

# CDS Continuity of Learning Plan



## **Table of Contents**

### **Guidelines for Distance Learning**

#### **Student Expectations**

- Student Roles and Responsibilities
- Distance Learning Tips for Students

#### **Parent Expectations**

- Parent Roles and Responsibilities

### **Refund of Fees**

#### **Teacher Expectations**

- Best Practices for Distance Learning
- Roles and Responsibilities
- Communication Tools

### **Division Specific Information**

- First Program
- Middle School
- High School

### **Discipline Specific Online Learning Resources**

- Instructional Creation Apps

### **Distance Learning Terms and Definitions**

## Guidelines for Distance Learning

*Borrowed from the American School in Japan's Distance Learning Plan. Click the links to learn more about each guideline.*

1. [Walk the Talk of Know, Value, Care](#)
2. [Evaluate your students' conditions for distance learning](#)
3. [Stick with the familiar](#)
4. [Less is more](#)
5. [Seize the moment; embrace new opportunities and possibilities for your students](#)
6. [Provide space for personalized learning](#)
7. [Designers of experience; facilitators of learning](#)
8. [Design asynchronous learning experiences](#)
9. [Design synchronous learning experiences](#)
10. [Think differently about assessment](#)

# Student Expectations

## Student Roles and Responsibilities

Student Roles & Responsibilities	
<ul style="list-style-type: none"> <li>• Establish daily routines for engaging in the learning experiences</li> <li>• Identify a comfortable, quiet public space where you can work effectively and successfully, e.g. kitchen, living room...</li> <li>• Be appropriately dressed during scheduled school hours, e.g. not pajamas; school uniform preferred</li> <li>• To check for announcements and feedback from your teachers, regularly monitor online platforms: Classroom, Seesaw, Gmail, etc.</li> <li>• Complete assignments with integrity and academic honesty, doing your best work</li> <li>• Do your best to meet timelines, commitments, and due dates by setting realistic schedules</li> <li>• Communicate proactively with your teachers if you cannot meet deadlines, require additional support, or have a technology issue</li> <li>• Collaborate and support your CDS classmates in their learning</li> <li>• Use good judgement and maintain proper online etiquette</li> <li>• Proactively seek out and communicate with other adults at CDS as different needs arise</li> </ul>	
For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	ask a friend and then send an email to Mr. Bray (tbray@daltonschool.kr)
a personal, academic or social-emotional concern	your House teacher
other issues related to distance learning	the director or assistant director from your division

## Distance Learning Tips for Students

- Check [Mr. Bray's Tech Tips and Tricks](#)
- Troubleshoot - If you are having trouble with technology, restart your computer or the program/app.

Take technology breaks - Stop staring at your screen and go do something else!

# Parent Expectations

## Parent Roles and Responsibilities

Parent/Guardian Roles & Responsibilities	
Provide support for your children by <ul style="list-style-type: none"> <li>• Establishing clear routines and expectations</li> <li>• Defining the physical space for your child's study (quiet, public space such as kitchen or living room)</li> <li>• Monitoring the distance learning plan linked in division newsletters and shared with your child</li> <li>• Monitoring official communication from the school regarding closure dates</li> <li>• Taking an active role in helping your children process their learning</li> <li>• Encouraging periodic breaks for screen time (e.g. physical activity and/or exercise)</li> <li>• Remaining mindful of your child's stress or worry</li> <li>• Making sure students are putting devices away so they get an adequate nights sleep</li> </ul>	
For queries about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	the tech assistant in your child's division or through CDS's email-based support: tbray@daltonschool.kr
a personal, academic or social-emotional concern	your child's assigned counselor
other issues related to distance learning	your child's division director or assistant

# Refund of Fees

During periods of campus closure, students will not be charged for the following:

- Residence/Dormitory Fee (MS/HS)
- Cafeteria Fee (FP/MS/HS)
- Bus Fee (FP/MS/HS)
- After School Program Fee (Varies for each division)

Parents will be contacted with details regarding any refunds.

## Teacher Expectations

*All teachers are expected to be online and available during regular work hours (8:00am–4:00pm)  
For more details, please see the table below.*

### Best Practices for Distance Learning

- Use text-based instructions wherever possible. Use a presentation or video when there are many steps and some examples or modeling is required.
- Limit face to face video conferences to no more than 15 minutes.
- Search for quality content videos and other resources before attempting to make ones (but students do love seeing their teachers... so find a balance).
- Ensure all your students are clear on where/how to turn in assignments.
- Convert existing Google Slides to narrated videos with a screencast.
- Lesson plans should include all the steps for the lesson in a single document or place.
- Learning Objectives should state the learning intention and not the agenda.
- Good ideas for non-graded assessments to check for understanding include, discussions, google forms, polls, reflections.
- Make sure all Google Docs are shared to "Anyone with the Link" if parents are likely to be involved.

