

# CONTINUITY LEARNING PLAN\*

16<sup>th</sup> of March, 2020

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\*Le temps est une ressource rare aujourd'hui, donc si vous avez besoin d'aide pour comprendre quelques passages de ce document, n'hésitez pas à demander à votre fille/fils ou avec moi. Je vous prie de comprendre et m'excuser de ne pas envoyer la traduction.

\*El tiempo es una restricción importante estos días, por lo tanto si usted necesita ayudar para comprender ciertos pasajes de este texto no dude en consultar con su hijo/a o conmigo. Le pido encarecidamente que comprenda la situación y le pido disculpas por no enviarle la traducción.

## Introduction

Unfortunately, we are under exceptional circumstances and the government has obliged as to fully close campus due to the COVID-19 outbreak and thus exceptional measures must be taken in order to ensure that our students continue their learning process and prepare in the best possible way for the IB Exam.

At IBS of Provence in general and in the IB section in particular we are doing our best to continue delivering our high-quality education and fulfil our mission. Our commitment is to provide an alternative means of education in the form of the Continuity Learning Plan (CLP). Today we have our final version of the Plan. However, be sure that we will continue working on it with your help to improve it.

While Distance Learning does not replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The success of our CLP endeavor 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.

While this is a time of uncertainty and challenge, it is also a time that provides us with unlimited opportunities to connect with ideas and with classmates who are scattered all over the world. Our faculty is prepared for this challenge. Our students are prepared for this challenge. Our parents are prepared for this challenge. IBS of Provence is prepared for this challenge.

The purpose of this document is to outline how IBS of Provence's IB Division will continue to offer our students a guide to adapt and follow the new way of learning, which includes both an "*Asynchronous Learning Environment*" as well as "*Synchronous*" *real-time engagements*.

An "Asynchronous Learning Environment" is a learning environment that does not require participants, teachers, and students to be online at the same time. Since faculty and students will be spread across the globe and a multitude of time zones, this is an essential part of our CLP.

"Synchronous" or real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time. This will be held both by messages through Managebac (MB) and other platforms that each teacher will choose. The latter are NOT obligatory for the time being.

I commit myself to monitor and improve this plan and the student experience during the time of its implementation.

This *CLP* will define the following:

- Implementation Procedure to conduct school remotely until resumption of normal operations;
- Details the Expectations required of both teachers and families for the successful continuation of student learning and family communication; and,
- Plan that address developmentally appropriate and meaningful student learning experiences.

## Distance Learning Platforms at IBS

The following *Online Platforms* support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. MANAGEBAC (MB): All the resources (lesson plans, videos, bibliography, past papers, syllabus, etc.) available on each of the classes. Assignments with deadlines (these are sent to students and parents through mail). Communication is done through messages per subject and per group.
2. IBS email.
3. OPTIONAL: skype, Microsoft teams, social networks, etc.

In addition to the above resources, we encourage faculty, students, and parents to contact [cglaser@ibsofprovence.com](mailto:cglaser@ibsofprovence.com) for any MB related question and to expect a response within 24 hours.

## Roles and Responsibilities (School)

Head of IB: Besozzi Pablo	<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>
Leadership Team: Besozzi Pablo Mundell Kirk Chassang Nathalie	<ul style="list-style-type: none"> <li>• Develop IB for distance learning.</li> <li>• Communicate with faculty/staff and parents.</li> <li>• Support faculty/staff and parents during Distance Learning.</li> <li>• Ensure effective implementation of CLP and accountability to student learning.</li> </ul>
IB Heads of Department: Lacombe Marie H Klein Dirk Burrel Lindsay	<ul style="list-style-type: none"> <li>• Ensure effective implementation of CLP.</li> <li>• Support department teachers in the implementation of the plan.</li> <li>• Monitor department class progress.</li> <li>•</li> </ul>
Subject Teachers:	<ul style="list-style-type: none"> <li>• Collaborate with colleagues to design Distance Learning experiences for students in accordance with divisional plans.</li> <li>• Develop high-quality student learning experiences.</li> <li>• Communicate with and provide timely feedback to students.</li> <li>• Communicate with parents, as necessary.</li> </ul>
Learning Support Teachers: Hagar Jessica	<ul style="list-style-type: none"> <li>• Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload.</li> <li>• Monitor student progress and difficulties encountered and assist them in the transition.</li> </ul>
University Counselors: Mundell Kirk Pont Georgina	<ul style="list-style-type: none"> <li>• Ensure continuity in the application process to universities.</li> <li>• Support school advocacy with colleges, College Board, IB and other external bodies to ensure campus closure and its effects are understood.</li> </ul>

Librarian: Colangelo Valeria	<ul style="list-style-type: none"> <li>• Curate resources for teachers to support the development of highquality online learning experiences for students.</li> <li>• Support teachers in the development of Distance Learning experiences, as needed.</li> </ul>
Online MB Support Team: Glaser Catherine	<ul style="list-style-type: none"> <li>• Provide timely response to student, family, and faculty requests regarding MB issues.</li> </ul>

