

Introduction to ISR's Distance Learning Program (DLP)

This document outlines the overall approach and actions that ISR will take in the event of an extended campus closure due to political/social events or potential issues related to our school community's health and safety. The information presented in this document does not provide specific emergency protocols; those measures are established in ISR's Crisis Response Manual and would be communicated separately in the event of school closure. Rather, this document details the alternative means of education program delivery in the form of **Distance Learning** in the event of a partial or full-campus closure.

Distance Learning, describes the experience students will have when school remains in session but when students and staff are unable to physically attend school because of campus closure for a determined period of time. While Distance Learning cannot replicate onsite learning, our teachers have the capability to deliver powerful instruction that allows students to meet expected standards in an online environment. The success of our Distance Learning Plan requires a strong partnership between teachers, students and families and combines

- Careful planning by our dedicated faculty,
- Appropriate student motivation and engagement, and
- Strong parent support for this alternative mode of instruction.

The result of such learning experiences will expand student academic progress and, equally important, attend to our students' social and emotional well-being.

The ISR Distance Learning Plan will define the following:

- Implementation procedure to conduct school remotely until resumption of normal operations; details the expectations required of both teachers and families for the successful continuation of student learning and family communication; and
- Building-level Plans that address developmentally appropriate and meaningful student learning

Official Communication Protocols to Inform the Community of School Closure

Circumstances will vary when ISR makes the decision to close its campuses and implement the Distance Learning Plan (DLP). Some emergency examples include but are not limited to the following: natural disasters, floods or fires; terrorist threats, or viral pandemics or other. In these cases ISR school leaders aligned with Nord Anglia Education guidelines, may anticipate campus closure and designate a specific date for distance learning to begin.

The General Director will periodically send email updates to parents and faculty/staff informing them of any pertinent specifics ISR closure reopen dates for regular classes. As with the determination to close campus, any decision to reopen school for regular classes will be made with the full consultation of Nord Anglia Education.

In the case that ISR closes their campuses and implements the ISR Distance Learning Plan, the

following steps will be followed:

- ISR General Director will send an official email communication to both parents and faculty/staff to make the announcement and establish a timeline for initiation.
- An exact date will be designated when distance learning will begin for ISR students. The days preceding this designated date will be classified as work days for ISR's faculty and staff, who will be expected to be fully engaged in their role, 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 ISR General Director.
- In advance of DLP implementation, each division Principal will prepare more specific information and guidelines that will be shared with parents while teachers arrange to launch their classes on the designed Learning Management Systems (LMS), for example Flipgrid (Early Childhood), Seesaw (Elementary) & Google Classroom (Middle School).

Student Roles and Responsibilities

Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 8:00 a.m. start).
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms (Google Classroom, Seesaw, email, etc.) to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Collaborate and support your ISR peers in their learning.
- Comply with ISR's Acceptable Use Policy, including expectations for online etiquette.
- Proactively seek out and communicate with other adults at ISR as different needs arise.

For questions about ...	Contact via Email to:
A course, assignment, or resource	<ul style="list-style-type: none">▪ Homeroom teacher or subject area teacher
A technology-related problem or issue	<ul style="list-style-type: none">▪ Homeroom teacher
A personal, academic, or Social-emotional concern	<ul style="list-style-type: none">▪ Division counselors
Other issues related to distance learning	<ul style="list-style-type: none">▪ Division Principals & Vice Principals

Parent Roles and Responsibilities

Parent/Guardian Roles & Responsibilities

Provide support for your child(s) by adhering to the 10 Guidelines for ISR's Parents:

