

KICS: Learning Continues

*Emergency (Distance) Learning Plan (Admin)*¹

James reminds those who are in Christ, “If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him.” During uncertain times, we are seeking wisdom as to how to best care for the KICS community while also fulfilling our commitment to the education of KICS children. Our mission is to provide a Christ-centered, U.S. accredited primary & secondary education that challenges students to excel academically and live out a biblical worldview. This mission and learning itself are not restricted to the four walls of a classroom. In the event of an emergency school closure, KICS will seek to move learning online. We will use the technology and systems already in place to provide the greatest continuity of communication and learning. As in any emergency, many circumstances are out of our control. However, we will navigate each situation as it arises seeking to adjust to the needs of individuals and the community. We trust that the KICS community of parents, staff, teachers, and administrators can work together to communicate and support each student to continue learning beyond the walls of KICS.

Responsibility of Parents and Guardians

While KICS can provide great instruction and instructional materials to help support student learning, in the event of school closure we are asking KICS families to partner with us to ensure all students are continuing to learn from home. This learning plan will require the participation of parents and/or guardians in each student’s learning process at varying levels based on student need.

Parents/guardians can expect to...

- communicate with teachers through email
- receive communication from teachers between 9 am and 2 pm unless otherwise scheduled
- receive a schedule of lessons and activities from teachers weekly
- support students with their learning as needed
- report student learning to their teacher based on the student tracking form
- communicate the challenges they are facing so we can seek to adjust accordingly
- show an extra measure of grace - our staff is also navigating the personal and family circumstances that arise during this season

We understand that there are many factors outside of the control of KICS families, so we will seek to work with parents to best support all students.

If your child has limited access to a computer (Middle School) or a tablet (Primary), please inform the school by [completing this form](#).

Responsibility of KICS

KICS: Learning Continues requires the commitment and active role of KICS staff, teachers, administrators, and IT support to continue each child’s KICS education. If an emergency closure should occur, KICS will seek to provide the resources necessary for each student to continue learning. While we acknowledge that students may not be

¹ The KICS Emergency Learning Plan was initially modified from the International School of Kenya’s policy document titled, ISK Virtual / Emergency Learning Plan.

able to complete the whole course of study during the same timeframe, KICS will also seek to provide additional summer learning assignments so students stay on track before entering the next school year.

Learning Plan Overview

Once a school closure is announced, staff will be given 2 business days preparation period before launching the initial communication between teachers and students/parents in regard to learning.

During this time, the learning team will work with teaching staff to finalize the types of preparations that are needed:

- Resources kits (Primary)
- Physical materials
- Online tools

Mode of communication:

- The primary modes of communication with KICS students and families will be through KICS e-mail, Renweb and Microsoft Teams.
- The Learning Team (Principals, Director of Mission, and Teaching and Learning) will each be assigned a group of teachers to connect with regularly.

Accountability

- Teachers will monitor student progress through an activity form that allows parents and students to record the work they've accomplished for the week.
- The learning team will monitor teacher progress through a similar form for primary and secondary teachers

Scope and Sequences will be altered based on how much time is remaining in the school year.

Current Systems

RenWeb:

- RenWeb is our main student information system (SIS) and can be used to access grades and homework/lesson notes (for secondary students)
- Parents and students can access RenWeb at this address: <https://ki-rwa.client.renweb.com/pw/index.cfm>

Microsoft Office 365 Suite (Teams, Class Notebook, Outlook - Email, OneDrive, Forms, etc.):

- Microsoft Office 365 Teams is our main learning platform and will be our starting point during any closure (for grades 4-12).
- All students have a Microsoft Office 365 login. 6th - 12th grade students have access to email (Outlook) within their Office 365 account.
- In case of school closure, Microsoft Office 365 Suite will remain accessible from anywhere with an Internet connection.
- Students can access their Microsoft Office 365 account at this address: <https://login.microsoftonline.com/?whr=kicsrw.org>

Closure Actions

Once Closure is announced by the Director, the following actions begin to initiate emergency learning plan

