ALEMANIA

# Head of School Welcome

Welcome to Frankfurt International School and thank you for considering us for your child's learning, growing and becoming.

At FIS our [mission](https://www.fis.edu/page.cfm?p=997) informs our actions and shapes our expectations. While academic excellence resides at the center of school life, the arts, sciences, humanities, language learning, life skills and athletics are within a tight orbit.

ur teaching and learning practices are rooted in the International Baccalaureate Programme, helping students make connections across academic disciplines and challenging them to achieve their highest potential as individuals – and as caring, honorable, ethical and adaptable global citizens. This world of ours requires intellectual dexterity, independent thinking, unflagging curiosity, social agility, courage, social responsibility and uncompromising character, and our community is deeply committed to ensuring our young people are so prepared.

Learning and Support for Students

* Due to the constraints and directives imposed by the Ministry of Education, our approach to teaching and learning cannot be what is normally experienced by students at ISL. School will look and feel different from usual. At least for the first few days, this may generate some disorientation for students. **Our counselling team is on call to help and can be contacted in the usual way.** Our teachers are also sensitive to the impact the altered environment and practices may have on students and are there to help.
* This is an emergency learning situation. Our goal is to provide students with some familiarity of school routines for social and academic learning in a school environment. In order to support students at home as well as those at school, virtual or online learning will remain the norm. Students will spend much of their time with their Advisory or Homeroom groups to minimise interactions with a wide range of other students.
* Please note that because many teachers are unable to come to school, because many students usually follow individualised timetables, and because of the complexities inherent in splitting the student body, students may not have their usual teacher in class. The need to maintain social distancing prohibits many opportunities for group work - other than online collaborations. Lessons will be designed to provide practice for consolidating skills as well as implementing new learning, according to the curriculum.
* It is also important to note that in addition to supervising their classes, teachers will also be working with students who are at home. This means that interactions between teachers and students will be more limited than usual.

Library - Material Collection

The Upper School will re-open on the 11th of May, and we encourage everyone in the US community to **return their overdue library materials and 12th Grade textbooks at this time.**

**Daily Material Collection**

Students will return textbooks and library materials during the morning check-in process. Parents, please send any overdue materials with your students as parents are not currently allowed on school grounds without permission. If families have students in both sections of the school, you may also return Lower School library books at this time. Students can also drop books in the box located just outside the library main entrance.

A security guard will direct the collection of materials during morning drop-off (from 8:00-8:30 am) and can provide further guidance. There will also be signage with instructions. Please do not leave books beside the container at times other than those listed, as this will risk damage or loss of materials.

Materials (both paper and plastic) will be safe to handle if left untouched for 3-4 days (Ewen 2020). Therefore, books returned on the 11th of May will only be checked in on the 15th. Priority will be given to textbooks and library materials from seniors and families leaving ISL at the end of this school year. We ask for everyone’s patience as we try to navigate this process.

Dismissal

* School ends at 15:10.
* Students will exit the school on a staggered schedule to reduce bottlenecks at the exits.
* All students must leave the campus by 15:10.
* Face masks are required while on campus.
* There will be no after school activities, sporting events or field trips for the remainder of the school yea

Daily Schedule

* Once students are cleared for entrance they will proceed to their Homeroom or Advisory class. They will remain there for the first period.
* Subject-specific lessons will begin at 9:30
* An adjusted letter day schedule has been devised to ensure an equal balance for each student. This will be shared via email the week of 4 May.

Classroom Organisation

Classrooms have been organized to allow for 2m distancing.

Use of Materials

* Students will only be allowed to use their lockers on the first day back in school.
* From day two, students are requested to have all materials needed for daily learning on them. Each evening students should organise all necessary materials needed for the following day, including charging laptops. Charging computers at school can only be done with your personal charger.
* The Ministry of Education recommends no sharing of belongings or materials with other students. Students will be provided with a list of necessary materials.
* Due to continued online learning, students **must bring headphones with a microphone**.
* The water fountains will be closed. Students must bring a full water bottle, clearly marked with their name. Students cannot share water bottles.

Arrival Expectations

* Parents should take their child’s temperature each morning before arriving to school. If your child’s temperature is above 37.5, he or she must remain home.
* Student should arrive between 8.00-8.20
* Upon entry to the school everyone will have their temperature checked. The temperature check facility will remain open until all students/staff have entered.
* Once students have passed the screening they will receive a token which they need to give to security to be allowed entry. Students should then proceed to their homeroom or advisory classrooms. Parents and students will receive room numbers via email.
* If a student shows a temperature above 37.5 they will not be permitted to enter school. Parents will be contacted to make the necessary arrangements to return the child home safely.

Hygiene Procedures

* A deep cleaning of all classrooms and shared spaces has taken place.
* Since February, additional measures have been put into place such as daily cleaning of handrails, door handles, bathrooms. These measures will be intensified with additional cleaning personnel during the school day.
* Staff members will receive the following cleaning materials:
  + Spray bottle of disinfectant
  + Paper roll to wipe down
  + Disinfectant wipes
  + Masks
  + Gloves
* The school has also purchased these additional supplies:
  + Masks
  + Disinfectant
  + Thermometers
  + Disinfectant wipes
  + Disposable gloves
  + Protective goggles
  + Red bins dedicated for masks and gloves
  + Protective face shields produced in house with 3D printer
  + Thermal cameras

Face Coverings

Students must wear face masks or coverings:

* Travelling to and from school, using public transport
* Moving on campus and in all areas of the school. This includes corridors, classrooms, bathrooms, drop off and pick up points.
* Students are only permitted to remove their face coverings in classrooms with the permission of their teacher.

As soon as the school receives its shipment of “buffs” from the Ministry of Education each student will receive two. The “buffs” will be distributed during the Advisory period. These “buffs” are made of cloth and machine washable. Students are expected to wear one and wash one in alternate. Red bins have been provided to dispose of non-reusable masks.

[**How to use a mask? (click to see a video)**](https://www.google.com/url?q=https%3A%2F%2Fcoronavirus.gouvernement.lu%2Fen%2Fsante-au-travail.htmlhttps%3A%2F%2Fcoronavirus.gouvernement.lu%2Fen%2Fsante-au-travail.html&sa=D&sntz=1&usg=AFQjCNEYsKtHssbeSK7FvEHUVYy7uM4pWA) Cómo protegerse a sí mismo!!!

# Security

* Additional security guards will be outside to check and hold off visitors and parents during the day.
* Parents and visitors are not allowed to enter the buildings except for urgent meetings

# Movement of Students and Staff withing the Buildings

* A one-way system will be in operation in the common areas of the school, especially corridors and hallways. These will be clearly marked. This has been put in place in order to minimise the crossing of students with one another. As students move around the school, they will be wearing their face coverings as well as maintaining social distancing protocols as much as possible.

# Driving on Campus

* When arriving on campus, parents are to do drop offs/pick ups only.
* Parents are requested to remain inside their cars, there is no waiting time in the drop off zones or parking.
* Outside of drop off/pick up, parents are only permitted on campus for an emergency.
* The map shows the on campus flow to the Upper School
  + **Blue:** Extended drop off zone
  + **Green**: One way pedestrian walkway. Green lines indicate how students will enter the building.
  + **Red:** Exit school premises. Red lines indicate how students will exit the building.
* Signage and arrows will indicate how people should move when entering and exiting the campus.
* Face coverings are mandatory while moving around campu

# Rules and Expectations

* In order to maintain the high standards of safety and hygiene, everyone in the school community must take responsibility for themselves and for each other. As such, strict social distancing rules and expectations for hygiene will be enforced throughout the school.
* A breach of these rules will be considered a serious behavioural matter.
* Should a student fail to comply with the expectations, he or she will be reported to the school principal or Upper School deputy principal. Parents will be contacted and asked to pick up their child or for permission for the child to go home by themselves. The child in question will then not be permitted to come to school the next day.
* A second incident will mean that the student at fault will not be permitted to return to school for the remainder of the school year.

# Dismissal

* School ends at 15:10.
* Students will exit the school on a staggered schedule to reduce bottlenecks at the exits.
* All students must leave the campus by 15:10.
* Face masks are required while on campus.
* There will be no after school activities, sporting events or field trips for the remainder of the school year.