- Establish routines and expectations.
- Define the physical space for your child's DLP.
- Monitor communications from your child's teachers.
- Begin and end each day with a check-in.
- Take an active role in helping your child's process their learning.
- Establish times for quiet and reflection.
- Encourage physical activity and/or exercise.
- Remain mindful of your child's stress or worry.
- Monitor how much time your student(s) is spending online.
- Keep your child social, but set rules around their social media interactions.
- Ensure access to Learning Management System platforms as shared by teachers (ex. Flipgrid for Early Childhood, Seesaw for Elementary & Google Classroom for Middle School)
- Ensure proper technology tools are available and in working condition (ipad, laptop, required apps, internet connection)

For questions about ...	Contact by email:
a course, assignment, or resource	<ul style="list-style-type: none"> ▪ Homeroom teacher or subject area teacher
a technology-related problem or issue	<ul style="list-style-type: none"> ▪ For URGENT MATTERS ONLY: dlpsupport@sanroberto.edu.mx
a personal or social-emotional concern	<ul style="list-style-type: none"> ▪ Division counselor
Other related issues to DLP	<ul style="list-style-type: none"> ▪ Division Principal or Vice Principal

10 Guidelines for ISR's Parents

The transition to distance learning will 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 distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about their role in helping their children find success in a distance-learning environment.

1—Establish clear routines and expectations: From the first day ISR implements its DLP, parents need to establish routines and expectations. ISR encourages parents to set regular hours for their children's school work. We suggest students begin their studies at 8:00 a.m. Parents should make every attempt to maintain normal bedtime routines for younger children and expect the same from your MS aged students, too. (Don't let them stay up late and sleep until noon!) Your children should move regularly and take periodic breaks as they study. Parents should set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routines.

2—Define the physical space for your child's study: Your child may have an established place for completing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as might be the case with DLP implementation. We encourage families to establish a space/location where their children will learn most of the time, ideally, a public/family space not in a child's bedroom.

3—Monitor communications from your children's teachers: Teachers will communicate with parents through Skyward/email/ daily. ISR generally encourages parents to contact their children's teachers; however, we ask you to remember that teachers will be communicating with dozens if not hundreds of students/parents, so communications should be essential, brief, and self-aware. We also encourage parents to have their children explain the Learning Management Systems (LMS) for PS – Flipgrid for Preschool, Seesaw for ES, and Goggle Classroom for MS.

4—Begin and end each day with a check-in: Parents are encouraged to start and finish each day with a simple check-in time with their children. In the morning, ask about your child's learning plan today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? These check-in routines need to be established early, before a student falls behind or begins to struggle.

5—Take an active role in helping your children process and own their learning: Make sure that your child does his/her own work; refrain from completing assignments for them, even if they are struggling. You should inform the teacher under these circumstances, so extra support can be provided.

6—Establish quiet times for work and reflection: A major challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have uniquely individual needs. You may find times when siblings need to work in different rooms to avoid distractions. Parents might also consider experimenting 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 about the house and exercise. These steps are vitally important to their health and wellbeing as well as to their learning. ISR's physical education teachers will recommend activities or exercises, and parents

should model and encourage exercise for everyone in the family!

8—Remain mindful of your child’s stress or worry: ISR will only implement this DLP if a serious crisis event or emergency has occurred. If this happens, the probability increases for the need of parents to help their children manage the worry, anxiety, and range of emotions they might experience under these circumstances. Although a difficult undertaking, parents should make every attempt not to transfer your own stresses or worries to your children. Students will most likely be impacted by the factors causing a distance-learning context, whether they admit it or not, and they need as much normal routine as parents can possibly provide.

9—Monitor how much time your child is spending online: ISR does not want its students staring at computer screens for 7-8 hours a day. We ask that parents remember most teachers are neither high trained nor experts in distance learning, and the process will require some trial-and-error before everyone finds the right balance between online and offline learning experiences. We thank you in advance for your patience and partnership during the learning process!

10—Keep your children socially interacting but set rules around their social media use: In the event that ISR implements this DLP, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Parents should help their children maintain contact with friends and see them in person when circumstances permit. While attempting to maintain this connection, you should also monitor your child’s social media use, especially during an extended school closure.