## Roles and Responsibilities (Students)

Students:	<ul style="list-style-type: none"> <li>• Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.</li> <li>• Check MB for information on courses, assignments, resources daily.</li> <li>• Attend, as much as possible, the regular synchronous engagements offered by each of their teacher/s.</li> <li>• Identify a comfortable and quiet space to study/learn.</li> <li>• Engage in all learning posted with academic honesty.</li> <li>• Submit all assignments in accordance with provided timeline and/or due dates.</li> <li>• Ensure own social and emotional balance by keeping healthy habits.</li> </ul>
<b>Questions related to:</b>	<b>Contact:</b>
A course, an assignment, a resource	Relevant teacher – use MB message or email message
A technology issue/request	cglaser@ibsofprovence.com
Any other issue related to distance learning	pbesozzi@ibsofprovence.com +33 (0)6 74 83 20 94

## Roles and Responsibilities (Parents)

Parents:	<p>Support their children 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 daytime).</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 learning times (morning, afternoon, evening).</li> <li>• Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teacher/s.</li> <li>• Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.</li> </ul>
<b>Questions related to:</b>	<b>Contact:</b>
A course, an assignment, a resource	Relevant teacher – use MB message or email message
A technology issue/request	cglaser@ibsofprovence.com

Any other issue related to distance learning	pbesozzi@ibsofprovence.com +33 (0)6 74 83 20 94
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### **General Guidelines for Distance Learning (Faculty)**

*When designing your online lessons and learning experiences, please consider the following:*

**Feedback:**

- **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 classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines.
- Active monitoring of your email for questions and communications from students/families.
- **Avoiding**, unless carefully scheduled and limited, **real-time chats as “help” sessions** for students as they are in different time zones.

**Offline work:**

- **Avoid requiring printing.** All tasks must be completed on a device or uploaded as a picture.
- 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 the 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 Distance 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.

**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 WORD documents as they are universal and are often easier to convert.
- Avoid email submissions. Consider requiring all submissions to take place through MANAGEBAC

## Distance Learning IB Overview

During campus closure, students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus.

Distance Learning will follow the normal IBS class time table. The first day of distance learning, Tuesday, MARCH 17, will begin at 8:30 a.m. (IBS time).

**CHI Specific Information:**

*All members of our CHI community are aware of the additional pressures related to this unexpected transformation of in-school instructional time to distance learning.*

*I have been in regular contact with officials from the IBO, and have developed plans to mitigate the impact of the current situation on students and their exams, as well as measuring possible future circumstances and our choices. These plans will be communicated to students and parents when necessary.*

*Until today, **nothing** has changed regarding exams and deadlines.*

**Role of Parents**

**As a parent of IB student, we ask you for the following support:**

- Monitor Managebca updates and be sure to check in with your child daily about the distance learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- 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.
- Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty, although spread across different time zones, will be on hand to help and support within 24 hours.

**Planning Day – March 16**

Monday, the 16<sup>th</sup> of March are a designated workday for all faculty and staff to collaborate with their teams remotely and to plan for Distance Learning. Our students' Distance Learning experience begins on Tuesday, the 17<sup>th</sup> of March.

## IB Continuity Learning Plan

### **Content and Timing:**

- Students will be provided with a clear daily learning target for each class to ensure they know what learning they need to accomplish each day. The daily learning target will ensure continuity of learning that is clearly connected to their learning in prior classes and the classes following.
- Total time for engagement in learning for each class, including reading, homework, and work towards long term assignments, should not exceed 120 minutes (as in the timetable)

### **Asynchronous Interactions:**

- Daily learning targets, lessons, and materials will be posted by 8:30 a.m.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.
- Teachers will provide a video and/or screencast to introduce the lesson and/or to provide instructions when possible.
- Teachers will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts.
- Deadlines will be flexible to accommodate student location and travel.
- Resources needed will not require the use of VPN or streaming/download of files that are excessively large.
- Teachers will clarify in advance how students should contact them if they need assistance and will **respond within 24 hours to all student inquiries on weekdays.**

### **Synchronous Interactions:**

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using MANAGEBAC messenger or other platforms.
- Teachers will engage in real-time with students in the following ways:
  1. **Individual:** Students may request help by making appointments with their teachers on an agreed time.
  2. **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.
  3. **Structured Synchronous Learning:** Teachers may invite students to participate in a real time class meeting/lesson or in a small group work session.

**Assessment and Progress Monitoring:**

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

- Non-graded 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, reflections.
- Teachers monitor student progress with ongoing and regular feedback.
- Late submissions of formative assessments may not always receive feedback, students are best served to focus on current assignments to move forward in the learning process.
- Teachers will actively engage with the student, parents, Learning Support Teachers and Head of class who are not producing evidence of learning during a unit of study.

- Graded summative tasks:

- Students must complete assigned graded assessments (no more than once each week per class) to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
- Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Special arrangements may be made for specific types of assessments (e.g. oral exams, performance assessments, IB internal assessments, various aspects of course selection). Students will be informed if they must participate in such an assessment.

*We thank you once again for your consistent and unwavering support as we work together to deliver continuity of learning during this challenging time. Do not hesitate to reach out to our administration and faculty if in need.*

Your friendly IB coordinator,

M. Pablo Besozzi