PROGRAM GUIDE
DISTANCE LEARNING + ON-CAMPUS
2020-2021
Table of Contents (Last Updated 1/14/21)

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Introduction

INTL started the year with all grades (other than PS/PK) in full Distance Learning mode. PSPK was open for in-person learning from September 2nd, 2020. Kindergarten through 5th grade, returned to in-person instruction on October 5th, 2020. Our Middle School opened its in-person option on January 13th, 2021. The school has also provided a distance learning path for all students from the beginning of the academic year, and continues to do so.

INTL has two educational pathways for our students. The first option is in-person instruction where students are onsite daily (in 1st-5th grade, students receive most of their lessons in-person with some specialist lessons being taught via Zoom). The second option is distance learning where students are taught concurrently with their homeroom class and also in a dedicated distance learning cohort.

For middle school, the distance learning students join their cohort via Zoom. The teacher will instruct their class concurrently.

Health and Safety for On-Campus Learning

The health and safety of our students is at the forefront of our minds. We have hired a full-time Pandemic and Health Coordinator to assist us with reopening our campuses to our faculty and students. We are actively and continuously refining our plans to keep our campus open and with the ability to meet the stringent safety guidelines established for schools by the state and county.

Families should refer to the school handbook COVID-19 Addendum to our School Handbook that addresses the measures the school has taken to ensure the highest level of health and safety for a return to campus learning.

Any additional questions about specifics not outlined in the addendum should be addressed to our Health Coordinator health@svintl.org.

COVID-19 and Contingency Plans

As we all know, schools who return to campus have to be prepared to face a potential case of COVID-19 in a cohort or on the school campus. INTL has prepared for this reality and has plans in place for contract tracing, testing, monitoring, and managing outbreaks.

Parents who choose to have their children return to campus need to understand that there could be disruptions to in-person instruction due to COVID-19.
Students may be asked to self-quarantine at home for up to 2-4 weeks and to get tested for COVID-19 and share results before being allowed to return to campus. Also, this may happen more than once in the school year.

Another scenario for families to consider is the absence of a teacher. There could be a time when a teacher is ill and not able to cover their classes. We may have substitutes and assistant teachers more heavily involved this year than in most. This is for both distance learning and on-campus instruction.

Finally, there could be a situation when the school has too many cases and the county advises us to shut the entire campus down for a certain amount of time.

In the above circumstances, if a child is not exhibiting symptoms and is feeling healthy, they may participate in our modified distance learning schedule. This will be somewhat complicated, and the details of how this will take place will be on a case-by-case basis throughout the year and will be mostly directed by county and state guidelines as well as staffing constraints.

Decision and Entry Points

Even when approved for a safe return to campus, INTL recognizes that there will still be families who are concerned about an in-person return to school during any point in the 2020-2021 school year. Families may wish to continue to have their child stay home for some, or the remainder, of the school year and to participate in our Distance Learning Program with the option to return to campus at specific entry points.

The entry dates were chosen to reflect natural points in a school year when units of instruction are coming to an end and new units of inquiry are being started. This is a very important factor in allowing our teachers the ability to plan ahead and prepare for the activities for each unit. We cannot have students moving between online or on-campus throughout each unit, but we are making considerations that we can allow for a change in choice throughout the year at a time in which it is manageable.

Please note, that when a family chooses to reenter on-campus instruction, this may mean there is a shift in some of the teachers who are currently scheduled to teach students during distance learning. We cannot guarantee that schedules or teachers will remain the same; however, we also want to maintain consistency and will try our best to accommodate the least amount of changes as possible.

One very important factor in a family’s decision to return to campus would be their ability to follow INTL’s Community Pledge. This situation demands that parents and the school work together in assuring the safety of our teachers, staff, and students. If at any time, the school feels that a family is not honoring health and safety guidelines outlined in our community pledge,
we may ask that the child move to the distance learning program for the remainder of the school year.

