



ASL Covid19 Crisis Plan

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Introduction

At American School of Leadership, we are proud to deliver our high-quality education and fulfill our mission in the context of American education for all. We are also proud that we are able to do so under exceptional circumstances that may require partial or full campus closures for other onsite schools. Our commitment is to maintain our processes of work, while insuring that our students remain safe in their homes, and our teachers keep delivering powerful instruction that allows students to meet expected standards in an online environment.

The ASL Learning experience aligns with our school mission and Learning Principles. Our students are empowered to make choices about how they reach clearly defined learning goals; be engaged in online collaboration to solve authentic problems; feel safe to take intellectual risks while persevering through challenges; be supported with modeling, differentiation, specific feedback, and opportunities for reflection and revision; and, will continue to be passionate, intrinsically motivated, and inspired to action.

The success of our eLearning endeavor is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support, especially now as we all face this Pandemic and must comply with CDC Health Recommendations.

We will do our best to support our community and expand student academic progress and attend to student social and emotional well-being.

While this is a time of uncertainty and challenge, it is also a time that provides us with unlimited opportunities to connect with ideas and with classmates who are scattered all over the world. Our faculty is prepared for this challenge. Our students are prepared for this challenge. Our parents are prepared for this challenge. ASL is prepared for this challenge.

The purpose of this document is to outline how ASL will continue to offer an online *Learning* model, which includes both an *Asynchronous Learning Environment* as well as *Synchronous*, real-time engagements. An Asynchronous Learning Environment is a learning environment that does not require participants, teachers, and students to be online at the same time. Since faculty and students will be spread across the globe and a multitude of time zones, this is an essential part of the ASL E Learning Plan. Synchronous, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time.

The following *ASL eLearning Plan* is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students in all time zones.
- Synchronous engagements to support learning and socio-emotional well-being of students through real-time engagements.
- Limited and/or variable online access to technology and internet for some students.
- Extended flexible timeline for eLearning delivery (at least, if not more than two weeks); and
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

ASL is committed to monitoring the *ASL eLearning Plan* and student experience. The tools used for monitoring may include, but are not limited to:

- Data on student engagement from our ASL eCampus and ASL Buzz Campus.
- Feedback from students, parents, and teachers to help us understand how the plan is impacting student, family and teacher experiences, and to provide data on what improvements we might make going forward.

This *ASL pandemic eLearning 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,
- Divisional Plans that address developmentally appropriate and meaningful student learning experiences.

E Learning Platforms at ASL

The following *Online Platforms* support both E Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. ASL email and campus chat rooms are the communication tools used to contact and communicate with ASL families.
2. Skype and Zoom are the video conferencing systems used
3. ASL campus and Buzz campus are the online E Learning platforms used
4. WhatsApp, Skype, and ASL HIS system are faculty online collaboration platforms for remote instructional planning and operations.

In addition to the above resources, we encourage faculty, students, and parents to contact our webmaster for any tech related question and to expect a response within 24 hours. This email account is managed by our *Online Tech Support Team*: webmaster@americanhigh.us

Roles and Responsibilities (School)

Leadership Team:	<ul style="list-style-type: none"> • Develop divisional plans for e learning. • Communicate with faculty/staff and parents. • Support faculty/staff and parents during pandemic. • Ensure effective implementation of crisis plan and accountability to student learning.
Teachers:	<ul style="list-style-type: none"> • Collaborate with colleagues to design courses • Develop high-quality student learning experiences. • Communicate with and provide timely feedback to students. • Communicate with parents, as necessary.

Learning Support:	<ul style="list-style-type: none"> • Partner with teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload. • Communicate with all parents of students on their caseload and how they will co-plan with the teachers for the students to access the content of the e learning lessons.
Counselors:	<ul style="list-style-type: none"> • Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time. • Provide developmentally appropriate “blog-type” statement/s that include resources regarding anxiety, isolation, health and wellbeing particular to grade level(s). • Respond to counseling needs of students, as needed. • Support school advocacy with colleges, College Board, IB and other external bodies to ensure campus closure and its effects are understood.
Librarian:	<ul style="list-style-type: none"> • Curate resources for teachers to support the development of high-quality online learning experiences for students. • Create screencasts, videos, podcasts, or other how-to resources for teachers. • Support teachers in the development of materials as needed
Online Tech Support Team:	<ul style="list-style-type: none"> • Provide timely response to student, family, and faculty requests regarding technology issues.

Roles and Responsibilities (Students)

Students:	<ul style="list-style-type: none"> • Dedicate appropriate time to learning • Check LMS for information on courses, assignments, resources daily. • Attend, as much as possible, the regular engagements offered by each of their teacher/s. • Identify a comfortable and quiet space to study/learn. • Engage in all learning posted with academic honesty. • Submit all assignments in accordance with provided timeline and/or due dates. • Ensure own social and emotional balance by keeping healthy habits.
Questions related to:	Contact:
A course, an assignment, a resource	Relevant teacher – use email or campus chat
A technology issue/request	webmaster@americanhigh.us
Any other issue	Administration

Roles and Responsibilities (Parents)

Parents:	<p>Support their child/ren in their learning by:</p> <ul style="list-style-type: none"> • Providing an environment conducive to learning (access to technology, safe and quiet space during daytime). • Engaging in conversations on posted materials, assignments. • Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening). • Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teacher/s. • Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
Questions related to:	Contact:
A course, an assignment, a resource	Relevant teacher – use email
A technology issue/request	webmaster@americanhigh.us
Any other issue	Administration

General Guidelines for E Learning (Faculty)

When designing your online lessons and learning experiences, please consider the following:

Feedback:

- Timely feedback is essential to student learning.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Schoology, document, ...).
- Active monitoring of your email for questions and communications from students/families.
- Avoiding, unless carefully scheduled and limited, real-time chats as “help” sessions for students as they are in different time zones.

