you are going to school. It will help students to feel that they are still at school and encourage them to be prepared for learning.
❖ Be sure to choose a spot at home that is quiet and private, so your child can focus on doing the work without interruption.
❖ Allow your children to own their learning. No one is expecting parents to do the teaching at home; instead, they should allow their child to learn how to learn online. Please help them figure out what the problem is and empower them to come with the solution.
❖ All teachers at the school have set office hours for children so they can answer their questions or clarify instructions on how to do the work assigned to students. Please be sure that your child is keeping in touch with his/her teachers.
❖ Establish a routine for reflection every day. It will allow you to check with your child what challenges or problems they have faced and how they overcome them.
❖ Allow your child to spend some time off screen and do some physical activities.
❖ Parents may communicate with the school at any point when they face some challenges through Distance Learning (See the table below).

For inquiries about ...	Contact:
Any technical issue related to **Schoology, Seesaw, Whereby**, any software or hardware issues	msaeed@krtams.org hbahgat@krtams.org emohamed@krtams.org
Any personal or social-emotional concern	**Counselors:** MS-HS contact: amallory@krtams.org Elementary contact: nstacey@krtams.org
Student Support Services	nstacey@krtams.org
Any other issue related to Distance Learning:	Elementary and MS-HS Principal: Ms. Susan Boutros sboutros@krtams.org

Variety of Resources:

KAS subscribed to some of the very valuable websites to enforce learning. The list below includes many of both subscribed and free resources that are available for teachers to use:

Subscribed Websites:

https://www.ixl.com/signin/khartoum

https://www.readinga-z.com/

https://readingeggs.com/

https://www.brainpop.com/

Other available for free:

https://www.getepic.com/

https://kahoot.com/

https://www.spellingcity.com/

https://www.tumblebooklibrary.com/

https://info.edmentum.com/Worksheet-Bundles_Download.html

https://www.ipevo.com/software/annotator

https://www.webwhiteboard.com/boards

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