Bonn International School
Guidelines for Distance Learning

In the event of a prolonged closure of campus, Bonn International School (BIS) will enact a Distance Learning Plan. This plan was developed using resources from reputable world organizations and other international schools. The purpose of this plan is to allow BIS teachers to provide materials and resources so that students are continually able to access the planned curriculum and learning is able to continue.

There are two main ways in which the Distance Learning could take place:

- Situation One: Distance learning will be provided if the school is closed for a prolonged period of time, due to an emergency situation.
- Situation Two: If a student or group of students are out of school for a prolonged period of time due to emergency, civil unrest, infectious disease outbreak, natural disaster or other situation out of the control of the student.

For instances that fall into Situation Two, an exact plan will be dependent on the specifics of the situation and created while ensuring a manageable teacher and student workload. Sometimes, students might be excused from work. In some instances, students will not be given work to complete remotely and instead will catch up on assignments when they return. In some instances, teachers will post daily lessons, learning outcomes, resources, and assignments. For Secondary, this will be posted on the ManageBac class message board, for Primary through Seesaw and for Early Learning on Tapestry. In this scenario, students would continue their work remotely while away from school by using these shared resources and communicating with their teachers.

The protocols throughout the rest of this document detail the BIS response to Situation One.

When and how will the Distance Learning Plan be enacted?

The determination to close school will be based on a variety of factors. Sometimes, the decision to close school is abrupt and without warning. In the event of abrupt closure, the BIS community will be notified via SMS and email.

Once school is closed, the distance learning plan will begin two working days after the decision has been made to close.

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General Approaches and Pedagogy

Many of our guiding principles to distance learning are structured upon the foundation of regular teaching and learning practices at BIS and rooted in our mission to empower, inspire and achieve.

General Approaches

• Our most important guiding principle is to work to create meaningful and balanced learning experiences for all students. This means that:
  • Time off-line and away from screens is valued and incorporated into each school day.
  • Student well-being and wellness will be at the forefront of our work each school day.
• Learning activities may be completed:
  • independently online
  • collaboratively online, via chat, video conference or other collaborative tools
• Learning activities have a number of purposes:
  • allow students to engage with new learning
  • practice, discuss or apply learning
  • demonstrate knowledge and skills in relation to learning
• Learning connects to current units and curriculum.
• Assessments will follow a similar timeline and format to when on-campus learning is taking place and will enable students to demonstrate their understanding.
  • In some cases it might not make sense to offer summative assessments during a distance learning experience and teachers can opt to provide more formative assessment experiences for students.
  • Teachers will collect frequent formative feedback during each lesson to ensure consistent student participation and understanding.
• It is recognized that the method of teaching and learning as well as expectations will need to change by both teacher and student.

Early Learning (EL3-EL5) Specific Approaches

• All homeroom teachers will communicate daily learning each morning to Tapestry by 08:00.
• A morning video message will be available to students on Tapestry.
• Interactive, creative play is valued and encouraged at all times.
• Outdoor learning opportunities are valued.
• Time for individualised goals to be explored during this time is encouraged.
• EL3/4 students will be provided with a maximum of 1 hours assigned learning engagements.
• EL5 students will be provided with a maximum of 1 - 1 ½ hours assigned learning engagements.
• Suggested learning engagements are NOT mandatory.

Primary (Grade 1 - 5) Specific Approaches

• All students from Grade 2 - 5 will have access to their school iPad.
• Grade 3 - 5 students may have small group instruction conducted via Google Chat throughout the regular school day.
• Homeroom teachers will connect with students daily either with a pre-recorded video or with a live Google Chat at a specified time set by the teacher.
• Learning engagements will be communicated daily by 08:00 to Seesaw.
• Homeroom teachers will be available during their regular scheduled lessons.
• Weekly learning engagements will be posted by Art, German, Music, PE and Drama (where applicable).
• Single Subject Teachers will be available on Google Chat to give feedback during their scheduled lessons on the assigned post.
• Grade Five students will follow regular protocol for German and refer to ManageBac for assigned tasks.
• Students will be given feedback on the assigned tasks in a timely manner.
• Any questions, clarifications or issues can be emailed to the teacher with an expected response within 24 hours.