# Hygiene Procedures

* A deep cleaning of all classrooms and shared spaces has taken place.
* Since February, additional measures have been put into place such as daily cleaning of handrails, door handles, bathrooms. These measures will be intensified with additional cleaning personnel during the school day.
* Staff members will receive the following cleaning materials:
  + Spray bottle of disinfectant
  + Paper roll to wipe down
  + Disinfectant wipes
  + Masks
  + Gloves
* The school has also purchased these additional supplies:
  + Masks
  + Disinfectant
  + Thermometers
  + Disinfectant wipes
  + Disposable gloves
  + Protective goggles
  + Red bins dedicated for masks and gloves
  + Protective face shields produced in house with 3D printer
  + Thermal cameras

# Rules and Expectations

* In order to maintain the high standards of safety and hygiene, everyone in the school community must take responsibility for themselves and for each other. As such, strict social distancing rules and expectations for hygiene will be enforced throughout the school.
* A breach of these rules will be considered a serious behavioural matter.
* Should a student fail to comply with the expectations, he or she will be reported to the school principal or Upper School deputy principal. Parents will be contacted and asked to pick up their child or for permission for the child to go home by themselves. The child in question will then not be permitted to come to school the next day.
* A second incident will mean that the student at fault will not be permitted to return to school for the remainder of the school year.



# School in Session for Students

* The student body will be split into 2 equal cohorts/groupings.
* Cohorts rotate one week in school, one week at home, Monday to Friday.
* Grade 11 students will continue with virtual learning at home as this is the strongest way for us to support them given the complex and individualised nature of their schedules.
* Public holidays and the Upper School Grading Day will be maintained as per the school calendar.
* For the final week of school 22 - 26 June, ALL students will attend school for at least one day. This will be included in the calendar to be shared via email.

# Learning and Support for Students

* Due to the constraints and directives imposed by the Ministry of Education, our approach to teaching and learning cannot be what is normally experienced by students at ISL. School will look and feel different from usual. At least for the first few days, this may generate some disorientation for students. **Our counselling team is on call to help and can be contacted in the usual way.** Our teachers are also sensitive to the impact the altered environment and practices may have on students and are there to help.
* This is an emergency learning situation. Our goal is to provide students with some familiarity of school routines for social and academic learning in a school environment. In order to support students at home as well as those at school, virtual or online learning will remain the norm. Students will spend much of their time with their Advisory or Homeroom groups to minimise interactions with a wide range of other students.
* Please note that because many teachers are unable to come to school, because many students usually follow individualised timetables, and because of the complexities inherent in splitting the student body, students may not have their usual teacher in class. The need to maintain social distancing prohibits many opportunities for group work - other than online collaborations. Lessons will be designed to provide practice for consolidating skills as well as implementing new learning, according to the curriculum.
* It is also important to note that in addition to supervising their classes, teachers will also be working with students who are at home. This means that interactions between teachers and students will be more limited than usual.

Possible Scenario

[Primary School](https://dlp.fis.edu/primary-school-roles-and-responsibilities)

[Elementary School](https://dlp.fis.edu/elementary-school-roles-and-responsibilities)

[Upper School](https://dlp.fis.edu/fiso-upper-school-roles-and-responsibilities)

[Wiesbaden Campus](https://dlp.fis.edu/fisw-roles-and-responsibilities)

* On Sunday evening, FIS Head of School notifies the community that school will be closed on Monday.
* The Head of School designates the date to begin distance learning for students as a Wednesday.
* Faculty and staff are therefore required to be on duty the preceding Monday and Tuesday, either physically on campus or remotely, as circumstances and safety conditions permit.
* Parents and faculty/staff will be notified of this timeline as early as possible. In this scenario, parents and students should expect more detailed instructions from divisional principals and their children’s teachers on Tuesday, not before. These instructions will be delivered by email and will explain generally what students can expect the following day (Wednesday).

The Head of School will periodically send email updates to parents and faculty/staff appraising them of any pertinent information about when FIS might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made with close consultation with the school’s Board of Trustees.

Primary

Primary School First Steps - Grade 1 Guidelines

|  |  |
| --- | --- |
| **Student Roles and Responsibilities** | |
| * First Steps and Pre-Primary children should complete assignments if and as parental support is available * Primary Grade children are encouraged to complete the assignments to maintain their academic progress * Grade 1 children are required to complete assignments to maintain their academic progress * Students in Primary Grade and Grade 1 will be responsible for documenting their learning via Seesaw (with the help of an adult) * When able to attend live classes, students are expected to be good online citizens and try their best to be engaged * Please note that while we strongly encourage all students to participate each day, it is not mandatory that all students be present for the live sssions | |
| **For Queries about...** | **Contact** |
| a course, assignment, or resource | the relevant teacher |
| a technology-related problem or issue | Tianna Loeffler, [tianna\_loeffler@fis.edu](mailto:tianna_loeffler@fis.edu)  or through FIS’s email-based support ticketing system support@fis.edu |
| a personal, academic or social-emotional concern | Ms Lucie Nuehlen, [lucie\_nuehlen@fis.edu](mailto:lucie_nuehlen@fis.edu) |
| other issues related to distance learning | Dr. Joslin-Callahan, caroline\_joslin-callahan@fis.edu |

**First Steps and Pre-Primary**

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the PS Principal with division-specific information
* The primary tools for communication between teachers and families will be Seesaw and email
* Teachers will provide the class QR code to parents ([Click for instructions](https://docs.google.com/document/d/1V-Q558U-8f68AZTTkiTsCUqDp5UaI3U0tPEYe4NMmVI/edit?usp=sharing))
* Distance learning for First Steps and Pre-Primary children will focus on the Approaches to Learning (social, communication, self-management, research and thinking skills), including emergent literacy and numeracy skills
* Learning activities may be conducted in English or the family’s home language
* Learning activities and experiences will emphasize interaction and creativity requiring minimal technology or specialized materials
* The First Steps and Pre-Primary team will provide parents with:

○ activities and experiences targeted at certain skills;

○ invitations that encourage children and families to engage with their environment;

○ ideas to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills

* First Steps and Pre-Primary children should complete learning engagements if and as parental support is available
* Homeroom teachers will be offering a live classroom meeting each day via Zoom at a standard time for the students and teachers to connect, answer questions or share their learning
* Notification for a live classroom meeting will be sent via a Seesaw Announcement
* Aside from the scheduled live classroom meetings, all teachers will be available via Zoom during regular school hours
* Please note that we encourage you to download Zoom for Client Meetings or Zoom Mobile Apps ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fdownload&sa=D&sntz=1&usg=AFQjCNHHVbId5_d9qJkugbTgmWaRQVLBUw)) and this version of Seesaw ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fweb.seesaw.me%2Fplatforms&sa=D&sntz=1&usg=AFQjCNGHIpcDozvTwBtME2ktntEP9SAb2Q)) now. While we have not yet activated distance learning, having this set up on your home devices and ready to go will make the transition easier should it be needed.