<table>
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<tr>
<th>Entry Point Dates</th>
<th>Program Details</th>
<th>Family Entry Decision Date</th>
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<tr>
<td>September 2 - First Day of DL for All Grades* First Day of in-person learning for PSPK (half day until 9/11, full day starts on 9/14)</td>
<td>We implemented 100% Distance Learning Model* PSPK open for in-person learning</td>
<td>Survey - 2 weeks prior to start of school</td>
</tr>
<tr>
<td>October 26</td>
<td>Entry point for full day K-5 on-campus (staggered entry starting Oct 5th)</td>
<td>September 23</td>
</tr>
<tr>
<td>January 13</td>
<td>Entry point for On-Campus (Middle School only)</td>
<td>October 18 (Middle School only)</td>
</tr>
<tr>
<td>January 25</td>
<td>Entry point for on-campus K - 5 (assuming county health guidelines allow)</td>
<td>December 9</td>
</tr>
<tr>
<td>March 1</td>
<td>Entry Point for On-Campus (Middle School only)</td>
<td>February 12 (Middle School Only)</td>
</tr>
<tr>
<td>April 19</td>
<td>Entry Point for On-Campus (assuming county health guidelines)</td>
<td>April 1</td>
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*PS/PK has returned fully to on-campus instruction as per CDSS guidelines. Some families chose to do DL for the first unit and will have a chance to adjust their decision the same as other grades.

**On-Campus or Distance Learning**

As you may understand, the school is offering On-Campus instruction as well as Distance Learning Program.

**For our On-Campus Learners,**

Students are expected to follow all health and safety protocols and remain in their cohort. At each entry point, we may need to adjust cohorts, classroom, and schedule. We want to avoid changes as much as possible, but there are too many factors at play for us to make any promises. This includes our inability to know cohort numbers or which teachers are returning to campus instruction at this time. This will be more clear as we get closer to each entry date.
For our Distance Learning Students

**PSPK**
Students in our PSPK distance learning program are in a dedicated distance learning class with multiple connection points for live lessons on Zoom followed by independent tasks and finished by an end of day check in.

**Kindergarten**
Students in our K distance learning program will join their onsite counterpart for concurrent instruction followed by independent tasks in the mornings. They will additionally have dedicated distance learning sessions in English. In the afternoons, the cohorts will be taught by a dedicated distance learning teacher.

**Grade 1-4**
On most days, each DL cohort will join their onsite counterpart for concurrent instruction followed by independent tasks for the first and second period. The rest of the day, the cohorts will be taught by a dedicated Distance Learning Teacher.

The children from the same grade level and the same program will have one hour of target language instruction, taught by the DL teacher. The DL teacher will also assign independent work to the students.

The children from the same grade level will have a 45 minutes of English instruction, taught by the DL teacher. The DL teacher will also assign independent work to the students.

In addition to these targeted instructions, the students will also have specialist subjects taught separately from the onsite cohort.

**Grade 5**
Grade 5 students will follow the concurrent schedule with some minor variations that will be determined by the teachers, working closely with the academic deans and the principal, depending on the DL cohort size.

**Grade 6-8**
Distance Learning Students will follow their schedules and log into their Zoom classes at the times printed on their schedules. Teachers will be teaching concurrently to both students on campus and online. The beginning of the lesson will be frontloaded instruction, with the latter half of the lesson more focused on classwork. During classwork, a teacher may ask the students online to log off Zoom and work asynchronously.

As you may understand, as the school continues to offer On-Campus instruction, the shape and delivery of our Distance Learning program may change. In order for parents to understand what to expect if they choose to keep their child home, this guide includes an outline of those
expectations and is not intended to reflect our current Distance Learning Program delivery where all our students are participating in DL, although many of the daily routines have significant overlap and similar learning goals.

**Synchronous + Asynchronous Definitions**
The school will continue to offer students opportunities for synchronous (sync) and asynchronous (async) work throughout their time in our Distance Learning program. Currently, all our students are on the same schedule for the week.