MYP (Grades 6-10) Specific Approaches
• Learning plans are shared via Managebac each day the class is scheduled to take place. Resources and materials are shared via ManageBac or Google Classroom (whatever platform was being used by the teacher before the school closure).
• Google Chat is used as a video conferencing tool, whenever needed by students, teachers, and staff.
• Learning will emphasize interaction, inquiry, response, practice, and creativity.
• Concepts, contexts, skills, objectives, and Approaches to Learning are all still addressed.
• The purpose is to ensure all students are adequately prepared for internal and external assessments.
• IB External or standardized assessments may be cancelled or rescheduled in accordance with recommendations from the IB.

DP (Grades 11-12) Specific Approaches
• Learning plans are shared via Managebac each day the class is scheduled to take place. Resources and materials are shared via ManageBac or Google Classroom (whatever platform was being used by the teacher before the school closure).
• Google Chat is used as a video conferencing tool, whenever needed by students, teachers, and staff.
• A shared commitment by teachers and students to maintain learning that follows the BIS curriculum and the IB Subject specific syllabi.
• The purpose is to ensure all students are adequately prepared for internal and external assessments, while continuing to foster Approaches to Learning skills.
• IB External or standardized assessments may be cancelled or rescheduled in accordance with recommendations from the IB.
Daily Schedule and Routine

Students in Early Learning are encouraged to engage in interactive play as much as possible and follow their own interests and passions. It is not mandatory for students to take part in the learning engagements posted on Tapestry but they are available for those who are interested.

Primary Students (Grade 1 - Grade 5) will be expected to follow the daily plans that are posted by their Homeroom teachers and the weekly assigned tasks from Single Subject teachers. If requested, work must be uploaded for teachers to give feedback and monitor progress.

Teachers are set to be available during office hours but it should be considered that teachers have a lot of students and might not be immediately available for every student all the time.

Early Learning Daily Schedule

<table>
<thead>
<tr>
<th>Daily Schedule (Times listed are Central European Time, CET/CEST)</th>
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<tbody>
<tr>
<td><strong>By 08:00</strong></td>
</tr>
<tr>
<td>Learning plans will be posted daily to Tapestry by 08:00 by the homeroom teacher onto the document section in Tapestry. Please click on your child's class folder.</td>
</tr>
<tr>
<td>During the day teachers will be available online through Tapestry and email.</td>
</tr>
<tr>
<td>Learning plans for Art, German, Music and PE (where applicable) will be posted weekly to Tapestry by 08:00 on Monday.</td>
</tr>
<tr>
<td><strong>08:15-08:30</strong></td>
</tr>
<tr>
<td>Morning Circle (most likely through a link to a video)</td>
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<tr>
<td><strong>08:35-08:50</strong></td>
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<tr>
<td>Phonics videos on Tapestry.</td>
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<tr>
<td><strong>09:00-12:15</strong></td>
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<tr>
<td>Teachers are available for regular scheduled lessons to answer questions or clarify anything with parents and students.</td>
</tr>
<tr>
<td><strong>12:15-12:30</strong></td>
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<tr>
<td>Story telling time (links to follow)</td>
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<tr>
<td><strong>12:30-15:20</strong></td>
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<tr>
<td>In the learning plan there will be suggestions of different learning engagements you could do with your child relating to Mathematics, Unit of Inquiry and other activities.</td>
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Primary Daily Schedule

