



distance learning plan

2nd edition
2020-2021 school year

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Distance Learning 2.0 at EAB

After implementing a Distance Learning program for 12 weeks from March until June 5, 2020, we have learned a lot. We have read all of the feedback received from parent and faculty surveys, listened carefully to our staff consultation group and talked for hours as a leadership team about how we can improve our strategies offered in the Distance Learning Plan. We believe we can! It is time for us to launch EAB's Distance Learning 2.0 plan.

We have made changes in the way each of the school's divisions will operate. Firstly in ECP and the Lower School, there will be more direct live teaching and learning sessions via Zoom every day. These sessions will be with your child's classroom teacher, Portuguese or PLL teacher each day and also their Art, PE and Music teachers, as per the same schedule that we would be using, if we were on the campus.. We know that this direct connection between teachers and students is extremely important, especially at the beginning of a school year. While our LS students will continue to work within a Google Slides environment, there will be fewer transitions from one online program to another.

In the Middle and High Schools, we will continue to use a set schedule of classes, but there will be more breaks in the day between classes, both so that students can keep up with their own learning assignments that are to be done independent of the teacher and also to provide students with timely breaks from the computer screen. Teachers will continue to work directly with their students in whole class groups, but will also supplement this with group and individual support sessions.

We are also setting up a clear set of instructions for parents and students to follow that will be available in a centralised location, as a way of supporting everyone as they navigate their way through the various online systems that we will have in place. We are keen to support parents as much as possible, as we know that navigating your way around the distance learning platforms can be a stressful situation.

As the school year begins, teachers and others will focus on building a sense of community with students. EAB believes that developing positive relationships is a vital ingredient for successful learning. Through individual, small group and whole class conversation everyone will share their hopes for the year ahead and prepare to launch curriculum content. They will learn, at age appropriate levels, the various technical skills required to manage the online environment, what it means to be respectful and keep safe while online. There will also be individual conferences hosted by teachers with students and their families. The day and time of these conferences will be provided very soon.

Once again, the wellness of all students, faculty and families will remain a priority. Counselors, specialists and others will be talking and showing students ways to stay physically, mentally and socially active and well during Distance Learning.

EAB's approach to distance learning continues with the assertion that the learning experiences teachers design when school is in regular session cannot simply be replicated through distance learning. In particular, the important social and learning interactions that occur naturally between students and teachers cannot be re-created in the same way. This Distance Learning Plan, therefore, is a way that teachers can use digital and experiential learning in ways that bring the curriculum to life, rather than create an exact replica of what would have been occurring in our classrooms.

EAB deliberately uses the term "distance learning" rather than technology-specific labels such as "virtual learning" or "e-learning" or "online classes". This choice reflects our belief that quality learning can occur at a distance without solely relying on computers. We will be encouraging EAB students to read, communicate and engage in learning experiences, from their homes, while continuing to be physically active.

Technology Platforms to Support Distance Learning at EAB

The EAB Leadership Team originally sought recommendations from leading organizations from around the world as we developed a DLP. In particular, we carefully studied the DLPs of other leading international schools. With regard to the school's core technological and communications systems, EAB continues to offer the following FAQs to describe how we communicate and manage learning in this distance learning environment.

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

Channel	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 principals. Faculty will also use email to communicate, although they will use their platforms to interact with their students as well.
Powerschool Portal & Powerschool App	parents, students	Parents and students will continue to access assignment and grading information, report cards, and MAP testing reports.
Powerschool/ Powerteacher	faculty, staff	Powerschool will continue to be the central platform for managing and accessing student information, including attendance, class schedules, and grading.
Zoom	faculty, staff, parents, students	For video conferencing in small or large groups, and for individual conferences, we will use Zoom.
Seesaw	lower school faculty, students and parents	Lower school teachers and students will continue to use Seesaw and other apps they are already familiar with. Teachers will use Seesaw to assign activities to students.
PS Unified Classroom	Middle and high school teachers, students, and parents	Teachers will use class pages in Unified Classroom to communicate, post resources, and assign work. Students and parents will use Unified Classroom as their central point of class information.

Google Classroom	Middle and high school teachers, students	Teachers and students will continue to use Google Classroom. However, links to these platforms will be made available in Unified Classroom
Public Website	general public	EAB will maintain general information on its closure status for the public at < https://www.eabdf.br >.

Q. Are the learning management systems used in this plan the same as those used during normal school operations?

Yes, EAB’s systems are already built on cloud-based systems, including Google G Suite (Google Drive, Docs, Classroom, Gmail), PowerSchool and SeeSaw. That means these systems will continue to work from anywhere in the world, even during an emergency. EAB’s academic 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.

