



# KING'S TOWN

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## SCHOOL

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## Remote Learning Plan

June 2020

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## Overview

The KTS remote learning plan is designed to provide all KTS students with the best possible remote education. In building this plan, KTS staff engaged in a comprehensive review of best practices for remote learning, analyzed their own experiences with remote delivery, and carefully considered the feedback received from KTS parents via email, one-to-one discussions, and also via our June 2020 survey to which 80% of KTS families responded.

Our remote learning plan is based on the same core values that are central to our in-person learning. Our mission is:

- To promote academic excellence by providing a program that engages students in discovery and critical thinking;
- To offer opportunities for creative expression through a diverse program of academics, the arts, physical activity, and practical experiences;
- To ignite our students' passion for learning while developing their confidence and independence;
- To foster a community spirit that promotes empathy and inclusivity and inspires social responsibility and global citizenship.

## Remote Learning Objectives

1. Maintain a sense of continuity and normalcy for students in their day-to-day lives, with increased emphasis on mental health and well-being<sup>1</sup>.
2. Deliver an exceptional educational experience to students that covers both core curriculum and provides opportunities for enrichment.
3. Promote a growth mindset where student success is built on patience, commitment, empathy, and perseverance.
4. Support families as they partner with us in delivering their child's education.
5. Maintain the KTS community spirit, where students, parents, and staff feel connected to one another and are encircled with care.

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<sup>1</sup> KTS is currently working with a Personal Counselor to develop a mental health program that supports our staff, students, and their families.

## Remote Learning Infrastructure

Component	Structure
<p>Monthly overviews, weekly schedules, and learning objectives</p>	<p>Families will receive a summary of each week's lessons on the Friday of the previous week. We will provide guidelines for both students participating in classes and parents helping at home. These summaries will also include a list of all required resources that students will need to meet the learning objectives that week.</p> <p>All assigned tasks will include a suggested time for the activity, clear and specific guidelines for students to follow, and instructions for submission.</p> <p>Each week's lessons will also include information on learning objectives, success criteria, tips for parents where appropriate, and extensions.</p> <p>A monthly overview of what students will be working on, as well as all due dates, will also be provided.</p>
<p>Parent and student guidelines</p>	<p>Parents and students will be provided with guidelines as to how best to use the Google Classroom and any other technology that is incorporated into the remote learning. This will include clear guidelines about how best to submit homework.</p> <p>Students will also receive guidance on how best to use available technologies to manage and organize their learning and work.</p>
<p>Technology and learning platform</p>	<p>Synchronous classroom lessons will be held via video-conference software. All students will need access to an internet-connective device equipped with a microphone and camera with video-conference capabilities. We also recommend headphones, especially for families where there are multiple children learning in the same space.</p>
<p>Netiquette guidelines</p>	<p>Guidelines and a Code of Conduct for e-Learning will be shared with teachers, students, and parents to help ensure that students have an optimal learning experience and practice the values upheld by the KTS community in their e-classrooms. These practices will be discussed in classes at the start of remote learning, and reinforced throughout the year as needed.</p>
<p>Learning Packets</p>	<p>Teachers will prepare packets of materials for each student that will be used throughout remote learning.</p>

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Communication platforms	All school-work related communications -- class updates, lesson information, postings etc-- will appear in Google Classroom. We ask that at least one parent for each child joins each Google Classroom so that they can access and view all materials and announcements. Class Dojo will only be used for community announcements and direct messaging between parents and teachers.
Work space organization	<p>We encourage families to establish a daily routine around their child's learning schedule, as they would with in-person learning. This includes:</p> <ul style="list-style-type: none"> <li>• Helping students maintain regular sleeping and nutrition habits.</li> <li>• Establishing a consistent workspace where children will attend remote classes and complete assignments. This space should be free from distractions and in a place where parents are able to observe and support their child as needed.</li> <li>• Ensuring that your child has the necessary equipment and materials for each day's lesson.</li> </ul>
Curriculum flexibility	Each week, teachers will clearly identify which exercises/assessments comprise the core curriculum and which are enrichment. This will allow families to customize their child's education.
Ongoing feedback	<p>Teachers will provide students and parents with ongoing feedback on their work, as well as their progress through the curriculum.</p> <p>KTS will also establish formal mechanisms through which parents can provide us with feedback, the details of which are outlined in the Communication section of this plan.</p>
Physical activity and screen-time breaks	<p>A Daily Physical Activity (DPA) session will be offered to all students. Students will also have a weekly physical education class during a scheduled virtual class. Being active and taking breaks from work are an important element of learning. We encourage families to use breaks as times to play, release energy, and refresh their minds.</p> <p>Wednesday afternoons will also be blocked off from screen time and students are encouraged to disengage from their screens and engage with other activities such as cooking, outdoor activities, reading, playing games, music, art, and gardening.</p>