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<thead>
<tr>
<th>Daily Schedule (Times listed are Central European Time, CET/CEST)</th>
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| **By 08:00** | Learning plans will be posted daily to Seesaw by 08:00am by the homeroom teacher, LS and EAL teacher.  
Learning plans for Art, German Music, PE, German and Drama (where applicable) will be posted weekly to Seesaw by 08:00 on Monday.  
If a small group video conference is scheduled that day, teachers will post the meeting time on Seesaw so students and parents are aware of the scheduled time. |
| **08:15-08:45** | Grade 3 - 5 Homeroom teachers meet via Google Chat, if possible, to check in, focusing on student personal and social well-being. |
| **08:45-11:45** | Office hours for Periods 1, 2, and 3  
• Teachers are available virtually, either via email or Google Chat.  
• This is the time where students receive feedback, have questions answered, collaborate with classmates, etc.  
• Occasional whole-class and small group video conferences may occur for Grades 3 - 5. |
| **12:45-15:15** | Office hours for Periods 4, 5, and 6.  
• Teachers are available via email or Google Chat.  
• This is the time where students receive feedback, have questions answered, collaborate with classmates, etc.  
• Whole-class and small group video conferences may occur for Grades 3 - 5. |
MYP and DP Daily Schedule
BIS MYP and DP students will follow the same class schedule they have for on-campus learning. Instead of meeting with each class on the schedule day, students will instead have a lesson posted each morning and time scheduled to work with their teacher and/or peers. Teachers are set to be available during office hours but it should be considered that teachers have a lot of students and might not be immediately available for every student all the time.

Break times are specifically built into the schedule for teachers and students. Students are encouraged to practice balance and ensure they’re not working alone in front of a computer all day. Teachers are also encouraged to take breaks, practice balance, and use some of the downtime for planning, collaboration, or other work-related tasks, if they choose.

Teachers will try to make every effort to work during “regular” business hours (08:00 - 15:45)

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<tr>
<td><strong>08:20-08:35</strong></td>
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| **08:45-11:15** | Office hours for Periods 1, 2, and 3  
• Teachers are available virtually, either via email, ManageBac or Google Chat.  
• This is the time where students receive feedback, have questions answered, collaborate with classmates, etc.  
• Occasional whole-class video conferences may occur. |
| **12:45-15:15** | Office hours for Periods 4, 5, and 6.  
• Teachers are available via email or Google Chat.  
• This is the time where students receive feedback, have questions answered, collaborate with classmates, etc.  
• Occasional whole-class video conferences may occur. |
Essential Agreements

Students will:
- Establish a consistent daily routine to support your learning.
- Identify a comfortable, quiet space so that you can work effectively and successfully with minimal distractions.
- Engage in all tasks with academic honesty and integrity.
- Check relevant platforms for communication (Seesaw, email, ManageBac, and Google Classroom each day).
- Seek clarification from your peers or teachers if you are unsure of expectations.
- Complete tasks as instructed by your teachers.
- Collaborate online with your peers.
- Complete all tasks and assessments on time.
- Take breaks, play often, be active, and get plenty of rest.
- Be mindful of your workload and wellbeing. Communicate with your teacher, advisor, or counselor if you need support!

Families will:
- Be involved! Ask questions and talk about learning and upcoming tasks and deadlines.
- Help your child manage their workload and develop healthy daily routines in a suitable learning location.
- Encourage your child to take breaks and engage in frequent physical exercise.
- Be mindful of your child’s wellbeing by talking about their challenges or concerns. If you need support, please inform our counselors.
- Create opportunities for your child to interact face-to-face with peers and maintain connections with their school community. Keep your children social but set limits to their social-media use.
- Ensure your child is dressed appropriately and they are in a suitable location when using video tools.
- If you have multiple children engaged in distance learning simultaneously, help each child find distraction-free learning locations.
- Monitor communication from your children’s teachers and advisor.
- Establish tech-free times for quiet and reflection. Monitor the amount of time your child is spending online and looking at screens.