**Primary Grade and Grade 1**

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the Primary School Principal with division-specific information
* The primary tools for communication between teachers and families will be Seesaw, and email
* Teachers will provide the class QR code to parents ([Click for instructions](https://docs.google.com/document/d/1V-Q558U-8f68AZTTkiTsCUqDp5UaI3U0tPEYe4NMmVI/edit?usp=sharing))
* Primary Grade and Grade 1 students will have primarily off-screen learning activities designed to continue their progress through the grade level curriculum
* Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. Students in Primary Grade and Grade 1 will need higher levels of support than older students. However, all learning engagements will be designed to be completed with a high degree of independence
* Homeroom teachers will be offering a live classroom meeting each day via Zoom at a standard time for the students and teachers to connect, answer questions or share their learning
* Notification for a live classroom meeting will be sent via a Seesaw Announcement
* Aside from the scheduled live classroom meetings, all teachers will be available via Zoom during regular school hours
* Please note that we encourage you to download Zoom for Client Meetings or Zoom Mobile Apps ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fdownload&sa=D&sntz=1&usg=AFQjCNHHVbId5_d9qJkugbTgmWaRQVLBUw)) and this version of Seesaw ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fweb.seesaw.me%2Fplatforms&sa=D&sntz=1&usg=AFQjCNGHIpcDozvTwBtME2ktntEP9SAb2Q)) now. While we have not yet activated distance learning, having this set up on your home devices and ready to go will make the transition easier should it be needed.
* Primary School: Approximate Time Frames for Learning

|  |  |
| --- | --- |
| 20+ minutes | * First Steps and Pre-Primary teachers will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 20 minutes * Teachers will specify how many choices the family should select |
| 20+ minutes | * German, Art, PE, music teachers and the librarian will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 20 minutes to complete. The teachers will specify how many choices the family should select |
| **Primary Grade and Grade 1** | |
| 30+ minutes | * Daily reading/writing/phonics (any combination of these) |
| 30+ minutes | * Daily mathematics |
| 30+ minutes | * Unit of inquiry engagements at least three times a week |
| 30+ minutes | * German, Art, PE, music teachers and the librarian will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 30 minutes to complete; teachers will specify how many choices the family should select |

ELEMENTARY

|  |  |
| --- | --- |
| **Student Roles and Responsibilities** | |
| * Establish daily routines for engaging in the learning experiences (e.g. 9:00 start) * Elementary School students will be responsible for trying their best to be independent and complete work assigned * Elementary School students will be responsible for documenting their learning via Seesaw when appropriate, with the help of an adult * When able to attend live classes, students are expected to be good online citizens and try their best to be engaged * Please note that while we strongly encourage all students to participate each day, it is not mandatory that all students be present for the live sessions. We know a school closure may also result in child care challenges for families and that this may make engaging synchronously with their class difficult. | |
| **For Queries about...** | **Contact** |
| An issue or question related to an assignment, posted video, or DL resource | The relevant teacher |
| A technology-related problem or issue | Dianna Pratt, [dianna\_pratt@fis.edu](mailto:dianna_pratt@fis.edu), or through FIS’s email-based support ticketing system  support@fis.edu |
| A personal, academic or social-emotional concern | Ms. Mercer: [sabrina\_mercer@fis.edu](mailto:sabrina_mercer@fis.edu) |
| other issues related to distance learning | The principal or AP from your division |

Elementary School Guidelines

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the ES Principal with division-specific information
* The primary tools for communication between teachers and families will be Seesaw, and newsletters via email
* Students will have both off- and on-screen learning activities designed to engage ES learners in experiences that connect to curriculum
* 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 3-5. However, all learning engagements will be designed to be completed independently by students when possible.
* Homeroom teachers and all teachers posting videos and assignments that day will post these by 9 am.
* Homeroom teachers will be offering a live Zoom session each day at a standard time to answer any questions about the day's posted video lesson and posted learning activities.
* A full schedule of the week that includes which days of the week that specialist teachers will be posting, the times that homeroom teachers will be hosting live sessions and times for optional sessions will be sent out if we activate distance learning.
* Aside from the scheduled live sessions, all teachers will be available via Zoom from 9 am - 12 pm and - 1 pm - 3:05 pm.
* Students will be using this version of Seesaw ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fweb.seesaw.me%2Fplatforms&sa=D&sntz=1&usg=AFQjCNGHIpcDozvTwBtME2ktntEP9SAb2Q)). This is a different app from the Family Seesaw app.
* Grade 2 Teachers will provide the class QR code to parents ([Click for instructions](https://docs.google.com/document/d/1V-Q558U-8f68AZTTkiTsCUqDp5UaI3U0tPEYe4NMmVI/edit?usp=sharing)) for students to log in. Grade 3-5 will log in using their Google sign on credentials.
* For students to do face to face video conferencing, please note that we encourage you to download Zoom for Client Meetings or Zoom Mobile Apps ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fdownload&sa=D&sntz=1&usg=AFQjCNHHVbId5_d9qJkugbTgmWaRQVLBUw)) .While we have not yet activated distance learning, having this set up on your home devices and ready to go will make the transition easier should it be needed.
* Elementary School: Approximate Time Frames for Learning

|  |  |
| --- | --- |
| **Grades 2-3** | |
| 30+ minutes | Daily Reading/Writing/Spelling (Any Combination of these) |
| 30+ minutes | Daily Mathematics |
| 20+ minutes | Unit of Inquiry (At least three times per week) |
| 30+ minutes | Specialist Subjects/ESL/LS ( two times per week) |
| 30+ minutes | German (two times per week) |
| **Grades 4-5** | |
| 30+ minutes | Daily Reading |
| 30+ minutes | Writing |
| 45+ minutes | Mathematics |
| 30+ minutes | Unit of Inquiry/Specialist Subjects/ESL/LS |
| 30+ minutes | German (two times per week) |
| **Grades 2-5** | |
| 60+ minutes | Daily Play and Physical Activity - this will be key to students wellbeing and mental health in the event of an extended closure |
| Flex Learning | * Live Read Alouds delivered by our Librarian, PYP Coordinator, and Science Teacher, and Teaching Assistants * Independent Inquiries and Research - Your child’s teacher will let you know about relevant themes connected to the UOI |

Upper school

|  |  |
| --- | --- |
| **Student Roles and Responsibilities** | |
| * Establish daily routines for engaging in the learning experiences (e.g. 8:32 start) * Identify a comfortable, quiet space in your home where you can work effectively and successfully   Regularly monitor online platforms (PowerSchool, Google Classroom, email) 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 (Year Heads, Learning Support Teachers, Counselors) if you cannot meet deadlines or require additional support * Collaborate and support your FIS peers in their learning * Comply with FIS’s Acceptable Use Policy, including expectations for online etiquette * Proactively seek out and communicate with other adults as different needs arise (see below) | |
| **For Queries about...** | **Contact** |
| A course, assignment, a grade or resource | The relevant teacher |
| IB internal assessments or concerns about uploading | IB Coordinator  Ashley Van Der Meer - [ashley\_vandermeer@fis.edu](mailto:ashley_vandemeer@fis.edu) |
| A technology-related problem or issue | Any member of Techdeck team via Zoom, chat or through FIS’s email-based support ticketing system  support@fis.edu |
| A personal, academic or social-emotional concern | Your assigned counselor  Grade 6-8:  Charlene Aspinwall - [charlene\_aspinwall@fis.edu](mailto:charlene_aspinwall@fis.edu)  Jeff Kalas - [jeffrey\_kalas@fis.edu](mailto:jeffrey_kalas@fis.edu)  Grade 9-10:  Zina Sawabini - [zina\_sawabini@fis.edu](mailto:zina_sawabini@fis.edu)  Grade 11-12:  Jessica Angelidis - [Jessica\_angelidis@fis.edu](mailto:Jessica_angelidis@fis.edu)  Anna Boyd - [anna\_boyd@fis.edu](mailto:anna_boyd@fis.edu)  Scott Loeffler - [Scott\_Loeffler@fis.edu](mailto:Scott_Loeffler@fis.edu) |
| Other issues related to distance learning | Divisional Principal  Mr. John Switzer - [john\_switzer@fis.edu](mailto:john_switzer@fis.edu)  Mr. Dan Cowan - [daniel\_cowan@fis.edu](mailto:dan_cowan@fis.edu) |

Grade 6- 8 Guidelines

* fter receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the grade 6-8 Principal with division-specific information
* The primary tools for communication between teachers and families will be GMail and PowerSchool
* Teachers will either link materials linked in PowerSchool class pages or share materials directly to each student’s Google Classroom
* Distance learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner
* Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved
* Resources vary by class and lesson, but will include links to videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material
* Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear
* Counselors and advisors are always available to support students with academic, social, or emotional needs.