### Roles and Responsibilities

*Many stakeholders will contribute to the effective implementation of this Distance Learning Plan (CLP). The roles and responsibilities of school personnel, students, and parents, are delineated below.*

School Personnel Roles & Responsibilities	
Leadership Team	<ul style="list-style-type: none"> <li>• Create and distribute CDS' CLP</li> <li>• Establish clear channels of communications between faculty, staff, families, and students</li> <li>• Support faculty and students/families shifting to a distance learning environment</li> <li>• Help teachers implement CLP and ensure high-quality learning experience for all students</li> </ul>

Division Offices	<ul style="list-style-type: none"> <li>• Support all teachers and teams in the implementation of CDS' CLP</li> <li>• Create and share weekly newsletters keeping the community up to date and sharing moments of learning and engagement</li> </ul>
FP Teachers	<ul style="list-style-type: none"> <li>• Collaborate with other members of your team or department to design distance learning experiences for your students</li> <li>• Communicate frequently with your students and, as needed, with their parents</li> <li>• Provide timely feedback to support your students' learning</li> </ul>
MS / HS School Teachers	<ul style="list-style-type: none"> <li>• Collaborate with other members of your team or department to design distance learning experiences for your students</li> <li>• Communicate frequently with your students and, as needed, with their parents</li> <li>• Provide timely feedback to support your students' learning</li> <li>• Attend all required Grade Level, Department, and Division meetings (virtually or in person)</li> <li>• Provide students with a learning target that is clear and understood by anyone reviewing the Distance Learning Plan</li> </ul>
Learning Support Teacher	<ul style="list-style-type: none"> <li>• Communicate regularly with the subject or classroom teachers who teach the students on your caseload</li> <li>• Offer to scaffold or modify assignments, as necessary, for students on your caseload to support subject or classroom teachers</li> <li>• Communicate with subject or classroom teacher and help differentiate lessons and activities for the students on your caseload</li> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning</li> <li>• Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps</li> </ul>
English as an Additional Language (EAL)/Korean as a Second Language (KSL) Teachers	<ul style="list-style-type: none"> <li>• Collaborate with teachers to design learning experiences that teach the students on your caseload</li> <li>• Provide supplementary learning activities for EAL/KSL students, either in the curriculum or with additional targeted learning needs</li> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning</li> <li>• Monitor the progress of students on your caseload and provide timely feedback</li> <li>• Support teachers and teams in developing strategies to differentiate their instruction</li> </ul>
House Teachers (MS and HS)	<ul style="list-style-type: none"> <li>• Provide guidance and support for students to aid in monitoring and supporting student wellbeing</li> <li>• Administer wellness surveys to gather data on student well being</li> <li>• Use virtual platforms (Google Meet / Zoom) to conduct check-ins with students in their House</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to monitor the social, emotional as well as academic wellbeing of the students in your House</li> </ul>
FP Specialist Teachers	<ul style="list-style-type: none"> <li>Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families</li> <li>Art – Staying mindful of the resources and tools families may <u>not</u> have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families</li> <li>Music – Staying mindful of the instruments or resources families may not have in their home, develop a bank of activities for students and share these with classroom teachers and families</li> <li>Communicate regularly with your students and provide timely feedback to them</li> </ul>
Department Heads	<ul style="list-style-type: none"> <li>Support and guide department with the planning of online instruction and assessment</li> <li>Regularly check in with department members and communicate needs to the leadership team</li> <li>Collect and share online learning resources that are relevant to your disciplines</li> </ul>
College & Career Counselors	<ul style="list-style-type: none"> <li>Continue to update Student Academic Records by collecting students' awards and activities that are added or changed online</li> <li>Check each student's college list for changes and provide appropriate information</li> <li>Encourage students to set up a timeline to finish up requirements for graduation on time</li> <li>If needed, help students locate testing centers near them for SAT</li> <li>Counsel students regarding course drop and next school year's course selection by phone or email</li> <li>Set up a phone or virtual meetings with students and parents as needed</li> <li>Keep on posting news on our College Counseling Website about events, tests, and college application result</li> </ul>
Librarians	<ul style="list-style-type: none"> <li>Be available for teachers and students as needed for support</li> <li>Collaborate with colleagues to find resources for high quality distance learning experiences and research</li> <li>Maintain and update online library site for obtaining resources</li> </ul>
EdTech	<ul style="list-style-type: none"> <li>Lead the design of our schoolwide distance learning plan</li> <li>Provide models and examples of outstanding distance learning units and lessons</li> <li>Recommend new methods/techniques for providing assessing and feedback to students through distance learning platforms</li> <li>Review and develop how-to tutorials, ensuring teachers, students,</li> </ul>