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

Upper School students are all part of our 1-1 BYOD laptop learning program and as such, have access to a laptop with all school software already installed. LS students make use of school-owned devices which are kept in their classrooms. Grade 4 and 5 students will be able to access the school-owned devices, if needed. 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 the school immediately. All of our online learning platforms are specifically designed to be used on a variety of devices, which means that students will be able to access learning through parental devices such as phones, tablets etc.

Guidelines for EAB Teachers

As we now know, teaching via distance learning is a new challenge for most teachers. Teachers will need to think differently about how to communicate, give instructions and provide feedback; how to design lessons, assignments and assessments that are authentic and meaningful and how to ensure students continue to collaborate and communicate with others. The following guidelines are intended to help teachers across all divisions reflect on challenges they will confront in shifting to distance learning. Many of these guidelines are based on advice from colleagues in international schools who are currently teaching in a fully online environment.

- 1.** Before diving into the curriculum, take the time to assess your students’ mental, physical and emotional well-being. How are they doing? How are their families? How are you going to build a sense of community where everyone feels that they belong?
- 2.** Evaluate your students’ conditions for distance learning. While most students will have reliable online access at home, others will not. Teachers should remember that each

family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing.

3. Stick with the familiar, especially in the first weeks.
4. Less is more. In implementing DL, one challenge facing teachers will be how best to streamline content and elevate the most essential learning for students. A less is more perspective, including the pacing of lessons and assignments, is recommended.
5. Seize the moment. Embrace new opportunities and possibilities for your students. While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure.
6. Provide space for personalized learning. Distance learning can provide opportunities for students to personalise what, how and when they learn. Students can move more flexibly and freely through content when teachers create nonlinear curricula. School closure could also create opportunities for more authentic learning, e.g. what can students find in their own neighborhood or back yard?
7. Design asynchronous learning experiences. When school is closed teachers can connect with students asynchronously. For example teachers can use discussion forums or tools that allow for student responses and dialogue during a set time period, knowing that students might not be online at the same exact time.
8. Design synchronous learning experiences. When it comes to student engagement and learning, relationships matter as much as online as they do in person.
9. Think differently about assessment. Teachers are encouraged to think differently about the end goal to performance instead of forcing a traditional assessment method that doesn't fit distance learning.

Expectations about academic honesty remain in place, but may require more trust and communication with parents to ensure that students are in the best position to be honest.

Guidelines for EAB Parents

We know that Distance Learning is challenging for families. Parents will need to think 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 children will thrive with distance learning, while others may struggle. The guidelines below are intended to help parents think through what they can do to help their children find success in a distance learning environment.

1. Establish routines and expectations. EAB encourages parents to set regular hours for their children's school work. We suggest that Grades 6-12 students prepare to start their studies at the regularly scheduled times (8.00am) with K3-G5 students perhaps starting a little later. Parents should keep to normal bedtime routines for all age groups (e.g. 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 begins.
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. 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 has 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 or SeeSaw, as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. EAB wants parents to remain in contact with their children's teachers. However we ask parents to remember that teachers will be communicating with many other families (some of our teachers teach over 100+ students). We also encourage parents to have their older children explain the learning management systems (e.g. PowerSchool, SeeSaw, Google) teachers are using.
- 4.** Begin and end the 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? How will they spend their time? What resources do they require? What support do they need? 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 a regular part 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 EAB, your son or daughter engages with other students or adults dozens if not hundreds of times. 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 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 their 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 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 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. EAB's P.E. teachers will recommend activities and/or exercises, but it is important for parents to support this. Think also about how your children can help move around the house with chores or other responsibilities. Remain mindful of your child's stress or worry. 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 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. EAB does not want its students staring at a computer screen for 7-8 hours a day. We ask parents to remember that

most teachers are not experts at 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 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 partnership with this. Keep your children social, but set rules around their social media interactions.