|  |  |
| --- | --- |
| **Students in Grades 6,7 & 8** | |
| 45 - minutes per class | * Middle School Classes will follow the regular schedule and letter day. * Some classes will have some teaching and activities, and others will assign tasks such as reading or answering questions for example. * Not every class needs to take the full 45 minutes * Some teachers may share several days lessons at a time |
| **At other times:** | |
| * Independent & self-directed * For the sake of learning * No time limit/requirement * Play musical instruments * Do art (draw, paint etc) * Help around the house | * Read for pleasure * Be active * Explore personal interests/passions * If safe…   + Explore local sights   + Seek out social interaction |
| Links to Resources & Ideas | * [PowerSchool](https://fis.learning.powerschool.com/do/account/login) * [GSuite](https://accounts.google.com/signin/v2/identifier?passive=1209600&continue=https%3A%2F%2Faccounts.google.com%2F&followup=https%3A%2F%2Faccounts.google.com%2F&flowName=GlifWebSignIn&flowEntry=ServiceLogin) * [Veracross](https://accounts.veracross.eu/fis/portals/login) * [Library resources](https://fis.follettdestiny.com/common/welcome.jsp?context=saas38_8559940) |

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the US Principal with division-specific information
* The primary tools for communication between teachers and students are PowerSchool, Google Classroom and zoom, and newsletters via email
* Teachers will either link materials linked in their PowerSchool class pages or Google Classroom materials shared directly to each student’s Google Drive
* Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved
* Online classes would occur at the same time as they would in the normal Upper School schedule. For example, if students had Math first block on a B day, then that is when they are expected to be working on Math.
* Being taught online does NOT mean students need to be on the computer all day. Many activities can be completed off-line. The key is that at the beginning of each lesson students check in with the lesson plan provided by the teacher and get to work.
* Most of the work should be completed during the allotted class time. Like a regular class, there may be some additional work to be done outside of the class, but most can (and should) be done during the 50 minute class.
* Students will use the same online platforms (Haiku/Google Classroom) that they currently use with their teachers. Additionally, teachers can offer some screencasts of presentations for students to view. Teachers can also use the video software Zoom to hold real-time class discussions, which can also be recorded and watched at a later date.
* Resources vary by class and lesson, but will include links to videos, graphic organizers to complete, scanned material to read and engage with, independent research material via Newsela and our databases, reading materials.
* Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
* Counselors and advisors are always available to support students with academic, social, or emotional needs.

9-12 Guidelines

|  |  |
| --- | --- |
| **Students in Grades 9-12** | |
| * Independent & self-directed * For the sake of learning * No time limit/requirement * Learning will be shared in advisory (Grades 9-10) | * Read for pleasure * Be active * Explore personal interests/passions * If safe…   + Explore local sights   + Seek out social interaction |
| Links to Resources & Ideas | * [PowerSchool](https://fis.learning.powerschool.com/do/account/login) * [GSuite](https://accounts.google.com/signin/v2/identifier?passive=1209600&continue=https%3A%2F%2Faccounts.google.com%2F&followup=https%3A%2F%2Faccounts.google.com%2F&flowName=GlifWebSignIn&flowEntry=ServiceLogin) * [Veracross](https://accounts.veracross.eu/fis/portals/login) * [Library resources](https://fis.follettdestiny.com/common/welcome.jsp?context=saas38_8559940) |

FIS Technology Platforms to Support Distance Learning

FIS has sought recommendations from leading organizations and agencies as it developed this DLP, including the US State Department Office of Overseas Schools, the World Virtual School Project, Global Online Academy, and International Schools Services. School leaders have also carefully studied the DLPs of other leading international schools. With regard to the school’s core technological and communications systems, FIS offers the following FAQs to describe how we will communicate and manage learning in the event this DLP is implemented.

**Q.** How will FIS communicate with parents, students, and faculty/staff in the event of an extended campus closure?

**A.** FIS will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation. They contain auditing tools that will allow FIS to ensure that all students and parents are receiving important communications. The table below describes these platforms:

|  |  |  |
| --- | --- | --- |
| Channel | Audience | Description and Access |
| Email | faculty, staff, parents, students | Email will be used for all major communications and announcements, including those from the Head of School and division principals. Faculty will also use email to communicate, although they will use other platforms to support teaching and learning. |
| GSuite (Google) | students across all divisions | Google GSuite (Gmail, Docs, Classroom, Google Chat, etc.) will continue to be used to create, share and generate resources in support of teaching and learning. |
| Seesaw | PS/ES/FISW Students | PS/ES/FISW teachers and students will continue to use Seesaw and other apps they are already familiar with. |
| Video Conferencing | faculty, staff, parents, students | Zoom is the primary platform for all FIS video communications (one to one, one to many). Teachers and counselors will use Zoom to maintain face-to-face communications with our students and to support teaching and learning. Zoom will be used to support our fac/staff regular meeting schedule. Parents may use Zoom in order to meet face to face with teachers or administrators. |
| PowerSchool | US students FISW 6-8 Students FISW parents | Grade 6-12 teachers and students will continue to use their regular PowerSchool classes for sharing and accessing assignments and feedback as well as general communication for the whole class. FISW teachers will continue to use PS for parent communication from First Steps - Grade 5 and with the Grade 6-8 students for class information. |
| Veracross | faculty and staff | Our student information system (Veracross) will continue to be accessed by faculty/staff for all demographic data, student reports, attendance, etc. |
| Public Website | general public | The school’s primary website will maintain general information on its closure status for the public. The password-protected community portals will be regularly updated with information and resources to help support our community while school is closed. |

re the learning management systems (PowerSchool) employed in this plan the same as those used during normal school operations?

**A.** FIS’s systems are already built on cloud-based systems, including GSuite (Google Drive, Classroom, Gmail, etc.), PowerSchool, and Seesaw. That means these systems will continue to work from anywhere in the world, even during an emergency. FIS’s data is not physically hosted on the school’s network, which means we can continue to use our systems during a crisis, even if buildings are damaged or our campus is inaccessible. Finally, each of our primary systems has multiple administrators, so they can be managed remotely (from anywhere, online) by more than one person, in the event that a system administrator is out of contact or unavailable.

**Q.** How will FIS ensure that students have access to these systems from off-campus?

**A.** Upper school students are all part of our 1-1 Learning program and as such have access to a laptop with all school software already installed. ES students may take advantage of loaning a school owned device which are currently kept in their classrooms. In the event that campus closure seems likely, the tech support team would ensure that all students in Grades FS through 5 have access to a device at home. We are assuming that every household has a suitable laptop or tablet to support student learning at home. If there are families unable to meet this requirement, they should contact school immediately and we can help with our device loaner program. All of our online teaching and learning platforms are specifically designed to device agnostic, which means students will be able to access learning through parental devices, phones, tablets, etc.

For all technology related questions or technical support please contact [Gareth Brewster.](mailto:gareth_brewster@fis.edu)

Prymary

|  |  |
| --- | --- |
| **Student Roles and Responsibilities** | |
| * First Steps and Pre-Primary children should complete assignments if and as parental support is available * Primary Grade children are encouraged to complete the assignments to maintain their academic progress * Grade 1 children are required to complete assignments to maintain their academic progress * Students in Primary Grade and Grade 1 will be responsible for documenting their learning via Seesaw (with the help of an adult) * When able to attend live classes, students are expected to be good online citizens and try their best to be engaged * Please note that while we strongly encourage all students to participate each day, it is not mandatory that all students be present for the live sssions | |
| **For Queries about...** | **Contact** |
| a course, assignment, or resource | the relevant teacher |
| a technology-related problem or issue | Tianna Loeffler, [tianna\_loeffler@fis.edu](mailto:tianna_loeffler@fis.edu)  or through FIS’s email-based support ticketing system support@fis.edu |
| a personal, academic or social-emotional concern | Ms Lucie Nuehlen, [lucie\_nuehlen@fis.edu](mailto:lucie_nuehlen@fis.edu) |
| other issues related to distance learning | Dr. Joslin-Callahan, caroline\_joslin-callahan@fis.edu |