<table>
<thead>
<tr>
<th>Synchronous (Sync)</th>
<th>Asynchronous (Async)</th>
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<tr>
<td>❑ Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously through live instruction and interaction.</td>
<td>❑ Asynchronous learning occurs separately without real-time interaction, although students may be working independently while online with the teacher</td>
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<tr>
<td>❑ Learners can ask questions and receive feedback simultaneously</td>
<td>❑ Directly aligned to live learning and instruction</td>
</tr>
<tr>
<td>❑ Allows for collaboration between students</td>
<td>❑ Feedback and opportunities for questions come later</td>
</tr>
<tr>
<td>❑ Teachers can provide immediate feedback, assessment, and make adjustments as needed</td>
<td>❑ Students can absorb content at their own pace</td>
</tr>
<tr>
<td></td>
<td>❑ Provides opportunities for students to develop questions and reflections on learning</td>
</tr>
<tr>
<td></td>
<td>❑ Allows for more flexibility in scheduling</td>
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Students in grades K-5 should expect that they participate in at least 2-3 synchronous lessons per day. All students, in the classroom or at home, will be part of a morning meeting to start off their day and create a sense of community. Also, each day at least one or two academic classes will be synchronized, depending on the day of the week and grade level. Individual student schedules outlining exact sync and async classes will be shared closer to each reentry start date after the school adjusts to the survey decisions from parents and staffing considerations. For students in grades 6-8, they will follow their schedule and log into their scheduled classes at the beginning of each new class period.
**Schedule**

As mentioned above, information from the family survey will be necessary prior to building exact schedules. A detailed schedule will be provided prior to each grade’s campus re-entry. As much as possible, the schedule will mimic what the students are already experiencing.

Approximate start and end times are:

- PSPK: 8:30AM - 3:30PM*
- Kindergarten: 8:30AM - 3:30PM*
- Grades 1 and 2: 8:30AM - 3:00PM
- Grades 3 - 5: 8:10AM - 2:45PM
- Middle School: 8:30AM - 3:30PM

*Students in PSPK-K on-campus option have the choice to stay for extended care, until approximately 4:30 pm

**Academic Pillars**

In addition to maintaining similar standards for student outcomes and curriculum content, families who keep their children in the Distance Learning Program can expect INTL to maintain these academic pillars in the framework of all we deliver online.

**BILINGUAL PROGRAM + TARGET LANGUAGE ACQUISITION**

Our goal is to continue to deliver a rigorous and dynamic bilingual program, and to maintain a high level of target language proficiency (Chinese or French). Our first priority is to ensure that our students develop the appropriate language skills at each grade level and that our bilingual approach be replicated through the different learning experiences we provide to our students.

Schedules will continue to hold the same ratio between periods dedicated to target language (Chinese or French) and English. Depending on the number of students who participate in distance learning per grade level, we may or may not be able to offer small groups or full class live instruction to the level we currently provide.

Resources are shared with families who would like to enhance and increase the exposure to the target language in non-academic contexts, such as audiobooks, movies, board games, etc.

**INQUIRY**

At INTL, we deliver our dynamic curricula through the International Baccalaureate’s Primary Years and Middle Years Programme. The framework allows teachers to organize their curricula into units of inquiry. In 1st-5th grade, much like in-person learning, classes will continue to use inquiry as the approach to which we explore our six transdisciplinary units over the course of the year (with each unit of inquiry lasting approximately 6-7 weeks). In our Early Years Program, students will spend 9-10 weeks investigating four units of inquiry over the course of the year. These units of inquiry are based on global themes that provide conceptual connections across
subject areas, such as *Who We Are, How the World Works* and *Where We Are in Place and Time*. Teachers across the grade level continue to plan their units of inquiry in collaboration with one another.

Teachers continue to engage students by encouraging them to ask questions, research for answers, make big picture connections and reflect on their learning. Areas of curricula are woven together to create transdisciplinary learning experiences, including science, social studies, language arts, math, and the arts, that feel connected and meaningful.