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## Communication

When using remote learning, many of our normal communication channels are inaccessible (e.g., quick daily chats with teachers at drop-off/pick-up), yet open and flowing communication is vitally important to ensure parents and teachers are working together to support students.

When using remote learning, the following communication protocols will be put in place to facilitate communication between parents and teachers:

- Weekly updates from the school that include information about student life and school activities, as well as any pertinent information about changes to programming structures and school protocols as a result of the COVID-19 pandemic.
- Weekly office hours on Zoom where parents can 'pop-in' to talk with teachers.
- Monthly phone calls from teachers to parents to discuss their child's progress and their family's needs. This will allow parents and teachers to make adjustments that meet the specific needs of individual families and children.
- Parent surveys where parents can quickly provide us with feedback about what is working and not working well for their children. This will provide us with information about the broad structure of remote learning and which elements are working well and which need to be improved.
- Video-conference meetings/webinars with parents, Ms. Garwood, and the KTS Board as needed to communicate plans as the pandemic evolves.
- Email and Class Dojo (as per usual).

Most importantly, we want to remind all parents that our teachers and staff welcome the opportunity to meet with you to discuss any issues that may arise -- the lines of communication are always open so please do not hesitate to use them.

## Class Schedules

All KTS remote programs will include a variety of different components that will facilitate different kinds of interactions between teachers and students, as well as a range of learning activities. All programs also include daily physical activity, social time, and screen free time. Please refer to the 'Notes' section at the end of this document for additional information on class schedules.

### Program Components:

DPA	Daily physical education class
Home Room	Students will have a daily homeroom session. During these times, students will check in their teacher, ask questions about schoolwork, review the plan for the coming days, and visit with their classmates.
Virtual Class	Synchronous whole-class instruction delivered via video conference.
Small Group Class	Synchronous small-group classes delivered via video conference. Groups are identified by letters (e.g., A, B) in the schedules below.
1:1 Session	Scheduled individual student sessions with teachers. Students will have at least one of these sessions per week. Teachers will check in on student progress, answer questions, and provide individual lessons (e.g., reading for younger students; additional tutorial support for older students).
Independent Work	Sessions where students work on directed off-line activities (e.g., homework, projects, experiential learning).
Office Hours	Drop-in sessions when teachers are available for video-conference meetings with students and parents.
Study Hall/Tutorial	Open work sessions via video conference where teachers are available to help students with assignments, homework, or provide tutorials when needed.
Online Social Time	Optional times when students can meet up with their classmates via video conference to engage socially. These sessions will be supervised by teachers.
Recess	Free time for students to play, relax, and take a break from school work.
Screen Free Afternoon	Each Wednesday afternoon, the entire school will disengage from their screens to recharge and prepare for the second half of the week.