	<p>and parents have the necessary manuals to excel in a distance learning environment</p> <ul style="list-style-type: none"> <li>• Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed</li> <li>• Be available in person or remotely to provide on-demand tech support help</li> <li>• Audit usage to identify students or parents who may be unavailable or out of reach</li> </ul>
--	--

## Communication Tools

*CDS will continue to use the same platforms it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will facilitate distance learning.*

Platform	Audience	Description & 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 directors. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	Students across all divisions	Google GSuite (including Gmail, Docs, Classroom, Hangouts, Meet, etc.) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Meet.
Seesaw	FP students, teachers, and parents	FP teachers and students will continue to use Seesaw and other apps they are already familiar with.
CDS Website	General public	CDS will maintain general information on its closure status for the public at < <a href="http://www.daltonschool.kr/">http://www.daltonschool.kr/</a> >.
Division Newsletter	General Public	Division Directors will continue to produce weekly newsletters to highlight virtual learning and engagement

## Division Specific Information

[First Program](#)

[Middle School](#)

[High School](#)

## Discipline Specific Online Learning Resources

<p><u>Multiple Subjects</u></p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Khan Academy</u></a></li> <li>• <a href="#"><u>Nearpod</u></a></li> <li>• <a href="#"><u>Screencastify</u></a></li> <li>• <a href="#"><u>Flipgrid</u></a></li> <li>• <a href="#"><u>Classroom</u></a></li> <li>• <a href="#"><u>Edpuzzle</u></a></li> <li>• <a href="#"><u>Newsela</u></a></li> <li>• <a href="#"><u>Brainpop</u></a> <ul style="list-style-type: none"> <li>◦ Contact your division office for ID and Password</li> </ul> </li> <li>• <a href="#"><u>ClassMarker</u></a></li> <li>• <a href="#"><u>TED Talks</u></a></li> <li>• <a href="#"><u>Turnitin</u></a></li> </ul>
<p><u>ELA</u></p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Epic</u></a></li> <li>• <a href="#"><u>Britannica School</u></a> (off campus, password: dalton)</li> <li>• <a href="#"><u>Grammaropolis</u></a></li> <li>• <a href="#"><u>Tumblebooks</u></a></li> <li>• <a href="#"><u>ReadTheory</u></a></li> <li>• <a href="#"><u>NoRedInk</u></a></li> <li>• <a href="#"><u>Classwork Zoom</u></a></li> </ul>
<p><u>Math</u></p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Prodigy</u></a></li> <li>• <a href="#"><u>GoMath Online Resources</u></a></li> <li>• <a href="#"><u>Youcube</u></a></li> <li>• <a href="#"><u>Counton</u></a></li> <li>• <a href="#"><u>Math Songs by NUMBEROCK</u></a></li> <li>• <a href="#"><u>LearnZillion</u></a></li> <li>• <a href="#"><u>PHET</u></a> - math and science simulations</li> </ul>

