



COJOWA
Distance
Learning Plan



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COJOWA Distance Learning Plan Table of Contents

[Introduction to COJOWA’s Distance Learning Plan \(DLP\)](#)
[Official Communication Protocols to Inform the Community of Transition to Distance Learning](#)

Stakeholder Roles and Responsibilities During Distance Learning

[Faculty and Staff](#)

[Students](#)

[Parents](#)

Additional Guidelines for Teachers and Parents to Enhance DLP Effectiveness

[10 Guidelines for Teachers](#)

[10 Guidelines for Parents](#)

[Circle Time - Grade 12 Synchronous Class Schedule](#)

Program Delivery Structure, Priorities, and Schedules

[Preschool](#)

[Elementary School](#)

[Middle School & High School](#)

Introduction to COJOWA's Distance Learning Plan (DLP)

This document outlines the overall approach and actions that COJOWA will take in the event of an extended campus closure due to political/social events or potential issues related to our school community's health and safety. The information presented in this document does not provide specific emergency protocols; those measures are established in COJOWA's Risk Matrix and would be communicated separately. Rather, this document details the alternate education program, Distance Learning, which we would implement in the event of a partial or full-campus closure.

The term Distance Learning describes the educational experience students have when school remains in session, but when students and staff are unable to physically attend school because of a campus closure. While Distance Learning cannot replicate the same learning experiences as onsite learning, research shows that this is a viable educational method that allows our teachers to deliver powerful instruction and allows our students to meet the expected standards in an online environment. COJOWA's strategic plan is aligned with the methodologies that would be used in a Distance Learning context. In particular, the goal of "Empowering Innovative Thinkers" through creative communication, as well as collaborating to solve real-world problems will be evident in the artifacts that students will produce.

The success of our Distance Learning Plan depends on a strong partnership among teachers, students, and parents: Careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternate method of instruction. The result of such learning experiences will expand student academic progress and support our students' social and emotional well-being.

The primary purpose of this document outlines how COJOWA will continue to offer an effective educational program through Distance Learning. This plan provides both Synchronous and Asynchronous Learning Environments. **Synchronous** learning takes place at the same time, but not in the same place. For example, a teacher can lead a classroom discussion on Google Meet with 20 students who are at home. **Asynchronous** learning occurs at different times and in different places. For example, a student can access a video recorded by a teacher earlier that day where the teacher explains the lesson.

Official Communication Protocols to Inform the Community of Transition to Distance Learning

Circumstances will vary when COJOWA might close its campus and implement this DLP. In emergencies such as a viral pandemic, COJOWA school leaders and the Board of Directors may anticipate campus closure and designate a specific date when distance learning will begin.

The School Director will periodically send emails to parents and faculty/staff, updating them of any pertinent information about when COJOWA might reopen for regular classes. As with the determination to close campus, any decision to reopen school for regular classes will be made with the full consultation of our Board of Directors.

If COJOWA leadership decides to close our campus and implement our Distance Learning Plan, the COJOWA Director will send official email communication to both parents and faculty/staff to make the announcement and establish a timeline for initiation. An exact date will then be designated when distance learning will begin for COJOWA students. The days preceding this designated date will be classified as work days for COJOWA's faculty and staff, who will be expected to be on duty, either physically on campus or remotely, depending on circumstances and safety conditions. Students will not attend school or be required to begin distance learning until the date designated by the COJOWA Director. In advance of DLP implementation, the school will prepare to share more specific information and guidelines with parents, while teachers will arrange to launch their classes via the designated Learning Management Systems (LMS).

Stakeholder Roles and Responsibilities During Distance Learning

Faculty and Staff Roles and Responsibilities

All stakeholders will be required to contribute to the effective implementation of this DLP. The roles and responsibilities of school personnel, students, and parents are delineated below.

School Personnel Roles & Responsibilities	
Leadership Team	<ul style="list-style-type: none"> • Create and distribute COJOWA’s Distance Learning Plan (DLP) • Establish clear channels of communication between faculty, staff, families, and students • Support faculty and students/families shifting to a DL environment. • Help teachers implement DL and ensure high-quality learning experience for all students. • Conduct virtual walk-throughs by checking Google Classroom and joining synchronous classes when possible.
Teacher Leaders	<ul style="list-style-type: none"> • Support all teachers and teams in the implementation of COJOWA’s DL. • Provide models and examples of outstanding DL units and lessons. • Recommend new methods/techniques for providing feedback to students. • Support teachers and teams as they design new methods to assess student learning. • Support teachers and teams in developing strategies to differentiate their instruction.

