



DISTANCE LEARNING PLAN

2020-21 SCHOOL YEAR

Introduction to 'Iolani School's Distance Learning Plan



We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine of daily learning, even when that learning is happening online. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in-person feedback, community and extracurricular events, and so on). However, we do contend that quality learning can occur from a distance.

The purpose of this document is to describe the actions 'Iolani School will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Learning Plan (DLP) to accomplish three goals K-12 within a flexible framework:

- Live Student-Teacher Contact Time
- Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

It is our intention with the DLP that we continue to live our mission, vision, and strategic plan. Together, these assert that, in order to prepare our students to respond to an ever-changing world, learning must remain responsive, adaptive, personalized, and relationship-based. The act of creating this DLP provides us with a unique opportunity to reinforce what we assert through our founding documents.

As we begin the 2020-21 School Year online, it is our goal to remain in close communication with all members of our school community, including faculty and staff, families and students. The Head of School will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when 'Iolani might reopen for regular classes. As with the decision to close campus, the decision to reopen school for in-person learning will be made with close observation of the COVID-19 related conditions in the community in close consultation with the school's Board of Governors and medical advisors.

This DLP describes 'Iolani's approach to distance learning, the channels we will use for communication, the online platforms we will employ by division, the roles, responsibilities, and expectations 'Iolani has for faculty, parents, and students, guidelines for how parents/guardians can support their children's learning, and a host of other priorities and considerations tailored to make the best of challenging circumstances.

We extend our gratitude to the American International School in Japan, on whose plan our plan is modeled.

Technology Systems to Support Distance Learning at 'Iolani



With regard to the school's core technological and communications systems, 'Iolani offers the following FAQs to describe how we will communicate and manage learning during the implementation of distance learning.

How will 'Iolani communicate with parents, students, and faculty/staff during an extended campus closure?

'Iolani 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. The table below describes these systems:

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 deans. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	Students across Lower and Upper School	Google GSuite (including Gmail, Docs, Classroom, etc.) will continue to be the platform used by many teachers.
Zoom	Students across Lower and Upper School	Zoom is an online video conferencing platform that allows for live group meetings, hosted by teachers.
Seesaw	Primarily students in grades K-3	Lower School teachers and students will continue to use Seesaw and other apps they are already familiar with.
Public Website	General public	'Iolani will maintain general information on its closure status for the public at www.iolani.org .

How will 'Iolani ensure that students have access to these tools from off-campus?

All students in grades K-12 have a school issued iPad. Also, most of our technology tools are not device-specific, which means students can also access learning through other personal devices in the event that they cannot access their school iPad.

Eight Distance Learning Guidelines for Teachers

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback, how to design lessons and assignments that are authentic and meaningful, and how to ensure students continue to collaborate and communicate with others. The eight guidelines provided below are intended to help teachers across all divisions reflect on challenges they'll confront in shifting to distance learning.

As we experienced in the 4th quarter, distance learning is a different pedagogical modality compared to in-person instruction and learning. Teachers need to think differently about how to communicate, give instruction, provide feedback, design lessons and assignments that are authentic and meaningful, and ensure students continue to collaborate and communicate with others. The eight guidelines provided below are intended to help teachers across all divisions reflect on challenges they will confront while teaching online.

1—At 'Iolani, we know our students and they know we care

'Iolani's commitment is to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to implementation of this DLP, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional well-being. How are they doing? How are their families?

2—Evaluate your students' conditions for distance learning

While most students will have reliable online access at home and the necessary devices to shift to distance learning, 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. Ask your students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

3—Stick with the familiar at the beginning

The beginning of the year is a critical time to build relationships and establish routines. Given an online start to the year, avoid trying to do too many new things. In other words, stick with what's familiar to you to ease your transition and the students' transitions to an online start to the year. If you have an activity that you love that you typically use at the beginning of the year, consider whether or not you can apply it for an online platform. If so, use it so that is one aspect of your start to the year that is comfortable and familiar for you.

4—Less is more

One challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

5—When ready, seize the moment; embrace new opportunities and possibilities for your students

Years or decades from now, how will your students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers should consider capitalizing on the opportunities resulting from school closure. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

Eight Distance Learning Guidelines for Teachers (continued)

6—Design asynchronous learning experiences

When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time). For example, teachers can use familiar discussion forums/thread or tools like Flipgrid and Padlet to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

7—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. Since 'Iolani campus will start the year online, students will be able to gather for synchronous learning times via Zoom, an online video conferencing platform. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning.

8—Think differently about assessment

As we learned during spring 2020 DLP, assessment is one of the most challenging adjustments for teachers in online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the frequency and end goal of assessment instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

The guidelines above are modeled directly on the DLP of the American International School of Japan, with our gratitude.