Action	System	Person Responsible	Notes
Messages posted on School Website and Facebook page (crisis and contingency communication plan is followed), Email sent	School Website	Director	Principals email teachers with directions to communicate lessons with parents/students - no fewer than 2 business days
(If possible) Teachers and director of technology prepare materials to be sent home with students (resource kits, textbooks and other major resources; technology as assigned)	Physical resources	Teachers and Director of Technology	Middle school – assign laptops beginning in 8th grade to students without an older sibling in HS. Primary – resource kit with physical materials; students without a kindle at home may have one assigned – (usage agreement sent via email and/or signed at pick-up)
Teachers update RenWeb, Teams and/or email parents with appropriate lessons and activities (Ongoing)	RenWeb, Microsoft Office 365	Teachers	Ongoing based on guidelines
Learning Team checks in with teachers on student progress and lesson accountability (In MS Forms)	Microsoft Office Forms	Learning Team	Excel document downloaded from Forms
Students and Parents access Teams, Class Notebook and/or email for lessons and activities (ongoing)	Microsoft Office 365	Parents and Students	Ongoing based on grade level guidelines below
Students and Parents can contact Director of Technology and tech team for tech and online support	IT help ticket website provided for parents and students	Director of Technology and tech team	Ensure Help Ticket website is set up and practiced; email communication provided as back-up
Students and Parents can contact teachers for lesson help	Email, Teams	Teachers	Email is our main mode of communication for all grade levels. Teams for grades 4-12. Skype audio can be arranged with teacher

Curriculum Guidelines for long-term closure (1 week or more)

Primary School Guidelines

Grade Range	1 week or more (Long-Term)
PK - Grade 3	<ul style="list-style-type: none"> - If possible, resource kits are prepared and sent home by teachers at beginning of closure (including assignments, textbooks and physical resources to be used at home). - Additional online resources sent via email to parents weekly throughout closure - Teachers email parents weekly with learning targets and schedule for daily learning activities; includes specials and learning support components (see below) - Teachers may schedule skype audio calls with parents or guardian as needed - Minimum of 1 video message and/or lesson from core teacher <u>weekly</u>

	<ul style="list-style-type: none"> - Teachers will try to vary the type of learning tasks so students aren't on the computer for all their learning - ELA, Math – Daily activities - Bible, Social Studies and/or Science – Weekly activities - Method of accountability – activity log for parents to complete (may also email pictures etc) - Teachers will seek to provide timely and effective feedback - Teachers will track student learning in spreadsheet – accountable to principal &/or learning team - May utilize Reading A-Z and/or Zearn for targeting reading and math practice
Grades 4-5	<ul style="list-style-type: none"> - Follow guidelines above for PK-Grade 3 and the additional guidelines below - Utilize Teams as the primary learning platform - loading learning activities, videos and assessments - Utilize Zearn and Khan Academy for Math
Primary Specials	<ul style="list-style-type: none"> - PE – daily activity is provided - Specials newsletter compiled by department head with a weekly option from each special (one for upper, one for lower) – sent to core teachers to email with weekly newsletter - Activity log filled by parents showing choices specials activities; encourage pictures to be sent - Each specials teacher is assigned to support a grade level (checking activity log for student progress)
Primary ELL and Learning Support	<ul style="list-style-type: none"> - Teachers will collaborate with core teacher to provide adequate support and/or modify assignments - Teacher will call parents weekly to check-in on students and discuss related student progress - ELL/LS teachers will communicate progress and additional learning targets with parents - Teacher will provide links to online assignments (as applicable) and accountability for student completion of intervention assignments - Whole Child Specialist – provide 1 activity per week for teachers to include in newsletter

Secondary School Guidelines

Grade Range	1 week or more (Long-Term Closure Guidelines)
MS/HS Core Subjects (Bible, ELA, SS, Science, Math and World Languages)	<ul style="list-style-type: none"> - Communication: Teams, Class Notebook, and email - Availability: Teachers only available for chat online in Teams based on daily schedule - <ul style="list-style-type: none"> o Period 1-- 9-9:30 o Period 2-- 9:30-10 o Period 3-- 10-10:30 o Period 4-- 10:30-11 o 11-12:30- LUNCH o Period 5-- 12:30-1 o Period 6-- 1-1:30 o Period 7-- 1:30-2 - Due dates: Assignments posted each week in RenWeb "Homework" section and due 1 week later modular format (weekly, not daily assignments according to the calendar below) <ul style="list-style-type: none"> o Mon – Bible, Languages o Tues – Math o Wed – Social Studies o Thurs – Science o Friday – ELA, Specials - Minimum of 1 weekly video or audio message from teacher saved to OneDrive and shared with students via email or Teams - MS - 2 hours student work per class per week is recommended