<p>Homeroom Teachers</p> <p>Specialist Teachers</p> <p>MS/HS Teachers</p>	<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design DL experiences for your students. ● Communicate frequently with your students and with their parents as needed. ● Provide timely feedback to support your students' learning. ● Reflect on the 10 Guidelines for COJOWA's Teachers shared in the DLP and how you can implement them.
<p>Learning Center Specialists</p>	<ul style="list-style-type: none"> ● Communicate regularly with co-teachers and other faculty who work with students on your caseload. ● Collaborate with co-teachers and other faculty to co-design and co-implement learning experiences. ● Support classroom teachers in differentiating lessons and activities which may include scaffolding, accommodating, and/or modifying assignments/assessments for students in the Learning Center. ● Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps. ● Monitor the progress of students on your caseload and provide timely feedback. ● Communicate regularly with students on your caseload and/or their parents to ensure they have success with the DLP and seek ways to solve barriers and roadblocks. ● Maintain Communication with other professionals (such as therapists) working to support your students' needs. ● Set-up Office Hour times where parents and teachers may connect virtually to receive support.
<p>Counseling Team</p>	<ul style="list-style-type: none"> ● Serve as liaison for communication with students/families in crisis. ● Connect with faculty of your division ensuring they have the support they need for the students in their Homeroom and/or Advisory class. ● Host Office Hours through Google Meet at set times for students to access counseling sessions virtually. ● Monitor concerns by individuals; follow up on these concerns and support meetings for restoration and clarity. ● Encourage students, parents, and guardians to schedule support meetings as needed. ● Monitor academic and attendance trends to seek timely interventions

<p>Academic Counselor</p>	<ul style="list-style-type: none"> ● Evaluate timeline for graduation requirements and class credit. ● Serve as liaison for communication between students and university representatives when appropriate. ● If needed, help students locate testing centers near them for SABER, ACT, SAT, TOFEL, and/or AP. ● Host Office Hours at set times for students to call in and access support virtually. ● Encourage students, parents, and guardians to schedule these meetings as needed.
<p>Librarians Technology Integration Specialists</p>	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high-quality DL experiences and research. ● Regularly check in with subject and classroom teachers to identify ways to support their design of DL experiences. ● Maintain and update online library site for obtaining resources. ● Be available for teachers and students as needed for support.
<p>PS/ES Specialist Teachers</p>	<ul style="list-style-type: none"> ● Collaborate with classroom teachers on how to integrate music, art, technology, library, and physical education into classroom projects and experiences. ● Communicate regularly with your students and provide timely feedback to them. ● Be present and participate in synchronous meetings with an assigned Homeroom. ● Be mindful of the resources and tools families may <u>not</u> have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families. ● Prepare appropriate grade level DL lesson materials to be easily shared by the HR teacher for each grade level.

<p>Co-Teachers & Permanent Subs</p>	<ul style="list-style-type: none"> ● Communicate regularly with classroom teachers to identify ways you can support students and contribute to the Digital Learning Plan. ● Be present and participate in synchronous meetings with an assigned Homeroom. ● Monitor student learning and provide feedback to students, as requested by the teachers they support. ● Reach out to provide support for teachers. ● Provide additional support to individual and small groups of students.
<p>Instructional Coaches</p>	<ul style="list-style-type: none"> ● Collaborate with teachers in planning DL lessons and units. ● Support teachers with effective and purposeful instruction and professional development (modeling, designing lesson materials). ● Be available to participate in synchronous meetings with a Homeroom class. ● Be available to co plan and co teach when requested. ● Utilize Google Meet for individual teacher, grade and/or subject faculty meetings.
<p>Tech Support Team</p>	<ul style="list-style-type: none"> ● Review and develop how-to tutorials ensuring teachers, students, and parents have the necessary manuals to excel in a DL environment. ● Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed. ● Be available in person or remotely to provide on-demand tech support help. ● Audit usage to identify students or parents who may be unavailable or out of reach.