Ten Guidelines for Parents Supporting Distance Learning

Distance learning may 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

Parents need to establish routines and expectations. 'Iolani encourages parents to set regular hours for their children's school work. Upper School students should plan to follow their regular schedule, using the individualized Zoom meeting schedule. Lower School students should plan to follow their regular schedule using the new Zoom scheduler. Keep normal bedtime routines for younger children and expect the same from your Upper School-aged students, too. (Don't let them stay up late and sleep in!) In the LS, we have scheduled in breaks for your child to move, stretch, and log off zoom. You too can encourage your children to 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. 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.

3—Monitor communications from your children's teachers

Teachers will communicate with parents through email, 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. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the online platforms (e.g. Seesaw, Google GSuite, Showbie etc.) their 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 what is your child 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've 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 'Iolani, 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. 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're learning. However, it's important that your child own their work; don't complete assignments for them, even when they are struggling.

Ten Distance Learning Guidelines for Parents (continued)

6—Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. 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.

7—Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. 'Iolani'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 pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

8—Remain mindful of your child's stress or worry

One thing is for certain: 'Iolani 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 be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to your child's counselor should he/she experience high levels of stress or worry.

9—Monitor how much time your child is spending online

'Iolani does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember 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. Know that we may routinely give your child a task to do independently that provides them a break from screen time. We do this intentionally to allow them time to work but also to take a break from the device. Deans, counselors 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!

10—Keep your children social, but set rules around their social media interactions

Help your children maintain contact with friends and see them in person when circumstances permit. Please also 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. 'Iolani asks parents to monitor their children's use of social media. 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.

The guidelines above are modeled directly on the DLP of the American International School of Japan, with our gratitude.

Roles & Responsibilities During Distance Learning



Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of students and parents are delineated below.

School Personnel Roles & Responsibilities	
Head of School and Academic Deans	<ul style="list-style-type: none"> • Create and distribute 'Iolani'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
K-12 Teachers	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students • Communicate frequently with your students and, as needed, with their parents • Provide timely feedback to support your students' learning • Reflect on the 8 Guidelines for 'Iolani's Teachers shared earlier in the DLP and how you can implement them
Director of Social-Emotional Health and Grade Level Counselors	<ul style="list-style-type: none"> • Evaluate timeline for graduation requirements, class credit, and AP testing deadlines • If needed, help students locate testing centers near them for AP or SAT • 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
College Counselors	<ul style="list-style-type: none"> • Serve as liaison for communication with students/families in crisis • 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
Librarians	<ul style="list-style-type: none"> • 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

Roles & Responsibilities During Distance Learning (continued)

K-5 Specials Teachers	<ul style="list-style-type: none">• Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families• Art – Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families• 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• Communicate regularly with your students and provide timely feedback to them• Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences.
ITS and The Tech Advisory Group	<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

Roles & Responsibilities During Distance Learning (continued)

Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Seesaw, Google Classroom, Showbie, email, etc.) to check for announcements and feedback from your teachers
- **Attend class meetings via Zoom according to your class schedule and available through the Zoom scheduler app on your iPad.**
- **Zoom Class Expectations:** When attending a zoom class, students must
 - Dress in 'Iolani Dress Code
 - Have your camera 'on' if directed to do so by your teacher
 - Sit at a desk or table (not on a bed or couch)
 - Communicate and behave with the same respect and consideration you would use in the classroom
- Zoom Classes Will Be Recorded in order to provide additional resources for students and to monitor behavior
- 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 if you cannot meet deadlines or require additional support
- Collaborate and support your 'Iolani peers in their learning
- Comply with 'Iolani's Acceptable Use Policy, including expectations for online etiquette
- Proactively seek out and communicate with other adults at 'Iolani as different needs arise (see below)

For queries about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	'Iolani's ITS department via the email-based support ticketing system helpdesk@iolani.org
a personal, academic or social-emotional concern	your assigned counselor
other issues related to distance learning	Mr. Zachary Linnert, Dean of Lower School zlinnert@iolani.org Dr. Aster Chin, Dean of Upper School achin@iolani.org

Roles & Responsibilities During Distance Learning (continued)

Parent/Guardian Roles & Responsibilities

Provide support for your children by adhering to the 10 Guidelines for 'Iolani's Parents as well as you can:

- Establish routines and expectations
- 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

For queries about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	'Iolani's ITS department via the email-based support ticketing system helpdesk@iolani.org
a personal, academic or social-emotional concern	your child's assigned counselor
other issues related to distance learning	Mr. Zachary Linnert, Dean of Lower School zlinnert@iolani.org Dr. Aster Chin, Dean of Upper School achin@iolani.org