## Montessori Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	DPA	DPA	DPA	DPA	DPA
9:00 - 9:20	Whole-Class Circle Time				
9:20 - 10:00 <sup>a</sup>	Small Group Class (A,B,C)				
10:00 - 11:00	Recess	Recess	Recess	Recess	Recess
11:00 - 11:30	Virtual Class <sup>b</sup>	Virtual Class	Virtual Class	Virtual Class	Virtual Class
11:30 - 12:00 <sup>c</sup>	Guided Instruction for Afternoon Activity				
	Group A - 1:1 Sessions				
12:00 - 1:00	Lunch Break				
1:00 - 2:00	Group B, C - 1:1 Sessions	Group B, C - 1:1 Sessions	Screen Free Afternoon	Group B, C - 1:1 Sessions	Group B, C - 1:1 Sessions
2:00 - 2:15	French Storytime (pre-recorded)	French Storytime (pre-recorded)		French Storytime (pre-recorded)	French Storytime (pre-recorded)
2:15 - 3:00	Independent Work	Independent Work		Independent Work	Independent Work
3:00 - 3:30	Online Social Time	Online Social Time		Online Social Time	Online Social Time

a - Small group lessons will end at 10am for second and third year students (Groups B and C) and 9:40am for first year students (Group A).

b - Once a week, this will be a physical education class.

c - During this time, students will receive a lesson on the afternoon's activity and group A students, who nap in the afternoons, will have 1:1 sessions. Older students' 1:1 sessions will happen later in the day (from 1pm-2pm).

## Kindergarten Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	DPA	DPA	DPA	DPA	DPA
9:00 - 9:30	Small Group Class (A)	Virtual Class	Small Group Class (C)	Virtual Class	Small Group Class (B)
	1:1 Sessions (C)		1:1 Sessions (B)		1:1 Sessions (A)
9:30 - 10:00	Small Group Class (B)		Small Group Class (A)		Small Group Class (C)
	1:1 Sessions (C)		1:1 Sessions (B)		1:1 Sessions (A)
10:00 - 11:00	Recess	Recess	Recess	Recess	Recess
11:00 - 11:30	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work
11:30 - 12:00 <sup>a</sup>	1:1 Sessions	1:1 Sessions	1:1 Sessions	1:1 Sessions	1:1 Sessions
12:00 - 1:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1:00 - 1:30	Small Group Class (A+B)	Small Group Class (C+B)	Screen Free Afternoon	Small Group Class (C+A)	Virtual Class
1:30 - 2:00	Small Group Class (C)	Small Group Class (A)		Small Group Class (B)	Virtual Class <sup>b</sup>
2:00 - 2:30	Recess	Recess		Recess	Recess
2:30 - 3:00 <sup>a</sup>	1:1 Sessions	1:1 Sessions		1:1 Sessions	1:1 Sessions
3:00 - 3:30	Online Social Time	Online Social Time	Online Social Time	Online Social Time	

a - When not in 1:1 sessions, students will have independent work time.

b - This will be a physical education class

## Grade 1, 2, and 3 Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	DPA	DPA	DPA	DPA	DPA
9:00 - 9:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:15 - 10:00	Virtual Class				
10:00 - 10:30	Independent Work				
10:30 - 11:00	Recess	Recess	Recess	Recess	Recess
	Office Hours				
	1:1 Sessions				
11:00 - 11:30	Virtual Class				
11:30 - 12:00	Small Group Class (A)	Small Group Class (C)	Small Group Class (B)	Small Group Class (A)	Small Group Class (C)
	Small Group Class (B)	Small Group Class (A)	Small Group Class (C)	Small Group Class (B)	
	Independent Work (C)	Independent Work (B)	Independent Work (A)	Independent Work (C)	Independent Work (A/B)
12:00 - 12:30	Lunch/Online Social Time				
12:30 - 1:00	Virtual Class	Virtual Class	Screen Free Afternoon	Virtual Class	Virtual Class
1:00 - 1:30	Small Group Class (C)	Small Group Class (B)		Small Group Class (A)	Virtual Class <sup>a</sup>
	Small Group Class (A)	Small Group Class (C)		Small Group Class (B)	
	Independent Work (B)	Independent Work(A)		Independent Work (C)	
1:30 - 2:00	Recess	Recess		Recess	Recess
	Office Hours	Office Hours		Office Hours	Office Hours
	1:1 Sessions	1:1 Sessions		1:1 Sessions	1:1 Sessions
2:00 - 2:30	Homeroom	Homeroom		Homeroom	Homeroom
2:30 - 3:30	Study Hall/Tutorial	Study Hall/Tutorial		Study Hall/Tutorial	Study Hall/Tutorial

a - This will be a physical education class that will be held on a different day for each grade.

