

## **GUIDELINES FOR UPPER SCHOOL PARENTS AND STUDENTS REMOTE CURRICULUM/ONLINE LEARNING**

### **Introduction**

The success of our remote curriculum option at the Upper School is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

The purpose of this document is to outline how TMS will offer remote curriculum, if applicable.

The following Online Platforms will be used to support remote curriculum and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

- TMS email and ManageBac are the communication tools used to contact and communicate with TMS families.
- Google Suite (school issued @ga.tmsschool email ids), which includes Google Meets, Google Classroom will continue to be used.

In addition to the above resources, we encourage faculty, students, and parents to contact [helpdesk@tmsschool.ca](mailto:helpdesk@tmsschool.ca) for any tech related questions. This account is managed by our Online Tech Support Team. They will triage concerns and connect with the inquiring party likely by phone.

### **Roles and Responsibilities (School)**

Leadership Team:	<ul style="list-style-type: none"> <li>● Develop divisional plans for remote curriculum</li> <li>● Communicate with faculty/staff and parents.</li> <li>● Support faculty/staff and parents who choose remote curriculum</li> <li>● Ensure effective implementation of a remote curriculum plan and accountability to student learning.</li> </ul>
Subject Teachers:	<ul style="list-style-type: none"> <li>● Collaborate with colleagues to design learning experiences for students who opt to work within the remote curriculum</li> <li>● Develop high-quality student learning experiences.</li> <li>● Communicate with and provide timely feedback to students.</li> </ul>

	<ul style="list-style-type: none"> <li>● Communicate with parents, as necessary.</li> <li>● Assess students on an on-going basis giving both formative and summative opportunities for them to demonstrate their learning.</li> </ul>
Learning Support Teachers:	<ul style="list-style-type: none"> <li>● Partner with classroom teachers to accommodate the remote curriculum they are providing to the learning support students in their caseload.</li> <li>● Communicate with all parents of IIP students in their caseload the first week regarding the online learning plan.</li> <li>● Recommend to parents and teachers other online learning platforms that learning support students might be able to access</li> <li>● Connect with students and support them for learning strategies including time management.</li> </ul>
IB Coordinators	<ul style="list-style-type: none"> <li>● Remain in contact with the IBO</li> <li>● Communicate information from the IBO to teachers, parents and students, as it becomes available.</li> </ul>
Counsellors:	<ul style="list-style-type: none"> <li>● Connect with students and support them for self-regulation, anxiety and/or wellness strategies.</li> <li>● Provide developmentally appropriate resources as required.</li> <li>● Respond to counselling needs of students, as needed.</li> <li>● Ensure continuity of the processing of student files for university applications.</li> </ul>
Online Tech Support Team:	<ul style="list-style-type: none"> <li>● Provide timely responses to student, family, and faculty requests regarding technology issues. Email <a href="mailto:helpdesk@tmsschool.ca">helpdesk@tmsschool.ca</a> for support.</li> </ul>

### Roles and Responsibilities (Students and Parents)

Students:	<ul style="list-style-type: none"> <li>● Follow the given timetable</li> <li>● Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.</li> <li>● After remote learning, check appropriate online platforms for information on courses, assignments, and resources daily.</li> <li>● Punctually attend the regular synchronous engagements offered by each of their teacher/s.</li> <li>● Identify a comfortable and quiet space to study/learn, when at home.</li> </ul>
-----------	---

	<ul style="list-style-type: none"> <li>● Engage in all learning posted with academic honesty.</li> <li>● Submit all assignments in accordance with provided timelines and/or due dates.</li> <li>● Abide by the TMS Acceptable Use of Technology Policy</li> <li>● Ensure your own social and emotional balance by keeping healthy active lifestyle habits.</li> <li>● Check-in with your guidance counsellor or advisor regularly.</li> </ul>
<p>Parents:</p>	<p>Support their child/ren in their learning by:</p> <ul style="list-style-type: none"> <li>● Providing an environment conducive to learning (access to technology, safe and quiet space during school hours).</li> <li>● Engaging in conversations on posted materials, assignments.</li> <li>● Monitoring time spent engaging in online and offline learning, including variables like that of preferred asynchronous times (morning, afternoon, evening).</li> <li>● Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.</li> <li>● Monitor MB updates and be sure to check in with your child daily about the learning tasks, activities and assessments they are working on.</li> <li>● Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.</li> <li>● Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.</li> <li>● Remind your child to email his/her teachers if your child or you have questions or if they need extra help and support.</li> </ul>

**General Guidelines for Remote Curriculum (Faculty)**

When designing lessons and learning experiences, faculty will consider the following:

**Online Work:**

- Establish a clear learning goal for each class and each group of students, with clear instructions for what students must accomplish each day.
- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in a classroom setting.

- Structure time for students who are coming from the on-line class to ask questions and for clarification.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Google Classroom, MB, document, ...).
- Post each day's learning goal and outcomes in ManageBac.
- Active monitoring of email for questions and communications from students/families.
- Go over Acceptable Use of Technology protocols and guidelines.

**Offline work:**

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

**Work time:**

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

**Deadlines:**

- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.
- Post all deadlines on MB, as you would normally do.

**Bandwidth:**

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

**Files:**

- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.

- Avoid email submissions. Consider requiring all submissions to take place through MB or as a Google document.

## **Upper School Remote Curriculum Plan**

### **Content and Timing:**

Students in the remote curriculum program will be provided with a clear daily learning outcome(s) for each class to ensure they know what learning they need to accomplish each day. The daily learning outcome(s) will ensure continuity of learning that is clearly connected to their learning in prior classes and the classes following.

### **Synchronous Interactions:**

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

### **Asynchronous Interactions:**

- Daily learning targets, lessons, and materials will be posted through MB and Google Classroom. Teachers will provide a video and/or screencast to introduce the lesson and/or to provide instructions.
- Teachers will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts.
- Unless a student is travelling and is not in the country, deadlines are expected to be adhered to. Students who need extensions should follow the usual protocol of connecting with Ms. McLean.

### **Assessment and Progress Monitoring:**

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- TMS faculty will continue to design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:

- Using an assessment monitoring system like lockdown browser or turnitin.com
- Developing a class honor code;
- Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
- Post-assessment authentication through student reflection or teacher: student dialogue; or
- Creating assessments that allow for student choice and development for how they will demonstrate their learning.

**Formative and practice tasks:**

- Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, and/or reflections.
- Teachers will monitor student progress with ongoing and regular feedback.
- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
- Late submissions of formative assessments may not always receive timely feedback.

**Summative tasks:**

- Students must complete assigned graded assessments to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, quizzes/tests, writing assignments.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.

We thank you once again for your consistent and unwavering support as we work together to deliver continuity of learning within a remote curriculum program, should you choose it. Do not hesitate to reach out to our administration and faculty if in need.

Sheila Thomas  
Head of Upper School

Peter Hill  
Assistant Head of Upper School