	<ul style="list-style-type: none"> <li>• Snipping Tool (PC)</li> <li>• <a href="#">Daum Equation Editor</a></li> </ul>
<u>Science</u>	<ul style="list-style-type: none"> <li>• <a href="#">CrashCourse</a> Kids - best science videos for elementary students the internet has to offer plus a video playlist on engineering</li> <li>• <a href="#">PHET</a> - Science and math simulations</li> <li>• <a href="#">Exploratorium</a></li> </ul>
<u>Social Studies</u>	<p>CrashCourse <a href="#">U.S. History</a> &amp; <a href="#">World History</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Voices of Democracy</a></li> <li>• <a href="#">PBS Learning Media</a></li> <li>• <a href="#">Library of Congress</a></li> <li>• <a href="#">National Archives</a></li> <li>• <a href="#">The Gilder Lehrman Institute of American History</a></li> <li>• <a href="#">The Idea of America</a></li> </ul>
<u>P.E. / Health</u>	<ul style="list-style-type: none"> <li>• <a href="#">PBS Learning Media: Health and Physical Education</a></li> <li>• <a href="#">Let's Move</a></li> <li>• <a href="#">Shape America</a></li> <li>• <a href="#">Iphys-ed</a></li> <li>• <a href="#">The PE Hub</a></li> </ul>
<u>World Languages</u>	<ul style="list-style-type: none"> <li>• <a href="#">Memrise</a></li> <li>• <a href="#">Duolingo</a></li> <li>• <a href="#">Quizlet</a></li> <li>• <a href="#">Languages Online</a></li> <li>• <a href="#">BBC Languages -Spanish</a></li> <li>• <a href="#">BBC Languages -Chinese</a></li> <li>• <a href="#">Online Dictionary and more - Spanish</a></li> <li>• <a href="#">Online Dictionary - Chinese</a></li> <li>• <a href="#">Smartphone APP Dictionary Pleco - Chinese</a></li> </ul>
<u>Fine Arts</u>	<ul style="list-style-type: none"> <li>• <a href="#">KIMEA E-Learning Lesson Share</a></li> <li>• <a href="#">MS Music Tutorial Videos</a></li> <li>• <a href="#">MusicLab</a></li> <li>• <a href="#">Soundtrap</a></li> <li>• <a href="#">Art</a></li> <li>• <a href="#">Youtube</a></li> </ul>
<u>Creative/Fun</u>	<ul style="list-style-type: none"> <li>• <a href="#">Wonderpolis</a></li> <li>• <a href="#">thekidshouldseethis</a></li> <li>• <a href="#">TedEd</a></li> </ul>

## Distance Learning Terms and Definitions

**Level 3 e-learning** - Within the CDS context this means

- The learning experience is interactive.
  - Students are expected to participate, engage, and communicate with teachers.
- Teachers are available to assist student learning throughout the allotted class.
- **FAQ:**
  - **Does this mean I should lecture or communicate via Google Meet for the entire class?**
    - No - in fact direct lecture should be limited - most best practice books indicate that after about 16 minutes without practice or direct engagement students forget what has been said.
  - **Does this mean I need to be available for all my class sections?**
    - Yes. We would like you to be available and responsive during this time so it is interactive. That may not mean via Google Meet, but certainly other forms of communication.
  - **What if I'm having time for work on projects?**
    - That is ok! We would need a way to check their process during class.

**Synchronous Classes** - In the CDS context this means

- A scheduled time in which teachers and learners are working simultaneously (or synchronously) towards course objectives.
- It could look like:**
- All students logged into Google Meet in face-to-face interaction with their teacher.
  - Students beginning class with a check in via Google Meet and then moving to independent work before coming back together for a closing discussion.
  - Teacher provides materials and a lesson plan for students and is available for assistance during the time scheduled for the class.
  - Small group meetings while students complete work.
  - One-on-one conferences between teachers and students.
- **In our context it does not mean**
    - Students and teachers are in a Google Meet for the entire duration of a scheduled class.
    - Teachers deliver 70 minutes of direct instruction.

**On Call** - Teachers have been listed as “on call” from 8:00am–4:00pm, Monday–Thursday and 8:00am–2:00pm, Friday, Korea Standard Time (KST)

- **This means**
  - If a student needs assistance (via google meet, email, google classroom, etc.)
  - Similarly if administrators call a digital meeting teachers are expected to be there.

**Digital attendance** - Attendance will function differently digitally across division.

- **First Program**
  - We will follow the guideline of *Simple Engagement* during asynchronous and synchronous e-learning.
    - What that means is that if a student engages in their digital lesson (logs into google meet, completes an exit ticket, completes a google classroom or seesaw assignment, etc.) they would be considered present.
    - Teachers should use their individual judgement to determine if the level of engagement determines *presence*.
- **Middle School**
  - Teachers will be taking attendance for each class and documenting whether a student is *Present*, *Present but unengaged*, or *Absent*. Please refer to the Middle School link above for more detailed information.
- **High School**
  - We will follow the guideline of *Simple Engagement* during synchronous distance learning.
    - What that means is that if a student engages in their digital lesson (logs into google meet, completes an exit ticket, completes a google classroom assignment, etc.) they would be considered present on Powerschool.
    - Teachers should use their individual judgement to determine if the level of engagement determines *presence*.

\*We thank The American School in Japan (ASIJ) for creating their Distance Learning Plan and sharing it with the public.