10. Help your child 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.

Student Roles and Responsibilities

<p>Middle School students</p>	<ul style="list-style-type: none"> ● Test out your tech capabilities as soon as possible and connect with the EAB Tech team if you have any issues-tech@eabdf.br ● Establish a daily routine that is comparable to a school day to support your learning e.g. start at 8.00 a.m. This is school as normal from a distance. Your attendance will be taken. ● Identify a comfortable quiet space so you can work effectively and successfully ● Dress ready for school ● Check your online communication regularly (email, Google Classroom, Unified Classroom,) ● Complete online assignments with integrity and academic honesty, according to EAB's Upper School Code of Honor ● Complete assigned formative and summative assessments ● Communicate with your teachers at least every other day ● Use our Character and Learner Traits to help you make good decisions ● Comply with EAB's Responsible Use Policy, including expectations for online etiquette. ● Communicate with your friends and classmates regularly
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	<ul style="list-style-type: none"> ● Take breaks, be active ● Speak with adults at home or through school if you need help
<p>G9/G10 High School students</p>	<ul style="list-style-type: none"> ● Test out your tech capabilities as soon as possible and connect with the EAB Tech team if you have any issues-tech@eabdf.br ● Establish a daily routine that is comparable to a school day to support your learning e.g. start at 8.00 a.m. This is school as normal from a distance. Your attendance will be taken. ● Identify a comfortable quiet space so you can work effectively and successfully ● Dress ready for school ● Check your online communication regularly (email, Google Classroom, Unified Classroom, Hapara) ● Complete online assignments with integrity and academic honesty, according to EAB's Upper School Code of Honor ● Complete assigned formative and summative assessments ● Communicate with your teachers at least every other day ● Use our Character and Learner Traits to help you make good decisions ● Comply with EAB's Responsible Use Policy, including expectations for online etiquette. ● Communicate with your friends and classmates regularly ● Take breaks, be active ● Speak with adults at home or through school if you need help
<p>G11/G12 High School IB students</p>	<p>As above for G9/10 High School students with these extra additions:</p> <ul style="list-style-type: none"> ● Attend any scheduled online classes. ● Participate fully in any online classwork or individual formative assessments. ● Complete any assigned homework or readings in a timely and honest manner. ● Complete any summative assessments honestly and to the best of your ability.

	<ul style="list-style-type: none"> ● Access online resources, including but not limited to: <ul style="list-style-type: none"> ○ Those posted by your teacher on Hapara or Google Classroom. ○ Kognity ○ Revision Village ○ InThinking ● G12 students should continue actively revising for their exams.
<p>Lower School Students</p>	<ul style="list-style-type: none"> ● Establish a daily routine to support your learning e.g. start at 8.00 a.m. Your attendance will be taken daily. ● Identify a comfortable quiet space so you can work effectively and successfully. (G2-G5 only) ● Check your Google Learning Site every morning at 8.00 a.m. for regular updates from your teachers ● Complete assignments with honesty and integrity doing your best learning. ● Meet commitments and due dates. ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support (G2-G5 only) ● Collaborate and support your EAB peers in your learning, where possible (G2-G5 only) ● Comply with EAB's Responsible Use Policy, including expectations for online etiquette (G2-G5 only)

EAB Roles and Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of the DLP. The roles and responsibilities of school personnel, students and parents are explained below.

<p>Leadership Team (including IB Coordinator and Dean of Students)</p>	<ul style="list-style-type: none"> ● Create and communicate EAB's Distance Learning Plan or DLP ● Establish clear channels of communications between faculty, Staff, families, and students in the event of the DLP being activated ● Support faculty and students/ families shifting to distance learning environment
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	<ul style="list-style-type: none"> ● Help teachers implement DLP and ensure the best available learning experiences for all students
<p>School secretaries</p>	<ul style="list-style-type: none"> ● Support all teachers and teams in the implementation of EAB's DLP ● Answer parents' emails and forward to appropriate individuals when necessary ● Be in consistent communication with divisional principals and leadership personnel ● Be aware of all aspects of DLP so that you can answer as many questions from parents as possible and work as a filter when disseminating information or forwarding email.
<p>LS Classroom Teachers + LS Portuguese and PLL teachers (K5-G5)</p>	<ul style="list-style-type: none"> ● Use the Lower School Distance Learning website and Seesaw as our main distance learning system. ● Work together as a grade level team to ensure consistency and a shared workload via Zoom. ● Implement a live class Morning Meeting or Community Time every morning via Zoom, where the day's schedule can be discussed and social and emotional issues explained ● Be available to students online for regular school hours ● Remain flexible, responsive and positive. ● Maintain ongoing communication with families. Ensure that you are using a consistent communication platform. ● Provide an opportunity for students to engage in whole class live sessions via Zoom. Consider the workshop approach when planning these--short, age-appropriate mini-lessons via Zoom, followed up with a workshop session that can be implemented asynchronously, while group and/or individual supports occur. ● Develop detailed learning activities for students that they can work on independently. ● Be aware when creating learning activities of the support and resources that parents will need to provide ● Keep track of students who have