Student Roles and Responsibilities

Student Roles & Responsibilities	
<ul style="list-style-type: none"> ● Establish daily routines for engaging in the learning experiences ● Identify a comfortable, quiet space in your home where you can work effectively and successfully. ● Regularly monitor email and online platforms, such as Google Classroom, to check for announcements and feedback from your teachers. ● Complete assignments with integrity and academic honesty, doing your best work ● Attend all mandatory synchronous meetings. ● Do your best to meet timelines, commitments, and due dates. ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support. ● Collaborate and support your COJOWA peers in their learning. ● Comply with the COJOWA’s Responsible Use of Technology Agreement for Students which was shared during matrículas (English Spanish). ● Proactively seek out and communicate with other adults at COJOWA as different needs arise. 	
For queries about ...	Contact
A course, assignment, or resource	The teacher for that course
A technology-related problem or issue	support@cojowa.edu.co
A personal, academic, or social- emotional concern	Your assigned counselor
Other issues related to Distance Learning	The section principal

Parent Roles and Responsibilities

Parent/Guardian Roles & Responsibilities

Provide support for your student(s) by adhering to the 10 Guidelines for COJOWA's Parents:

- Establish routines and expectations for Distance Learning in your home.
- Monitor sleep schedules as you would during regular school nights
- Define the physical space for your student(s)'s DL.
- Monitor communications from your student(s)'s teachers.
- Begin and end each day with a check-in.
- Take an active role in helping your student(s) process their learning.
- For ES parents: Recognize optional HR teacher, Specialist Teacher and Spanish Teacher office hours and communicate with the specific teacher by providing available times for a Google Meet (to be scheduled by the teacher) when questions or concerns arise.
- Establish times for quiet and reflection.
- Ensure that students are attending all mandatory synchronous meetings.
- Encourage physical activity and/or exercise.
- Remain mindful of your student(s)'s stress or worry.
- Monitor how much time your student(s) is spending online.
- Keep your student(s) social, but set rules around their social media interactions

For queries about ...	Contact
A course, assignment, or resource	The teacher for that course
A technology-related problem or issue	support@cojowa.edu.co
A personal, academic, or social- emotional concern	Your assigned counselor/psychologist
Other issues related to Distance Learning	The section principal

Additional Guidelines for Teachers and Parents to Enhance the Effectiveness of Our Distance-Learning Plan

10 Guidelines for COJOWA Teachers

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, provide instruction, give feedback, and assess student learning. Teachers will need to evaluate how to design learning experiences that are authentic and meaningful and how to ensure students continue to collaborate and communicate with others. The ten guidelines provided below are intended to help teachers across all building levels reflect upon challenges of shifting to distance learning.

1—Focus on our mission of providing social-emotional support: In the event of any type of crisis event that leads to implementation of this DLP, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular check-ins with your students throughout the implementation of our DLP.

2—Evaluate your students' conditions for distance learning: While most students may have reliable online access at home and the necessary devices to shift to distance learning, you should not make that assumption for everyone. Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents to confirm their location (possibly not in Colombia) and time zone; whether their online access is reliable; and what devices the student has at their disposal. Open a dialogue with families and avoid presuming that all students' circumstances are the same.

3—Less is more: If COJOWA implements this DLP, one of the major challenges confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and assignments. Circumstances might make it difficult to know exactly how long school closure might last, which makes longer-term planning difficult.

4—Stick with the familiar: Especially in the first week after moving to this DLP, teachers should continue using existing communication channels and learning management systems, which are described in this document. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with distance learning, others might struggle. In the event that the school remains closed for a longer period of time, you may find it necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the

familiar. It might be good to consider using the first few days (up to one week) to focus on getting students familiar with the processes of the DLP by not introducing new concepts during that time.

5—Seize the moment; embrace new opportunities and possibilities for your students:

Years or decades from now, how will your students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to student lives, teachers should not ignore the opportunities resulting from school closure. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new transdisciplinary learning experiences for our students.

6—Provide space for personalized learning: Distance learning can provide opportunities for students to personalize what, how, and when they learn. Students can move more flexibly and freely through content when teachers create nonlinear curricula. Distance learning can also provide students with the opportunity to learn at different paces (e.g., Khan Academy). School closure could also create opportunities for more authentic learning, particularly if students are spread around the world. What museums, galleries, concerts, or memorials might they experience at their specific location? How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?

7—Designers of experience, facilitators of learning: In shifting to distance learning, teachers need to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have clear learning outcomes, a more specific sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. Taking these steps will help students stay motivated and engaged in learning, even when they are not physically at school.

8—Design asynchronous learning experiences: When school is closed and students are spread across many time zones, teachers can still connect them asynchronously. For example, teachers can use Google Classroom to engage in class discussions or tools like Flipgrid and Padlet, which allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

9—Design synchronous learning experiences: When it comes to student engagement and learning, relationships matter as much online as they do in person. In the event of campus closure, students might be able to gather for synchronous learning times via video chat using Google Meet. Collaboration remains important, and teachers should look for creative ways to foster it through synchronous learning experiences too.