Offline work:

- Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

Work time:

- Follow a guideline for time and schedule.
- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Seek the support of colleagues and others who have specific interest and/or expertise.

Deadlines:

- Provide students ample time to complete assignments. Especially now that they face other confinement/at home challenges.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

Bandwidth:

- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth.
- If you embed videos, keep the size of the files small and avoid HD quality.

Files:

- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.
- Avoid email submissions. All submissions to take place through Buzz campus..

eLearning during a Pandemic High School Overview

During the pandemic, students will participate in meaningful learning experiences in each of their classes, even though they will have more at home distractions than prior to the pandemic.

Role of Parents				
As a parent of High School students, we ask you for the following support: <ul style="list-style-type: none"> • Monitor Schoology updates and be sure to check in with your child daily about the e learning tasks, activities and assessments they are working on. • Designate a place where your child will work independently on his/her assigned tasks. • Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning. • Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines. • Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty, although spread across different time zones, will be on hand to help and support within 24 hours. 				
A Sample day during pandemic/stay at home.				
Daily Activity	Duration	Times per Day	Activity Options	
Academic Time/AM	30-50 minutes	4-6	★ Read and review learning materials ★ Take notes ★ Complete learning activities ★ Attend online learning sessions	
Brain Breaks	15-30 minutes	2-3	★ Take a walk ★ Get a snack ★ Stretch ★ Do yoga or mindful meditation ★ Dance ★ Play outside	
Meals	30-60 minutes	3	★ Eat breakfast, lunch, and dinner ★ Interact with family members during mealtime	
Chores	15-30 minutes	2-3	★ Make bed ★ Tidy up room and workspace ★ Help prepare meals, set table ★ Put away toys	

Academic Time/PM	30-50 minutes	4-6	<ul style="list-style-type: none"> ★ Read and review learning materials ★ Take notes ★ Complete learning activities ★ Attend online learning sessions 	
Socialization	30 minutes	2-3	<ul style="list-style-type: none"> ★ FaceTime or meet online with friends or family ★ Meet with clubs virtually ★ Social media ★ Play board games, cards, backyard games 	
Enrichment	Varies	Varies	<ul style="list-style-type: none"> ★ Read <ul style="list-style-type: none"> ★ Create: use art supplies, legos, building materials ★ Watch an educational program ★ Play or learn a musical instrument ★ Listen to a podcast or audiobook ★ Write a letter or journal ★ Explore virtual field trips ★ Do puzzles <ul style="list-style-type: none"> ★ Do puzzle book activities (word search, logic puzzles, crosswords, Sudoku) 	

High School eLearning Plan

Content and Timing:

- Students will be provided with a clear learning target for each class to ensure they know what learning they need to accomplish. The weekly learning target will ensure continuity of learning that is clearly connected to their learning in prior classes and the classes following.
- For courses with multiple sections, students will have the same Learning Target and comparable learning experiences as students who have other teachers.
- Total time for engagement in learning for each class, including reading, homework, and work towards long term assignments, should not exceed 75 minutes.

Asynchronous Interactions:

- Learning targets, lessons, and materials are posted 24/7h
- Teachers will design learning in multiple tasks that complement each other in the development of understanding. Students should not engage in the same task for 75-100 minutes continuously.
- Teachers will provide a video and/or screencast to introduce the lesson and/or to provide instructions.
- Teachers will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts.
- Deadlines will be flexible to accommodate student location and travel.
- Resources needed will not require the use of VPN or streaming/download of files that are excessively large.
- Teachers will clarify in advance how students should contact them if they need assistance and will respond within 24 hours to all student inquiries on weekdays.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using skype or zoom as posted in the course page.
- Teachers will engage in real-time with students in the following ways:
 - ***Individual:*** Students may request help by making appointments with their teachers or counselors on an agreed time.
 - ***Scheduled Office Hours:*** Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.
 - ***Structured Synchronous Learning:*** Teachers or counselors may invite students to participate in a real time class meeting/lesson or in a small group work session.

Assessment and Progress Monitoring:

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
 - Using an assessment monitoring system
 - Developing a class honor code;
 - Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
 - Post-assessment authentication through student reflection or teacher: student dialogue; or

- Creating assessments that allow for student choice and development for how they will demonstrate learning.
- Non-graded formative and practice tasks:
 - Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections.
 - Teachers monitor student progress with ongoing and regular feedback.
 - Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
 - Late submissions of formative assessments may not always receive feedback or comparably thorough feedback if additional opportunities for feedback related to the unit objectives are available, students are best served to focus on current assignments to move forward in the learning process, or the submission of late work is not in direct relation to the current unit of study or the nearest upcoming summative assessment.
 - Teachers will actively engage with the student, parents, counselor(s), learning specialist(s) and Principal to support students who are not producing evidence of learning during a unit of study.
- Graded summative tasks:
 - Students must complete assigned graded assessments (30-45 minutes, no more than once each week per class) to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
 - Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
 - Clear instructions, orientation and tutorials are available in the ecampus

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We thank you once again for your consistent and unwavering support as we work together to continue delivering online learning during this challenging time. Do not hesitate to reach out to our administration and faculty if in need. – Your ASL Learning Community

For inquiries regarding the ASL Elearning pandemic Plan, please contact Dr. Ounsa Achour, VP/ Chief Operations Officer, at ounsa@americanhigh.us