Elementary

|  |  |
| --- | --- |
| **Student Roles and Responsibilities** | |
| * Establish daily routines for engaging in the learning experiences (e.g. 9:00 start) * Elementary School students will be responsible for trying their best to be independent and complete work assigned * Elementary School students will be responsible for documenting their learning via Seesaw when appropriate, with the help of an adult * When able to attend live classes, students are expected to be good online citizens and try their best to be engaged * Please note that while we strongly encourage all students to participate each day, it is not mandatory that all students be present for the live sessions. We know a school closure may also result in child care challenges for families and that this may make engaging synchronously with their class difficult. | |
| **For Queries about...** | **Contact** |
| An issue or question related to an assignment, posted video, or DL resource | The relevant teacher |
| A technology-related problem or issue | Dianna Pratt, [dianna\_pratt@fis.edu](mailto:dianna_pratt@fis.edu), or through FIS’s email-based support ticketing system  support@fis.edu |
| A personal, academic or social-emotional concern | Ms. Mercer: [sabrina\_mercer@fis.edu](mailto:sabrina_mercer@fis.edu) |
| other issues related to distance learning | The principal or AP from your division |

Primary School First Steps - Grade 1 Guidelines

**First Steps and Pre-Primary**

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the PS Principal with division-specific information
* The primary tools for communication between teachers and families will be Seesaw and email
* Teachers will provide the class QR code to parents ([Click for instructions](https://docs.google.com/document/d/1V-Q558U-8f68AZTTkiTsCUqDp5UaI3U0tPEYe4NMmVI/edit?usp=sharing))
* Distance learning for First Steps and Pre-Primary children will focus on the Approaches to Learning (social, communication, self-management, research and thinking skills), including emergent literacy and numeracy skills
* Learning activities may be conducted in English or the family’s home language
* Learning activities and experiences will emphasize interaction and creativity requiring minimal technology or specialized materials
* The First Steps and Pre-Primary team will provide parents with:

○ activities and experiences targeted at certain skills;

○ invitations that encourage children and families to engage with their environment;

○ ideas to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills

* First Steps and Pre-Primary children should complete learning engagements if and as parental support is available
* Homeroom teachers will be offering a live classroom meeting each day via Zoom at a standard time for the students and teachers to connect, answer questions or share their learning
* Notification for a live classroom meeting will be sent via a Seesaw Announcement
* Aside from the scheduled live classroom meetings, all teachers will be available via Zoom during regular school hours
* Please note that we encourage you to download Zoom for Client Meetings or Zoom Mobile Apps ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fdownload&sa=D&sntz=1&usg=AFQjCNHHVbId5_d9qJkugbTgmWaRQVLBUw)) and this version of Seesaw ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fweb.seesaw.me%2Fplatforms&sa=D&sntz=1&usg=AFQjCNGHIpcDozvTwBtME2ktntEP9SAb2Q)) now. While we have not yet activated distance learning, having this set up on your home devices and ready to go will make the transition easier should it be needed.

**Primary Grade and Grade 1**

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the Primary School Principal with division-specific information
* The primary tools for communication between teachers and families will be Seesaw, and email
* Teachers will provide the class QR code to parents ([Click for instructions](https://docs.google.com/document/d/1V-Q558U-8f68AZTTkiTsCUqDp5UaI3U0tPEYe4NMmVI/edit?usp=sharing))
* Primary Grade and Grade 1 students will have primarily off-screen learning activities designed to continue their progress through the grade level curriculum
* Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. Students in Primary Grade and Grade 1 will need higher levels of support than older students. However, all learning engagements will be designed to be completed with a high degree of independence
* Homeroom teachers will be offering a live classroom meeting each day via Zoom at a standard time for the students and teachers to connect, answer questions or share their learning
* Notification for a live classroom meeting will be sent via a Seesaw Announcement
* Aside from the scheduled live classroom meetings, all teachers will be available via Zoom during regular school hours
* Please note that we encourage you to download Zoom for Client Meetings or Zoom Mobile Apps ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fdownload&sa=D&sntz=1&usg=AFQjCNHHVbId5_d9qJkugbTgmWaRQVLBUw)) and this version of Seesaw ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fweb.seesaw.me%2Fplatforms&sa=D&sntz=1&usg=AFQjCNGHIpcDozvTwBtME2ktntEP9SAb2Q)) now. While we have not yet activated distance learning, having this set up on your home devices and ready to go will make the transition easier should it be needed.
* Primary School: Approximate Time Frames for Learning

|  |  |
| --- | --- |
| **First Steps and Pre-Primary** | |
| 20+ minutes | * First Steps and Pre-Primary teachers will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 20 minutes * Teachers will specify how many choices the family should select |
| 20+ minutes | * German, Art, PE, music teachers and the librarian will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 20 minutes to complete. The teachers will specify how many choices the family should select |
| **Primary Grade and Grade 1** | |
| 30+ minutes | * Daily reading/writing/phonics (any combination of these) |
| 30+ minutes | * Daily mathematics |
| 30+ minutes | * Unit of inquiry engagements at least three times a week |
| 30+ minutes | * German, Art, PE, music teachers and the librarian will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 30 minutes to complete; teachers will specify how many choices the family should select |

10 Guidelines for Parents

[Primary School](https://dlp.fis.edu/primary-school-roles-and-responsibilities)

[Elementary School](https://dlp.fis.edu/elementary-school-roles-and-responsibilities)

[Upper School](https://dlp.fis.edu/fiso-upper-school-roles-and-responsibilities)

[Wiesbaden Campus](https://dlp.fis.edu/fisw-roles-and-responsibilities)

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 what they can do to help their children find success in a distance learning environment.

1. **Establish routines and expectations.** From the first day FIS implements its DLP, parents need to establish routines and expectations. FIS encourages parents to set regular hours for their children’s school work. We suggest that Grade 6-8 and 9-12 students prepare to start their studies at the regularly scheduled time for their campus (FISO: 8:32/ FISW: 8:35). First Steps to Grade 5 at both campuses begin at 9:00. Keep normal bedtime routines for younger children and expect the same from your Middle School- and Upper School-aged students, too. (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 starting as soon as distance learning is implemented, 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 of time, as will be the case if this DLP is implemented. 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. Above all, it should be a space where parents are present and monitoring their children’s learning.
3. **Monitor communications from your children’s teachers.** Teachers will communicate with parents through email, Zoom or Seesaw, 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. FIS wants parents to remain in contact with their children’s teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+. Communications should therefore be essential and succinct. We also encourage parents to have their older children explain the Learning Management Systems (e.g. PowerSchool, Seesaw, Google GSuite) teachers are using.
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 your child what he or she is learning today. What are their learning targets or goals? 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 have 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 distance 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.** In the course of a regular school day at FIS, 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.
6. **Engage with your child about what they are learning.** 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 are learning. However, it is important that your child owns the work; please don’t complete assignments for them, even when they are struggling.
7. **Establish times for quiet and reflection.** A challenge for families with multiple children will be how to manage the different needs, especially when the children are different ages. 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.
8. **Encourage physical activity and/or exercise.** Make sure your children remember to move and exercise. This is important to their health, well-being, and to their learning. FIS’s physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can help more around the house with chores or other responsibilities. Remain mindful of your child’s stress or worry. One thing is for certain: FIS will only implement this DLP if a serious emergency has occurred. Should this happen, 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 need as much normal routine as parents can provide. Be mindful of not having news channels or podcasts constantly playing during the day to ensure that there is not an overload of worrying news adding to your child’s stress levels.
9. **Monitor how much time your child is spending online.** FIS does not want its students staring at computer screens for 7-8 hours a day. We ask parents to remember that most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Division principals or teachers will periodically check in with you to assess what you’re seeing at home and what we need to adjust. We thank you in advance for your patience and partnership! Keep your children social, but set rules around their social media interactions.
10. **There is always excitement when FIS closes school for bad weather or snow days.** If FIS implements this DLP, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please 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. 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.

FIS Personnel Roles and Responsibilities - Administration / Faculty / Staff

Leadership Team

* Create and distribute FIS’s Distance Learning Plan, or DLP
* Establish clear channels of communications between faculty, staff, families, and students in the event of this DLP being activated
* Support faculty and students/families shifting to a distance learning environment
* Help teachers implement DLP and ensure high-quality learning experience for all students

Divisional Offices

* Support all teachers and teams in the implementation of FIS’s DLP
* Answer parents’ e-mails and forward to appropriate individuals when necessary.
* Be in consistent communication with divisional principals
* Be aware of all aspects of the DLP so that you can answer as many questions from parents as you can and work as a filter when disseminating information or forwarding email.