Teachers Will:
- Post all learning materials for each class that meets on a scheduled day by 08:00 Bonn time.
- Use reliable, school approved software to develop rich and engaging lessons to plan activities that are easily understood and implemented by students.
- Give frequent formative feedback to students on their learning progress. Craft lessons that embed frequent opportunities for students to easily demonstrate their understanding.
- Create learning plans that have students working both online and offline.
- Create learning plans that have students working with a variety of classmates, when appropriate.
- Continue to post assessments on the ManageBac class calendars.
- Provide space for personalized learning opportunities, ensuring each unique student receives the type of instruction necessary to be successful.
- Ensure ample time to complete tasks, recognizing the diverse learning environments that our students will be in.
• Employ a “Less is More” philosophy, recognizing that planning, teaching, learning, assessing, and providing feedback could all take considerably more time than usual.
• Think differently! Recognize that distance learning is an opportunity to embrace new possibilities for each student and try new things.
• Continue to follow BIS assessment and grading practices, including advanced notice for assessments and time limits to provide feedback.
• Collaborate with subject-area colleagues to ensure a consistent and high-quality experience for each student.
• Primary teachers will not engage in personal one on one video chat sessions.

Secondary Advisors will:
• Check in each day with their advisory at 08:20 to discuss pressing issues and review Dragon’s Den postings.
• Maintain regular communication with their advisory group, focusing on wellbeing and peer relationships.
• Communicate with other teachers and/or parents as issues arise.
**Roles and Responsibilities**

Much like on-campus learning and ‘regular’ school days, BIS recognizes that all personnel are required to support students in their pursuit of learning.

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<th>School Personnel Roles and Responsibilities</th>
<th>Responsibilities</th>
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| **Principal and Curriculum Leaders**        | • Manage the distribution and communication of the BIS Distance Learning Plan  
• Support faculty, students, and families in the transition to distance learning.  
• Help teachers implement distance learning and ensure a high-quality experience for all involved.  
• Coordinate with counselors and advisors to ensure the wellbeing of each student.  
• Support the principal to address issues as needed, such as students consistently not taking part in learning activities. |
| **Classroom Teacher**                       | • Create and deliver rich, engaging, and meaningful lessons that allow students to access the curriculum and develop deep understandings about the content being taught. |
| **Advisory and Homeroom Teacher**           | • Support the social and emotional wellbeing of students under their care.  
• Act as a liaison between students, parents, and teachers when issues arise. |
| **EAL Teacher**                             | • Communicate regularly with teachers of students on caseload.  
• Collaborate with co-teachers to design learning experiences that are appropriately crafted for students, based on their language ability.  
• Communicate regularly with students and parents on caseload to ensure they are successful in their distance learning.  
• Monitor the progress of each student on caseload. |
| **Learning Support**                        | • Communicate regularly with teachers of students on caseload.  
• Collaborate with teachers to design scaffolded or modified tasks so that students can continue to access the curriculum.  
• Support subject teachers in differentiation of each lesson and activity for students on caseload.  
• Communicate regularly with students and parents on caseload to ensure they are successful in their distance learning.  
• Monitor the progress of each student on caseload.  
• Provide supplementary activities for students on caseload, as needed.  
• Provide supplementary activities for students on caseload, as needed. |
| **Social and Emotional Counselors**         | • Serve as liaison for students/families in crisis.  
• Host office hours at set times for students to access virtual counseling sessions.  
• Continue to support any present or ongoing student welfare issues. |
| University and Careers Advisor | • Manage timelines for student graduation requirements, class credit, and testing deadlines.  
• Support students in their college search and application process through digital meetings and or email communication.  
• Support students in finding alternate testing locations for things such as SAT tests, if needed.  
• Host office hours at set times for students or families in need of advice. |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Librarians                    | • Regularly collaborate and check in with colleagues to support distance learning plans by providing resources, ideas, and advice.  
• Support students in their research across grade levels and in all subjects.  
• Maintain and promote any BIS approved online resources.  
• Offer virtual meetings to teachers or students, as needed. |
| Tech Support Team             | • Create and share relevant 'how-to' resources for students, teachers, and parents.  
• Monitor the needs of the BIS community and troubleshoot issues, as needed.  
• Be available to provide on-demand tech support. |