	<ul style="list-style-type: none"> - HS - 3 hours student work per class per week is recommended - Lessons posted for students in Teams include learning target, learning activities, and approximate time each activity should require - Learning activities, videos, and links to resources uploaded to OneDrive and posted in Teams and/or alternative online course specific system (ie. McGraw Hill Networks, Pearson) (Avoid YouTube or other unsecured websites) - Procedures for RenWeb grade reporting remain in place (2 assignments per week posted) - Teaching teams work collaboratively to ensure manageable workload & variety of types of learning activities - Teachers will seek to provide timely and effective feedback - Teachers/mission leaders may schedule skype audio calls as needed
AP Classes	<ul style="list-style-type: none"> - Follow guidelines for MS Core - AP classes may have an additional weekly due date – As determined by the teacher - 4 hours of learning weekly is recommended for AP classes (reading or other required learning activities) – more time is expected than other HS classes - AP Classroom should be utilized as an additional learning platform for all AP classes.
MS/HS Electives	<ul style="list-style-type: none"> - Weekly learning targets, learning activities, and Friday due dates are to be provided via RenWeb, email and/or Teams (when applicable) - Minimum of one evaluated learning activity per week with feedback provided and entered into Ren Web - Consider ongoing monitoring of skills and habits – ie. practice logs, exercise logs etc.
ELL/Learning Support	<ul style="list-style-type: none"> - Teachers will collaborate with core teachers to provide adequate support and/or modify assignments accordingly - ELL/LS teachers will communicate progress and additional learning targets with parents and students in accordance with ILP/ELLP - Teacher will arrange a call with students and/or parents/guardians weekly to check-in on students and discuss related student progress

School Technology policies should be followed at all times (Policy 155 of the Policy and Procedures Handbook, Appendix D of Staff Handbook; “School Technology” section of Student-Parent Handbook).

APPENDIX 1: Additional KICS Online Learning Considerations

Microsoft 365 and Teams/Class Notebook:

1. Microsoft Teams is our main online learning platform, but should be seen as a learning community:
 - a. Teachers should work together, sharing ideas of how to make using this platform a positive experience
 - b. Provide options for students to collaborate and work together on group assignments – avoid isolating students entirely.
 - c. Consider using the collaboration space as an area for online discussions, dialogue, and shared documents.
 - d. Try to provide as many direct links to documents and videos downloaded to your OneDrive account and shared with students, instead of opening students to research on the internet. Some students may not have regular supervision, so we want to aim to keep students as safe as possible online.

Other learning Platforms:

1. Some classes have alternative learning platforms for their core resources (ie. McGraw Hill or Pearson).
 - a. Teachers are encouraged to use these platforms as is beneficial for the students.
 - b. When possible, students should bring home the physical copy of textbooks or other core resources in order to reduce screen time.
 - c. Additional online supplemental resources may be utilized extensively to support student learning during school closure (ie. Zearn, Raz Kids or similar).

Lesson Considerations for Teachers²:

When designing your online lessons, teachers will keep these parameters and suggestions in mind:

1. Feedback:
 - a. Students need timely feedback (if possible – daily feedback is necessary), especially when working online because they cannot simply raise their hand and ask a question
 - b. Make it clear how you will take questions, via email, Teams chat, or through another means
 - c. Monitor your email and other forums for questions
 - d. Avoid scheduling real-time classroom discussions as not all students will be able to be online at the same time. In the case of an extensive closure, AP classes may utilize this option in collaboration with the students.
2. Time online and Offline work:
 - a. Many families have only one computer for several children; so the amount of time each student should need to spend online should be kept to a minimum
 - b. Not all families have printers; printing an assignment should never be a requirement; it is OK if it is an option, but they must be able to do the task online and not have to have it printed out
 - c. Activities should include offline parts such as going outside, reading in their textbook, novels or other resources, talking with siblings and parents, calling classmates on the phone, writing or drawing in a journal or notebook, taking pictures or videos, making observations of their environment, listening to something etc.

² Based on “Online Lesson Design” suggestions from International School of Kenya’s [ISK Virtual / Emergency Learning Plan](#).

- d. Even though students have "all day" to do the work, please keep in mind that they have specials and/or other classes too and need to complete all assignments AND may have slow connections, other obligations etc.
3. Workload:
 - a. Try to keep the online lessons similar to what you might cover in class so as not to overburden the students with a huge assignment every day
 - b. Vary the work, like you do in class, so there are opportunities for reading and research, discussion, asking questions, and also producing written work
 - c. Keep the tasks and assignments simple and perhaps a bit lighter than usual; online learning takes longer and since the students can not ask questions easily, the directions need to be clear and simple
4. Due Dates:
 - a. Deadlines should give the students ample time to complete assignments, even more than you might give them in class and should follow the calendar given based on grade level
5. Bandwidth:
 - a. Do not post large files that need to be downloaded
 - b. Try to save files to your OneDrive account and share the link or embed video and audio files so they can be watched online, rather than downloaded
 - c. If you embed video, try to keep the size small and not use HD quality
6. File-types:
 - a. Only post PDF or Word Documents for students to open as those are reasonably universal
 - b. If you want the students to submit a file, or assignment electronically, have the students submit it into their OneDrive folder, Teams or submit it by email

KICS Technology Beliefs:

1. We believe face-to-face interactions are important.
 - a. Students will not use devices at lunch time unless they are with a teacher and have permission to be working on a school assignment.
 - b. Whenever possible, teachers will integrate face-to-face interactions into classroom activities.
2. We believe students' health should be considered when using devices.
 - a. Screen time during school closure should be limited to 2 hours. Teachers should vary the type of tasks and provide lesson activities and projects that can be performed offline.
 - b. Every 20 minutes:
 - i) look at something 20 feet away for at least 20 seconds.
 - ii) stretch wrists, shoulders, back and stand up.
 - c. Students should use proper typing posture while using devices.
 - d. Screens as close to eye level as possible.
 - e. Sit up straight.
3. We believe students must use their devices productively.
 - a. Teachers and parents will monitor students' device use and at times block certain content to help keep them on task.
 - b. Students will preferably take notes by hand (on paper or with styluses on a screen) to better process new information.
 - c. Students will take proper care of their devices.
4. We believe students should be safe and civil online.
 - a. Students will not reveal unnecessary personal information about themselves online.

- b. Students will only make positive, civil comments online.
- 5. We believe students should think critically online.
 - a. Students will only use information, images, and video clips that they have permission to use and always cite their sources.
 - b. Students will stop and think before they Google.
 - i) Can I answer the question without looking it up?
 - ii) What are the keywords I need to use in my search?
 - c. Students will consider if an online source is reliable.

Additional Recommendations for Parents Regarding Technology Use at Home:

1. Create Screen Free Spaces and engage your children in face-to-face interaction with you and/or others around the house
2. Impact of screen time on sleep:
 - a. Students shouldn't use screens right before bed
 - b. Be aware of how much screen time used during the day (try to limit to 2 hours)
3. Digital Distraction:
 - a. Students shouldn't be chatting or using YouTube while doing homework unless it is part of the assignment
 - b. Students shouldn't be accessing devices in their room overnight
4. Online safety/privacy/security/representation:
 - a. Students should not overshare personal information
 - b. Ensure students have strong passwords
 - c. Ensure adequate parental controls are in place on any devices used at home
5. If you have questions about how to help your students to be safe and productive while using their devices, please contact the director of technology or your child's principal.

Appendix 2 Links and Resources

Additional Links and Resources:

- Common Sense Education
- Zearn (Primary Math)
- Raz Kids (Primary Reading)
- Khan Academy (4th – 12th Grade Math)
- AP Classroom (AP classes)

Appendix 3: Planning Ahead

KICS will seek to be prepared as much as possible for the crises that may arise. In the event of a potential school closure, KICS can take extra steps to ensure readiness for a transition to learning outside of the classroom:

- Teachers can instruct students on appropriate use of technology so that students are prepared to use technology as an essential tool for learning.
- Administration can instruct parents on appropriate use of technology at home and the below guidelines in-case of emergency closure
- Director of Technology can continue to maintain devices to ensure their proper usage off-campus in the case of an emergency; help ticket website is active for staff and students; inventory maintained for all laptops and classroom kindles
- Director of Technology can provide training for staff and administration in the use of Teams, Class Notebook, and OneDrive
- All 4th-12th grade teachers may consider preparing a unit in advance and loading it on Teams. PK-3 may also consider preparing in advance a week of reinforcement activities (similar to an emergency sub-plan). Where students can work on strengthening previously learned skills and concepts.
- Secondary – Core teachers are to use Teams, OneNote Class Notebook and/or OneDrive on a regular basis so teachers and students are familiar with the platform and their usage in each subject area.
- Secondary - Teachers are to use RenWeb to continue to list assignments, assessments, and due dates on a daily basis so this remains the anticipated mode of communication.
- Secondary - all courses will have a syllabus posted within Teams/Class Notebook and on Curriculum Trak “Course Resources.” All teachers should have a backup of their teaching files for the current unit in Curriculum Trak – including activities and assessments and in each Class Notebook.
- All Primary teachers should continue their weekly newsletter (via email) as one mode of whole-class communication that parents can anticipate.
- Grades 4-5, teachers will ensure all students have set up Microsoft 365 (Teams & OneDrive). Teachers will practice using this platform with students in class so students and parents are familiar with their use.
- Grades K-5 teachers will ensure all students have an account set up in Zearn and the students will use this platform on a semi-regular basis so students are familiar with this tool (for Math).
- Grades K-2 teachers will ensure students have an account with Raz Kids and will use this resource on a semi-regular basis so students and parents are familiar with this tool (Supplemental Reading).
- In Pre-K- Grade 1, teachers can encourage families to download and set up a Khan Academy Kids account: <https://learn.khanacademy.org/khan-academy-kids/>.