Primary School Homeroom Teachers

* Use Seesaw and Zoom as our main distance learning systems.
* Work together with the grade-level team to ensure consistency and a shared workload via Zoom or Google Hangouts.
* Post one message to Seesaw by 9:00 each day that explains the day’s learning focus, learning engagements and required student response.
* Be available to students online during regular school hours.
* Remain flexible, responsive and positive. Students will be affected by the closure in different ways and will need us.
* Maintain regular communication with families based on essential communication agreements in consultation with the divisional principal.
* Provide opportunities for students to engage in whole class live sessions via Zoom once per day to connect with each other and maintain relationships.
* Be aware when creating learning activities of the support and resources that parents will need to provide.
* Keep track of students who have submitted documentation of learning engagements, viewed videos and participated in live sessions.

Primary School Counselor

* The counselor will regularly check in with students and families who may need additional support.
* The counselor will propose PSE related lessons for inclusion in grade-level plans.

Primary School Specialist Teachers (German, Art, PE, Music, Library)

* German, Art, PE, Music teachers and the librarian will develop learning engagements for their specialist areas.
* They will post learning engagement options for the week via Seesaw.

Primary School Learning Support (LS) Teacher

* The learning support teacher will provide differentiated lessons for students with a LS plan.

Primary School English Language Acquisition (ELA) Teachers

* ELA teachers will provide differentiated lessons for students in collaboration with grade-level teams.
* ELA teachers will communicate regularly with students on their caseload and/or their parents to ensure success with distance learning

Primary School Teaching Assistants

* Communicate regularly with classroom teachers to identify ways to support students and contribute to the DLP
* Assist grade-level communication to parents and student
* Engage in professional development as assigned by the principal or assistant principal.

Primary School Team Meeting Schedule

Team meeting times are 11:00-12:00

* Grade 1 - Monday
* Primary Grade - Tuesday
* Pre-primary - Wednesday
* First Steps - Thursday
* Specialists - Friday

Elementary School Homeroom Teachers

* Use Seesaw as our main distance learning system.
* Work together with your team so that there is consistency and a shared workload via Zoom or Google Hangouts.
* Post one video to Seesaw by 9:00 each morning that explains the day’s learning focus, mini lessons, and learning engagements.
* Be available to students online for regular school hours.
* Embrace flexibility, responsiveness and positivity. Students will be affected by the closure in different ways and will need us.
* Maintain regular communication with families. Decide with your team about essential communication agreements and seek consultation of your divisional principal.
* Provide an opportunity for students to check in with them in a whole class live session via Zoom once per day. This will give them a chance to connect with each other and maintain a sense of relationship.
* Develop detailed learning activities for students that they can work on independently. It’s key that homework doesn’t assume that the parents take on the role of the teacher.
* Keep track of students who have submitted documentation of learning engagements, viewed videos and participated in live sessions.

Elementary School Specialist Teachers

* \*All specialist teachers follow the expectations in the homeroom teacher section and use the below framework to plan for learning.
* P.E , Music and Art teachers will post one lesson video a week for students. These will be intentionally planned to occur on different days to balance out the work students are asked to complete in one day.
* Post TIC TAC TOE learning engagement options for the week via Seesaw. All learning engagements will be detailed and keep in mind that the lessons may need to temporarily deviate from the current curriculum mapping. IE: If PE is doing parkour, they may need to provide options like yoga on the TIC TAC TOE chart, for example.

Elementary School German Teachers

* \*All German teachers follow the expectations in the homeroom teacher section and use the below framework to plan for learning.
* German teachers will post two videos a week to Seesaw; one on Tuesday and one on Thursday, that explains the lesson’s focus and learning engagements.
* Teachers will post work for the day via Seesaw each Tuesday and Thursday morning by 9:00.

Elementary Learning Support Teachers

* \*All LS teachers follow the expectations in the homeroom teacher section and use the below framework to plan for learning.
* Communicate regularly with the subject or classroom teachers who teach the students on your caseload
* Help subject or classroom teacher differentiate lessons and activities for the students on your caseload
* Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning
* Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps
* LS teachers will post two videos a week to Seesaw; one on Monday and one on Wednesday, that explains the lesson’s focus and learning engagements.
* Teachers will post work for the day via Seesaw each Monday and Wednesday morning by 9:00.

Elementary ELA Teachers

* \*All ELA teachers follow the expectations in the homeroom teacher section and use the below framework to plan for learning.
* Collaborate with homeroom teachers to support them in differentiating DL for any ELA students who may need this.
* Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning
* ELA teachers will post two videos a week to Seesaw; one on Monday and one on Wednesday, that explains the lesson’s focus and learning engagements.
* Teachers will post work for the day via Seesaw each Monday and Wednesday morning by 9:00.

Elementary Teaching Assistants

* Communicate regularly with classroom teachers to identify ways you can support students and contribute to this DLP
* Assist with your grade-level teams communication plan to parents
* Engage in professional reading as assigned by the principal or AP.

Elementary Counselors and Student Learning Coaches

* We have grouped these teams for our DLP to provide continuity of services for our students with high needs.
* The SLC team will divide their caseloads and schedule Zoom check-ins with students.
* These sessions will be structured as check-ins and could also include the family if necessary. At this time, strategies could be shared and a chance to maintain relationships
* Our Counselor will schedule check-ins with all students on her caseload that have profiles of anxiety, depression, behavioral needs or emotional needs
* Our Counselor will be available for any students who begin to experience emotional distress in a DL situation. She will set up time to meet with students and their families via Zoom who request

Elementary School Librarian and Assistant Librarian

* Our library team will work with students and teachers prior to a school closure to ensure a system is in place for a pre-closure mass sign out of books
* They will look at the curriculum calendar to see what books might be needed for students in their units of study
* This team will be able to offer optional live read alouds for students daily via Zoom

Primary and Elementary School Cross Divisional Faculty (PYPC/Instructional Coaches/Outdoor Learning/Science

* These faculty members will support by developing distance learning options for grade levels to use in their planning that are connected to units whenever possible
* These individuals may be asked to offer live read alouds connected to their subject areas for students to attend via Zoom as optional activities
* These individuals will be available to meet via Zoom or google hangouts with teams for planning (according to their normal team planning time)

Elementary School Team Meeting Schedule during DLP

* Homeroom meeting times are from 13:00-14:00
  + Grade 2 - Monday
  + Grade 3 - Tuesday
  + Grade 4 - Wednesday
  + Grade 5 - Thursday
  + German - Friday
* ELA, Counselor, LS and Specialists meeting are from 14:00-15:00
* ESL - Monday
* Counselors - Tuesday
* Learning Support - Wednesday
* Specialists - Thursday (Note that specialists have the option of joining team meetings as they occur an hour prior to their meeting)

Upper School Teachers

* Plan and deliver learning experiences according to the normal teaching schedule
* Ensure that learning expectations and approaches to learning are being addressed in their lessons
* Collaborate and communicate with grade-level teams (Zoom, Google Tools) to ensure that there is some consistency in student experience
* Use the cover sheet and playlists found on [Upper School Distance Learning Page](https://www.google.com/url?q=https%3A%2F%2Fsites.google.com%2Ffis.edu%2Ffisonlinelearning%2Fus&sa=D&sntz=1&usg=AFQjCNEt-d8BgpA_8gfAAGBfRMPtXzQ3JA) to ensure that expectations are reasonable and clear
* Use the Learning Management System you regularly use (either Powerschool or Google Classroom)
* Where relevant, utilize Zoom video for synchronous group discussions and screencasts to explain key topics
* Conduct assessments at appropriate times
* Be available at regular times for student questions or conferences
* Regularly review available PD resources to optimize student learning experiences in an extended online environment

US Homeroom Teachers

* Use virtual platforms (Zoom, Google Classroom) to conduct advisory check-ins with students in their cohorts weekly US Learning Support Teachers
* Learning Support teachers will meet at least once per cycle to ensure that accommodations are being met
* Support students in advocating for their needs
* Liaise with classroom teachers as needed regarding their students

