

## STMS Remote Learning Expectations

During this closure, we are committed to creating the best remote learning experience possible for our students and families. Our staff is dedicated to creating systems and structures that will provide the greatest amount of support, learning and engagement to students during this time. Our primary goal is to establish some normalcy and structure for our students, while maintaining academic growth

We understand that a shift to a remote learning approach will require our students and families to adjust. However, a continued partnership with parents and guardians can play a vital part in ensuring the success of the plan. Teachers are available to support, and guide students should they need help.

### Technology/Programs to Support Remote Learning

<i>Program:</i>	<i>Audience</i>	<i>Description and Access</i>
Email	Faculty, Staff, Parents	Email will be used for all major communications and announcements.
Seesaw	Students in Grades Preschool – 8 <sup>th</sup> Grade	Our platform we are using to disperse lessons, collect student work and to communicate to students. <a href="https://seesaw.com">Seesaw.com</a>
IXL	Students in Grades Preschool – 8 <sup>th</sup> Grade	Students will use this site as an added resource to practice math and language arts. IXL.com
Khan Academy	Middle School Students	Teachers will assign videos and online practice questions for their classes. <a href="https://www.khanacademy.com">www.khanacademy</a>
Zoom	Students and Parents across all grades	Zoom is a free online video conferencing platform that allows for live group meetings hosted by teachers.
Go Noodle	Students in Preschool through 8 <sup>th</sup> Grade	Fun movement activities for families to participate in. <a href="https://www.gonoodle.com/for-families/">https://www.gonoodle.com/for-families/</a>

## Seven Remote Learning Guidelines for Teachers

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

### **1—At STM, we know our students and they know we care**

STMS commitment is to nurture relationships and demonstrate deep care for our students and one another. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families?

### **2—Evaluate your students' conditions for remote learning**

While most students will have reliable online access at home and the necessary devices to shift to remote learning, others will not. Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

### **3—Stick with the familiar**

Especially in the first weeks after moving to this Remote Learning, teachers should continue using existing communication channels and learning management systems. In other words, **stick with what's familiar to your students**. Teachers should remember that while many students will thrive with remote learning, others will struggle. If the school remains closed for a longer period, it may become necessary to explore new or different learning platforms that provide different experiences.

### **4—Less is more**

In implementing this Remote Learning Plan; one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

### **5—Seize the moment; embrace new opportunities and possibilities for your students**

Years or decades from now, how will your students remember the emergency that resulted in school closure? While remote learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with

the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning experiences for our students.

### **6—Design learning experiences**

When school is closed and students are learning from various locations, teachers can still connect them. For example, teachers can use familiar discussion forums/thread or tools like Seesaw to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

### **7—Think differently about assessment**

Assessment is one of the most challenging adjustments for teachers new to online learning. Remote learning should be an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to **think differently about the frequency and end goal of assessment** instead of forcing a traditional assessment method that doesn't fit remote learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of remote learning, and prevent frustration on the teacher's part when traditional methods do not work.

*Some of the guidelines above are modeled directly on the DLP of the American International School of Japan and 'Iolani, with our gratitude.*

## Ten Guidelines for Parents Supporting Remote Learning

*The transition to remote learning may be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with remote learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a remote learning environment.*

### **1—Establish routines and expectations**

From the first day STM implements its Remote Learning Plan, parents need to establish routines and expectations. STMS encourages parents to set regular hours for their children's schoolwork. Keep normal bedtime routines for students. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days not several days later after it becomes apparent a child is struggling with the absence of routine.

### **2—Define the physical space for your child's study**

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

### **3—Monitor communications from your children's teachers**

Teachers will communicate with parents through Seesaw and email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents.

### **4—Begin and end each day with a check-in**

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should, nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a remote learning environment, some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

### **5—Take an active role in helping your children process and own their learning**

During a regular school day at STM, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others.

Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your child own their work; don't complete assignments for them, even when they are struggling.

#### **6—Establish times for quiet and reflection**

A huge challenge for families with multiple children will be how to manage all their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

#### **7—Encourage physical activity and/or exercise**

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

#### **8—Remain mindful of your child's stress or worry**

It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to our school counselor should he/she experience high levels of stress or worry.

#### **9—Monitor how much time your child is spending online**

STMS does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in remote learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. We thank you in advance for your patience and partnership!

#### **10—Keep your children social, but set rules around their social media interactions**

There's always excitement and uncertainty when there is a significant change to a routine, like school. Help your children maintain contact with friends. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. STM asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others. Please remind students of the Acceptable Use Policy they signed at the beginning of the year.

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### **STM Student Expectations:**

1. Daily online attendance and participation is required for all K-8 students. Students' daily participation will ensure they are meeting the instructional hours required to move on to the next grade level. Attendance will be indicated by completion of daily tasks and participation in live classes when able too. Teachers will report attendance through PowerSchool for mandatory record retention.
2. Complete daily tasks and submit on Seesaw by 8:00 a.m. the next day or date/time instructed by your teacher.
3. Resources will vary by class and lesson, but could include links to videos, graphic organizers, printed material to read and engage with, Independent research material via online source and reading materials.
4. Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K-2 will need higher levels of support than students in grades 3-8.
5. Students are asked to be proactive in reaching out to their teacher via Seesaw when they have questions or assignments are unclear.