**SOCIAL-EMOTIONAL LEARNING**

At INTL, social and emotional learning is a foundational piece to our program. We recognize that during our distance learning program this essential curriculum is key to student happiness and success. As such, we’ve hired additional staff (Learning/Social-Emotional Support Specialists) to provide support to our faculty and students. With their help and guidance, we will lay the foundation to a safe and positive learning environment.

Our international and bilingual approach to education reinforces the idea that each person is a unique and valued member of our learning community. Our goal is for students to feel a sense of belonging in their classroom community; feeling safe, seen, secure, and soothed during these unique and often challenging times.

Elementary schedules continue to hold space for ‘Wellness’, a time to start the day together with a wellbeing check in. This crucial time in the day allows for our students and teachers to connect with each other and find a sense of balance. During these times, classrooms may engage in mindfulness practices, breathing routines, gratitude journaling, yoga, and more. INTL recognizes that now more than ever, it is important to intentionally teach and practice strategies and routines that promote and create a space to process feelings, establish a sense of calm, and to acknowledge the challenges associated with learning and living during a global pandemic.

In the Distance Learning model, schedules allow for a balance of on-screen and off-screen time to ensure students are able to engage in a variety of experiences. On-screen learning engagements have a variety of purposes and approaches that have been carefully selected for teachers.

**Family Commitments & Expectations**

Distance Learning is designed to give students an engaging online learning experience that includes clear expectations and outcomes for each week. These expectations will include online and offline learning activities. The work for the week in each content area can be found below. Weekly work may include instructional videos, live and recorded sessions, online resources and chats on Zoom.
It is important that students understand their responsibility as learners to engage in their classrooms each day. This includes appropriate online behavior. We recognize that our youngest learners will need the support of their parents or caregivers to achieve the below objectives.

Students will:
● Create a space and dedicated time for learning
● Break up the day to be their productive best
● Seek help when needed (teachers, principals, parents)
● Create balance by taking opportunities to work offline and upload tasks
● Sign into the classrooms daily; stay connected
● Use INTL Student Planner to organize class work
● Demonstrate learning with completion of assignments
● Engage with the classroom and use tools (like headphones) to focus on instructional videos, etc.
● Communicate with their teacher and examine feedback
● Demonstrate online learning etiquette
● Reach out to their teachers if overwhelmed
● Collaborate with peers using respectful language and behaviors
● Use equipment as outlined in the Digital Learning Agreement
● Support each other in this new way of learning
● Be patient with themselves and their teachers (everyone is all learning together!)

Parent Communication and Technology Tools

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<th>Platform</th>
<th>Audience</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Zoom</td>
<td>All Students</td>
<td>Video conferencing platform for synchronous learning, daily check-in</td>
</tr>
<tr>
<td>email</td>
<td>Parents, Students (3rd-8th)</td>
<td>Primary source of communication and announcements to parents from the Head of School, Division Principals, Advisors (Middle School), teachers. Two ways communication between students and teachers.</td>
</tr>
<tr>
<td>INTLnet</td>
<td>Parents (all grades)</td>
<td>Central repository for online content and announcements through class pages. Access to calendar, School handbook and policies,</td>
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Learning Pods

In order to participate in on-campus instruction, families must sign the INTL Community Pledge. Aligned with our Community Pledge, please note that we cannot be involved in any way in the organization or facilitation of such groups/learning pods.

Learning pods pose a significant risk and liability to our school. Additionally, the creation of off-campus pods could create issues of inequity and feelings of exclusion for those students who are not included or unable to participate due to health, safety, or financial resource reasons.

Closing Thoughts

The reality is that there is no ideal way to navigate a global pandemic and educate our children. That said, we are working around the clock to design and develop the best possible programming for our students and our entire community. In this moment, amidst the many challenges facing our society, an INTL education is now more valuable than ever. We will continue to work tirelessly to deliver the best educational experience possible as we support our students and our community through the challenges and uncertainties that lie ahead.