Personal & Academic Counselors

* Serve as liaison for communication with students/families in crisis
* Maintain bank of social-emotional lessons
* Tailor recommendations to the specific crises: Does the time of year affect the planning? Do the events of the crisis require any special handling? And what are talking points for teachers or advisors?
* Host Office Hours at set times for students to access counseling sessions virtually
* Students, parents, and guardians encouraged to schedule these meetings as needed
* Administer wellness surveys to gather data on student well being

College & Career Counselors

* Evaluate timeline for graduation requirements, class credit, and external testing deadlines
* If needed, help students locate testing centers near them for external testing
* Host Office Hours at set times for students to call in and access support virtually
* Encourage students, parents, and guardians to schedule these meetings as needed

Librarians

* Collaborate with colleagues to find resources for high-quality distance learning experiences and research
* Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences
* Maintain and update online library site for obtaining resources
* Be available for teachers and students as needed for support

US Interns

* Communicate regularly with subject teachers to identify ways you can support students and contribute to this DLP
* Monitor student learning and provide feedback to students, as requested by the departments you support

Tech Support Team

* Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment
* Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed
* Be available in person or remotely to provide on-demand tech support help
* Audit usage to identify students or parents who may be unavailable or out of reach

Primary School   
Roles and Responsibilities

|  |  |
| --- | --- |
| **Student Roles and Responsibilities** | |
| * First Steps and Pre-Primary children should complete assignments if and as parental support is available * Primary Grade children are encouraged to complete the assignments to maintain their academic progress * Grade 1 children are required to complete assignments to maintain their academic progress * Students in Primary Grade and Grade 1 will be responsible for documenting their learning via Seesaw (with the help of an adult) * When able to attend live classes, students are expected to be good online citizens and try their best to be engaged * Please note that while we strongly encourage all students to participate each day, it is not mandatory that all students be present for the live sssions | |
| **For Queries about...** | **Contact** |
| a course, assignment, or resource | the relevant teacher |
| a technology-related problem or issue | Tianna Loeffler, [tianna\_loeffler@fis.edu](mailto:tianna_loeffler@fis.edu)  or through FIS’s email-based support ticketing system support@fis.edu |
| a personal, academic or social-emotional concern | Ms Lucie Nuehlen, [lucie\_nuehlen@fis.edu](mailto:lucie_nuehlen@fis.edu) |
| other issues related to distance learning | Dr. Joslin-Callahan, caroline\_joslin-callahan@fis.edu |

Primary School First Steps - Grade 1 Guidelines

**First Steps and Pre-Primary**

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the PS Principal with division-specific information
* The primary tools for communication between teachers and families will be Seesaw and email
* Teachers will provide the class QR code to parents ([Click for instructions](https://docs.google.com/document/d/1V-Q558U-8f68AZTTkiTsCUqDp5UaI3U0tPEYe4NMmVI/edit?usp=sharing))
* Distance learning for First Steps and Pre-Primary children will focus on the Approaches to Learning (social, communication, self-management, research and thinking skills), including emergent literacy and numeracy skills
* Learning activities may be conducted in English or the family’s home language
* Learning activities and experiences will emphasize interaction and creativity requiring minimal technology or specialized materials
* The First Steps and Pre-Primary team will provide parents with:

○ activities and experiences targeted at certain skills;

○ invitations that encourage children and families to engage with their environment;

○ ideas to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills

* First Steps and Pre-Primary children should complete learning engagements if and as parental support is available
* Homeroom teachers will be offering a live classroom meeting each day via Zoom at a standard time for the students and teachers to connect, answer questions or share their learning
* Notification for a live classroom meeting will be sent via a Seesaw Announcement
* Aside from the scheduled live classroom meetings, all teachers will be available via Zoom during regular school hours
* Please note that we encourage you to download Zoom for Client Meetings or Zoom Mobile Apps ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fdownload&sa=D&sntz=1&usg=AFQjCNHHVbId5_d9qJkugbTgmWaRQVLBUw)) and this version of Seesaw ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fweb.seesaw.me%2Fplatforms&sa=D&sntz=1&usg=AFQjCNGHIpcDozvTwBtME2ktntEP9SAb2Q)) now. While we have not yet activated distance learning, having this set up on your home devices and ready to go will make the transition easier should it be needed.

**Primary Grade and Grade 1**

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the Primary School Principal with division-specific information
* The primary tools for communication between teachers and families will be Seesaw, and email
* Teachers will provide the class QR code to parents ([Click for instructions](https://docs.google.com/document/d/1V-Q558U-8f68AZTTkiTsCUqDp5UaI3U0tPEYe4NMmVI/edit?usp=sharing))
* Primary Grade and Grade 1 students will have primarily off-screen learning activities designed to continue their progress through the grade level curriculum
* Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. Students in Primary Grade and Grade 1 will need higher levels of support than older students. However, all learning engagements will be designed to be completed with a high degree of independence
* Homeroom teachers will be offering a live classroom meeting each day via Zoom at a standard time for the students and teachers to connect, answer questions or share their learning
* Notification for a live classroom meeting will be sent via a Seesaw Announcement
* Aside from the scheduled live classroom meetings, all teachers will be available via Zoom during regular school hours
* Please note that we encourage you to download Zoom for Client Meetings or Zoom Mobile Apps ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fdownload&sa=D&sntz=1&usg=AFQjCNHHVbId5_d9qJkugbTgmWaRQVLBUw)) and this version of Seesaw ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fweb.seesaw.me%2Fplatforms&sa=D&sntz=1&usg=AFQjCNGHIpcDozvTwBtME2ktntEP9SAb2Q)) now. While we have not yet activated distance learning, having this set up on your home devices and ready to go will make the transition easier should it be needed

|  |  |
| --- | --- |
| **First Steps and Pre-Primary** | |
| 20+ minutes | * First Steps and Pre-Primary teachers will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 20 minutes * Teachers will specify how many choices the family should select |
| 20+ minutes | * German, Art, PE, music teachers and the librarian will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 20 minutes to complete. The teachers will specify how many choices the family should select |
| **Primary Grade and Grade 1** | |
| 30+ minutes | * Daily reading/writing/phonics (any combination of these) |
| 30+ minutes | * Daily mathematics |
| 30+ minutes | * Unit of inquiry engagements at least three times a week |
| 30+ minutes | * German, Art, PE, music teachers and the librarian will send a menu of options for the week (e.g., using a choice board) with a variety of appropriate activities that will take approximately 30 minutes to complete; teachers will specify how many choices the family should select |

ELEMENTARY SCHOOL ROLES AND RESPONSABILITIES,

|  |  |
| --- | --- |
| **Student Roles and Responsibilities** | |
| * Establish daily routines for engaging in the learning experiences (e.g. 9:00 start) * Elementary School students will be responsible for trying their best to be independent and complete work assigned * Elementary School students will be responsible for documenting their learning via Seesaw when appropriate, with the help of an adult * When able to attend live classes, students are expected to be good online citizens and try their best to be engaged * Please note that while we strongly encourage all students to participate each day, it is not mandatory that all students be present for the live sessions. We know a school closure may also result in child care challenges for families and that this may make engaging synchronously with their class difficult. | |
| **For Queries about...** | **Contact** |
| An issue or question related to an assignment, posted video, or DL resource | The relevant teacher |
| A technology-related problem or issue | Dianna Pratt, [dianna\_pratt@fis.edu](mailto:dianna_pratt@fis.edu), or through FIS’s email-based support ticketing system  support@fis.edu |
| A personal, academic or social-emotional concern | Ms. Mercer: [sabrina\_mercer@fis.edu](mailto:sabrina_mercer@fis.edu) |
| other issues related to distance learning | The principal or AP from your division |