	<p>submitted documentation of learning experiences, viewed videos and participated in live sessions</p> <ul style="list-style-type: none"> ● Collaborate with counselors, specialists, LSTs, and ELL teachers in order to meet the range of learners' needs.
<p>LS Counselors</p>	<ul style="list-style-type: none"> ● The LS counselors will regularly check in with students and families who may need additional support ● The counselors will propose some SEL-related lessons for inclusion in grade level plans. ● The counselors will be available for any students who begin to experience emotional distress in a DL situation. They will set up time to meet with students and their families via Google Meet. ● Collaborate with classroom teachers to address students' ongoing needs. ● Counselors will post a video once a week for each grade level (or banded grade levels if deemed appropriate).
<p>LS Specialist Teachers (Art, PE, Music,)</p>	<ul style="list-style-type: none"> ● Art, PE, Music teachers will develop learning engagements for their specialist areas ● Each session will include some form of direct synchronous teaching via Zoom. ● Collaborate with classroom teachers to address students' ongoing needs.
<p>LS Learning Support Teachers</p>	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● The LS teachers will provide differentiated lessons for students on their caseload ● Communicate regularly with students on your caseload and/or 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 ● LSTs will post a slide a week to provide scaffolded instruction for students

	with whom they work.
ELL teachers	<ul style="list-style-type: none"> • ELL teachers will provide differentiated lessons for students on their caseload working alongside grade level teams • ELL teachers will communicate regularly with students on their caseloads and/or their parents to ensure success with distance learning • ELL teachers will post a slide a week to provide scaffolded instruction for students with whom they work.
LS Teaching Assistants	<ul style="list-style-type: none"> • Communicate regularly with classroom teachers to identify ways to support students and contribute to the DLP • Assist grade level communication to parents and students • Engage in professional development as assigned by the principal or assistant principal
LS I-Commons Staff	<ul style="list-style-type: none"> • The I-Commons staff 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 • This team will be available to offer optional live read alouds for students daily via Google Meet
US Subject Teachers	<ul style="list-style-type: none"> • Plan and deliver learning experiences according to the normal teaching schedule i.e. once every other day. • The learning experience will include a live session with the teacher explaining the content and giving instructions to students. Students will need to "see" their teacher at least twice a week. • Ensure that learning targets are being addressed in lessons • Where relevant, utilize Zoom video for synchronous group discussions and screencasts to explain key topics • Develop detailed learning activities for students that they can work on independently. • Use the Learning Management system you regularly use (Google Classroom, Hapara)

	<ul style="list-style-type: none"> ● Conduct assessments at appropriate times ● Be available during regular lesson times as per schedule for student questions, feedback or conferences ● Keep track of students who have submitted documentation of learning experiences, viewed videos and participated in live sessions ● Remain flexible, responsive and positive. ● Collaborate and communicate with departmental teams via Zoom at least once a week, to ensure that there is some consistency in student experience
US Flex Leaders	<ul style="list-style-type: none"> ● Use virtual platforms (Zoom) to conduct advisory style check-ins with students as often as is required by your division.
US Learning Support teachers	<ul style="list-style-type: none"> ● Learning Support teachers will liaise with US teachers at least once a week to check in on students on their caseload ● The US teachers will provide differentiated lessons for students on their caseload ● Communicate regularly with students on your caseload and/or 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
US Counselors	<ul style="list-style-type: none"> ● Serve as liaison for communication with students/families in crisis ● The counselors will propose some SEL related lessons as options for students, ● Host office hours at set times for students to access counseling services virtually ● Administer wellness surveys to gather data on student wellbeing during this challenging time ● Evaluate timeline for graduation requirements, class credit and external

	testing deadlines
US I-Commons Staff	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high quality distance learning experiences and research ● Regularly check in with teachers to identify ways to support their design of distance learning experiences ● Maintain online library site for obtaining resources ● Be available for teachers and students as needed for support
Tech support team	<ul style="list-style-type: none"> ● 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.
Activities staff	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high quality distance learning experiences and research ● Regularly check in with teachers to identify ways to support their design of distance learning experiences ● Be available for teachers and students as needed for support

Parent/ Guardian Roles and Responsibilities

Parent/ Guardian Roles and Responsibilities	
<ul style="list-style-type: none"> ● In addition to the guidelines outlined above, parents can: ● Establish routines and expectations ● Be flexible and understanding ● Understand that EAB faculty will need two working days to develop all learning plans ● Define the physical space for your child's study ● Monitor communications from your children's teachers ● Begin and end each day with a check-in ● Take an active role in helping your children process their learning ● Establish times for quiet and reflection ● Encourage physical activity and/or exercise ● Remain mindful of your child's stress or worry ● Monitor how much time your child is spending online ● Keep your children social, but set rules around their social media interactions ● Respond to any request for feedback throughout the process 	
For queries about....	Contact
A course, assignment or resource	The relevant teacher
IB Diploma related concerns	Dr Sieve, the IB Coordinator (msieve@eabdf.br)
A technology-related problem or issue	The EAB Tech Team (support@eabdf.br)
A personal, academic or social-emotional concern	Your child's divisional counselor
Other concerns related to distance learning	The Division Principal