Lower School Priorities & Considerations



- The primary tools for communication between teachers and families will be Seesaw (K-3) and Google Classroom (4-6),
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current 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 3-6.
- The Zoom Scheduler will be the one place students will need to go to access all of the Zoom Meetings for all of their classes for the day. A student's Zoom Scheduler will be unique to them and will automatically change each day to match the Letter (A-F) Day. Students can access their Zoom Scheduler by opening the Zoom Scheduler app icon" on their iPad and their entire zoom schedule for the day will be presented to them with links to their Zoom meetings for the day.
- At first glance the Zoom scheduler may give you the impression that students are engaged with teachers in Zoom meetings all day. Please know that this is not the case. In person instruction is a combination of direct instruction and teacher guided collaboration AND independent work time. We are attempting to include both of these things - direct instruction/group time AND independent work time - even though we are online. In addition, we have thought very carefully about the appropriate amount of Zoom time depending on the age of the children. The outcome of these efforts is that there will be times where teachers dismiss students from zoom for a variety of reasons, even though the Zoom Scheduler shows a scheduled class.

Lower School Priorities & Considerations (continued)

Lower School: Approximate Time Frames for Learning

	Teacher-led Learning	Independent Practice, Learning Activities, and/or Supplemental Activities	Community Building (Advisory, Homeroom, Social Emotional Learning, Share etc.)	Wellness and Nutritional Needs
Specials (per cycle)	K-3 10-15 mins 4-6 15-25 mins	K-3 10-15 mins 4-6 15-25 mins	K-3 5 mins 4-6 5-10 mins	5 mins physical break
K-1 (daily)	10-15 mins Reading 10-15 mins Writing 10-15 mins Math 10-15 mins Social Studies (daily or as scheduled)	10-15 mins Reading 10-15 mins Writing 10-15 mins Math 10-15 mins Social Studies (daily or as scheduled)	20 mins	65 mins log off for AM recess, lunch, and PM recess 5-10 mins every hour
2-3 (daily)	12-15 mins Reading 12-15 mins Writing 12-15 mins Math 12-15 mins Social Studies (daily or as scheduled)	12-15 mins Reading 12-15 mins Writing 12-15 mins Math 12-15 mins Social Studies (daily or as scheduled)	20 mins	65 mins log off for AM recess, lunch, and PM recess 5-10 mins every hour
4-6 (daily)	15-25 mins Reading/Writing 15-25 mins Math 15-25 mins Social Studies 15-25 mins Science	15-25 mins Reading/Writing 15-25 mins Math 15-25 mins Social Studies 15-25 mins Science	20 mins	65 mins log off for AM recess, lunch, and PM recess 10 mins passing

Upper School Priorities & Considerations

- The primary tool for communication between teachers and families is email.
- The primary tools for communication between teachers and students is Zoom, an online video conferencing platform as well as the teacher's online learning platform.
- The Zoom app has been pushed out to every faculty and student iPad in preparation for school closure. [The 'Iolani Technology Resources for Distance Learning](#) page describes how students can access their individualized Zoom class meeting schedule via the Zoom Scheduler app.
- Students are required to attend Zoom class meetings; attendance will be taken.
- **Zoom Class Expectations:** When attending a zoom class, students must
 - Dress in 'Iolani Dress Code
 - Keep your camera on during class if asked to do so by your teacher
 - Sit at a desk or table (not on a bed or couch)
 - Communicate and behave with the same respect and consideration you would use in the classroom
- **Zoom Classes Will Be Recorded** in order to provide additional resources for students and to monitor behavior
- Teachers will also share resources using the Google Suite of tools (gmail, google drive, google docs, google classroom, google sites) or the online platform they have chosen to use for their course.
- 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, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including ebooks.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Grade level counselors are always available to support students with academic, social, or emotional needs. Please initiate contact by email.

Upper School: Approximate Time Frames for Learning & Resources

We recognize that distance learning requires a different pace and attention to the balance between synchronous (zoom) and asynchronous (independent) learning experiences. To ensure that students have opportunities to learn both synchronously and asynchronously, teachers are planning as follows:

- The Upper School schedule is based on letter days in the following sequence: A-B-C-D-A-B-C-D-E-F
- Classes are scheduled for three out of the four days in the A-B-C-D part of the cycle and on either E or F day.
- During distance learning, teachers will be planning synchronous (Zoom) time for the equivalent of TWO of the three class periods. They will plan asynchronous learning activities for the equivalent of the third class period. This may mean that students are excused from the Zoom class early to do independent work. It may also mean that students are kept for two of the periods in the cycle but then given the third period in the cycle free to work on the course's independent work.
- No matter the model, students can rely on teachers to communicate the schedule of synchronous and asynchronous learning via their online platform.

Links to Resources

['Iolani Technology Resources for Distance Learning](#)

[Upper School Library Website](#) for online databases and ebooks

[Lower School Library Website](#)

Hawai'i State Public Library System (HSPLS)

- [Getting a Public Library Card](#)
- [HSPLS Home Page](#)