Elementary School Guidelines

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the ES Principal with division-specific information
* The primary tools for communication between teachers and families will be Seesaw, and newsletters via email
* Students will have both off- and on-screen learning activities designed to engage ES learners in experiences that connect to curriculum
* 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 3-5. However, all learning engagements will be designed to be completed independently by students when possible.
* Homeroom teachers and all teachers posting videos and assignments that day will post these by 9 am.
* Homeroom teachers will be offering a live Zoom session each day at a standard time to answer any questions about the day's posted video lesson and posted learning activities.
* A full schedule of the week that includes which days of the week that specialist teachers will be posting, the times that homeroom teachers will be hosting live sessions and times for optional sessions will be sent out if we activate distance learning.
* Aside from the scheduled live sessions, all teachers will be available via Zoom from 9 am - 12 pm and - 1 pm - 3:05 pm.
* Students will be using this version of Seesaw ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fweb.seesaw.me%2Fplatforms&sa=D&sntz=1&usg=AFQjCNGHIpcDozvTwBtME2ktntEP9SAb2Q)). This is a different app from the Family Seesaw app.
* Grade 2 Teachers will provide the class QR code to parents ([Click for instructions](https://docs.google.com/document/d/1V-Q558U-8f68AZTTkiTsCUqDp5UaI3U0tPEYe4NMmVI/edit?usp=sharing)) for students to log in. Grade 3-5 will log in using their Google sign on credentials.
* For students to do face to face video conferencing, please note that we encourage you to download Zoom for Client Meetings or Zoom Mobile Apps ([Click here for instructions](https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fdownload&sa=D&sntz=1&usg=AFQjCNHHVbId5_d9qJkugbTgmWaRQVLBUw)) .While we have not yet activated distance learning, having this set up on your home devices and ready to go will make the transition easier should it be needed.

|  |  |
| --- | --- |
| 30+ minutes | Daily Reading/Writing/Spelling (Any Combination of these) |
| 30+ minutes | Daily Mathematics |
| 20+ minutes | Unit of Inquiry (At least three times per week) |
| 30+ minutes | Specialist Subjects/ESL/LS ( two times per week) |
| 30+ minutes | German (two times per week) |
| **Grades 4-5** | |
| 30+ minutes | Daily Reading |
| 30+ minutes | Writing |
| 45+ minutes | Mathematics |
| 30+ minutes | Unit of Inquiry/Specialist Subjects/ESL/LS |
| 30+ minutes | German (two times per week) |
| **Grades 2-5** | |
| 60+ minutes | Daily Play and Physical Activity - this will be key to students wellbeing and mental health in the event of an extended closure |
| Flex Learning | * Live Read Alouds delivered by our Librarian, PYP Coordinator, and Science Teacher, and Teaching Assistants * Independent Inquiries and Research - Your child’s teacher will let you know about relevant themes connected to the UOI |

UPPER SCHOOL

|  |  |
| --- | --- |
| **Student Roles and Responsibilities** | |
| * Establish daily routines for engaging in the learning experiences (e.g. 8:32 start) * Identify a comfortable, quiet space in your home where you can work effectively and successfully   Regularly monitor online platforms (PowerSchool, Google Classroom, email) 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 (Year Heads, Learning Support Teachers, Counselors) if you cannot meet deadlines or require additional support * Collaborate and support your FIS peers in their learning * Comply with FIS’s Acceptable Use Policy, including expectations for online etiquette * Proactively seek out and communicate with other adults as different needs arise (see below) | |
| **For Queries about...** | **Contact** |
| A course, assignment, a grade or resource | The relevant teacher |
| IB internal assessments or concerns about uploading | IB Coordinator  Ashley Van Der Meer - [ashley\_vandermeer@fis.edu](mailto:ashley_vandemeer@fis.edu) |
| A technology-related problem or issue | Any member of Techdeck team via Zoom, chat or through FIS’s email-based support ticketing system  support@fis.edu |
| A personal, academic or social-emotional concern | Your assigned counselor  Grade 6-8:  Charlene Aspinwall - [charlene\_aspinwall@fis.edu](mailto:charlene_aspinwall@fis.edu)  Jeff Kalas - [jeffrey\_kalas@fis.edu](mailto:jeffrey_kalas@fis.edu)  Grade 9-10:  Zina Sawabini - [zina\_sawabini@fis.edu](mailto:zina_sawabini@fis.edu)  Grade 11-12:  Jessica Angelidis - [Jessica\_angelidis@fis.edu](mailto:Jessica_angelidis@fis.edu)  Anna Boyd - [anna\_boyd@fis.edu](mailto:anna_boyd@fis.edu)  Scott Loeffler - [Scott\_Loeffler@fis.edu](mailto:Scott_Loeffler@fis.edu) |
| Other issues related to distance learning | Divisional Principal  Mr. John Switzer - [john\_switzer@fis.edu](mailto:john_switzer@fis.edu)  Mr. Dan Cowan - [daniel\_cowan@fis.edu](mailto:dan_cowan@fis.edu) |

* ter receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the grade 6-8 Principal with division-specific information
* The primary tools for communication between teachers and families will be GMail and PowerSchool
* Teachers will either link materials linked in PowerSchool class pages or share materials directly to each student’s Google Classroom
* Distance learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner
* Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved
* Resources vary by class and lesson, but will include links to videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material
* Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear
* Counselors and advisors are always available to support students with academic, social, or emotional needs.
* Middle School: Approximate Time Frames for Learning & Resources

|  |  |
| --- | --- |
| **Students in Grades 6,7 & 8** | |
| 45 - minutes per class | * Middle School Classes will follow the regular schedule and letter day. * Some classes will have some teaching and activities, and others will assign tasks such as reading or answering questions for example. * Not every class needs to take the full 45 minutes * Some teachers may share several days lessons at a time |
| **At other times:** | |
| * Independent & self-directed * For the sake of learning * No time limit/requirement * Play musical instruments * Do art (draw, paint etc) * Help around the house | * Read for pleasure * Be active * Explore personal interests/passions * If safe…   + Explore local sights   + Seek out social interaction |
| Links to Resources & Ideas | * [PowerSchool](https://fis.learning.powerschool.com/do/account/login) * [GSuite](https://accounts.google.com/signin/v2/identifier?passive=1209600&continue=https%3A%2F%2Faccounts.google.com%2F&followup=https%3A%2F%2Faccounts.google.com%2F&flowName=GlifWebSignIn&flowEntry=ServiceLogin) * [Veracross](https://accounts.veracross.eu/fis/portals/login) * [Library resources](https://fis.follettdestiny.com/common/welcome.jsp?context=saas38_8559940) |

9-12

* After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the US Principal with division-specific information
* The primary tools for communication between teachers and students are PowerSchool, Google Classroom and zoom, and newsletters via email
* Teachers will either link materials linked in their PowerSchool class pages or Google Classroom materials shared directly to each student’s Google Drive
* Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved
* Online classes would occur at the same time as they would in the normal Upper School schedule. For example, if students had Math first block on a B day, then that is when they are expected to be working on Math.
* Being taught online does NOT mean students need to be on the computer all day. Many activities can be completed off-line. The key is that at the beginning of each lesson students check in with the lesson plan provided by the teacher and get to work.
* Most of the work should be completed during the allotted class time. Like a regular class, there may be some additional work to be done outside of the class, but most can (and should) be done during the 50 minute class.
* Students will use the same online platforms (Haiku/Google Classroom) that they currently use with their teachers. Additionally, teachers can offer some screencasts of presentations for students to view. Teachers can also use the video software Zoom to hold real-time class discussions, which can also be recorded and watched at a later date.
* Resources vary by class and lesson, but will include links to videos, graphic organizers to complete, scanned material to read and engage with, independent research material via Newsela and our databases, reading materials.
* Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
* Counselors and advisors are always available to support students with academic, social, or emotional needs.

|  |  |
| --- | --- |
| **Students in Grades 9-12** | |
| * Independent & self-directed * For the sake of learning * No time limit/requirement * Learning will be shared in advisory (Grades 9-10) | * Read for pleasure * Be active * Explore personal interests/passions * If safe…   + Explore local sights   + Seek out social interaction |
| Links to Resources & Ideas | * [PowerSchool](https://fis.learning.powerschool.com/do/account/login) * [GSuite](https://accounts.google.com/signin/v2/identifier?passive=1209600&continue=https%3A%2F%2Faccounts.google.com%2F&followup=https%3A%2F%2Faccounts.google.com%2F&flowName=GlifWebSignIn&flowEntry=ServiceLogin) * [Veracross](https://accounts.veracross.eu/fis/portals/login) * [Library resources](https://fis.follettdestiny.com/common/welcome.jsp?context=saas38_8559940) |