## Grade 4, 5, and 6 Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	DPA	DPA	DPA	DPA	DPA
9:00 - 10:00	Virtual Class				
10:00 - 10:30	Recess	Recess	Recess	Recess	Recess
10:30 - 11:30	Virtual Class				
11:30 - 12:30	Independent Work				
12:00 - 12:30	Lunch/Online Social Time				
1:00 - 1:45	Small Group Class (A)	Small Group Class (B)	Virtual Class	Small Group Class (A)	Small Group Class (B)
	Study Hall (B)	Study Hall (A)		Study Hall (B)	Study Hall (A)
1:45 - 2:30	Small Group Class (B)	Small Group Class (A)	Screen Free Afternoon	Small Group Class (B)	Small Group Class (A)
	Study Hall (A)	Study Hall (B)		Study Hall (A)	Study Hall (B)
2:30 - 3:00	Homeroom	Homeroom		Homeroom	Homeroom
3:00 - 3:30 <sup>a</sup>	Study Hall/Tutorial	Study Hall/Tutorial		Study Hall/Tutorial	Virtual Class <sup>b</sup>
	Office Hours	Office Hours	Office Hours		
	1:1 Sessions	1:1 Sessions	1:1 Sessions		

a - Specialist teachers will rotate through the hosting of study hall, holding office hours, and meeting 1:1 with students.

b - This will be a physical education class that will be held on a different day for each grade.

## Grade 7 and 8 Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	DPA	DPA	DPA	DPA	DPA
9:00 - 10:00	Independent Work				
10:00 - 11:00	Virtual Class				
11:00 - 11:30	Recess	Recess	Recess	Recess	Recess
11:30 - 12:30	Virtual Class				
12:30 - 1:00	Lunch/Online Social Time				
1:00 - 1:45	Small Group Class (A)	Small Group Class (B)	Virtual Class	Small Group Class (A)	Small Group Class (B)
	Study Hall (B)	Study Hall (A)		Study Hall (B)	Study Hall (A)
1:45 - 2:30	Small Group Class (B)	Small Group Class (A)	Screen Free Afternoon	Small Group Class (B)	Small Group Class (A)
	Study Hall (A)	Study Hall (B)		Study Hall (A)	Study Hall (B)
2:30 - 3:00	Homeroom	Homeroom		Homeroom	Homeroom
3:00 - 3:30 <sup>a</sup>	Study Hall/Tutorial	Study Hall/Tutorial		Study Hall/Tutorial	Virtual Class <sup>b</sup>
	Office Hours	Office Hours		Office Hours	
	1:1 Sessions	1:1 Sessions		1:1 Sessions	

a - Specialist teachers will rotate through hosting of study hall, holding office hours, and meeting 1:1 with students.

b - This will be a physical education class that will be held on a different day for each grade.

## Notes

1. While full-day programming will be available, many of the components are optional, giving families the ability to do more or less based on their needs. Teachers will clearly identify which elements of the curriculum and schedule are core activities vs. enrichment and extension opportunities.
2. Teachers will work with families to tailor programming to suit the individual needs of students.
3. Specialist classes will be scheduled throughout the week during either virtual classes and/or small group sessions.
4. Virtual class periods will be shorter in length for lower grades, however this allows opportunity for there to be more subjects taught in a day. Upper grade classes will be longer in duration to allow for in depth exploration of concepts.
5. For grades 5-8, one-to-one sessions will be scheduled across all specialist teachers throughout remote learning, not just homeroom teachers.
6. The schedules put in place if and when remote learning begins may differ slightly from the example schedules presented here based on the allocation of teachers across programs, especially specialist teachers. Should there be additional teaching hours available after we have completed staff allocations, we will dedicate those hours to offering more small group classes and one-to-one sessions.