10—Think differently about assessment: Assessment remains one of the most challenging adjustments for teachers to address during distance learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the end goal of student demonstration of learning instead of forcing a traditional assessment method that does not match the distance learning environment. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher’s part when traditional methods prove ineffective.

10 Guidelines for COJOWA’s Parents

The transition to distance learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children’s learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about their role in helping their children find success in a distance-learning environment.

1—Establish clear routines and expectations: From the first day COJOWA implements its DLP, parents need to establish routines and expectations. COJOWA encourages parents to set regular hours for their children’s school work. Parents should make every attempt to maintain normal bedtime routines for younger children and expect the same from your MS- and HS-aged students (don’t let them stay up late and sleep until noon!). Your children should move regularly and take periodic breaks as they study. Parents should set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routines.

2—Define the physical space for your child’s study: Your child may have an established place for completing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as might be the case with DLP implementation. We encourage families to establish a space/location where their children will learn most of the time, ideally, a public/family space not in a child’s bedroom. The setting should be quiet at all times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents are present and supervising their children’s learning.

3—Monitor communications from your children’s teachers: Teachers will communicate with parents through email as necessary (or through other channels like Clasdojo, Google Classroom, etc). The frequency and detail of these communications will be informed by your children’s ages, maturity level, and the degree of their ability to complete independent work. COJOWA generally encourages parents to contact their children’s teachers; however, we ask you to remember that teachers will be communicating with dozens, if not hundreds of students/parents, so communications should be essential, brief, and self-aware. We also encourage parents to familiarize themselves with our schoolwide Learning Management System (LMS), Google Classroom, that teachers will be using to instruct their students. Please review this [parent guide](#) to Google Classroom.

4—Begin and end each day with a check-in: Parents are encouraged to start and finish each day with a simple check-in time with their child(ren). In the morning, ask about your child’s learning plan today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters because it allows children to process the instructions they have received from their teachers. You can also help them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that’s normal!), but please make this check-in nevertheless. Parents should establish these check-ins as regular parts of each day. Remember that not all students thrive in a distance learning environment; some struggle attempting to manage too much independence or lack of structure. These check-in routines need to be established early, before a student falls behind or begins to struggle.

5—Take an active role in helping your children process and own their learning: In the course of a regular school day at COJOWA, your son or daughter engages with other students and/or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large-group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Students often learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about their daily learning. You should also make sure that your child does his/her own work; refrain from completing assignments for them, even if they are struggling. You should inform the teacher under these circumstances, so extra support can be provided.

6—Establish quiet times for work and reflection: A major challenge for families with multiple children will be how to manage all of their children’s needs, especially when those children are different ages and have uniquely individual needs. You may find times when siblings need to work in different rooms to avoid distractions. Parents might also consider experimenting with *noise-cancelling headphones* (no music necessary!) to block out distractions.

7—Encourage physical activity and/or exercise: Make sure your children remember to move about the house and exercise. These steps are vitally important to their health and wellbeing as well as to their learning. COJOWA's physical education teachers will recommend activities or exercises, and parents should model and encourage exercise for everyone in the family!

8—Remain mindful of your child's stress or worry: COJOWA will only implement this DLP if a serious crisis event or emergency has occurred. If this happens, the probability increases for the need of parents to help their children manage the worry, anxiety, and range of emotions they might experience under these circumstances. Although a difficult undertaking, parents should make every attempt not to transfer your own stresses or worries to your children. Students will most likely be impacted by the factors causing a distance-learning context, whether they admit it or not, and they need as much normal routine as parents can possibly provide.

9—Please exercise patience... we are learning together! We ask that parents remember most teachers are neither highly trained nor experts in distance learning, and the process will require some trial-and-error before everyone finds the right balance between online and offline learning experiences. Building principals and teachers will periodically check in with you to assess what you are seeing at home and what we might need to adjust. Your feedback is critical during this time. We thank you in advance for your patience and partnership during the learning process.

10—Children remain socially interactive, but set rules around their social media use: In the event that COJOWA implements this DLP, the initial excitement of on-campus school being closed will fade quickly when students start missing their friends, classmates, and teachers. Parents should help their children maintain contact with friends and see them in person when circumstances permit. While attempting to maintain this connection, you should also monitor your child's social media use, especially during an extended school closure. In general, older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official school channels of communication. COJOWA recommends that parents monitor their children's use of social media – remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others.

Circle Time - Grade 12 Synchronous Schedule

We have established a staggered Circle Time - Grade 12 schedule of Synchronous (same time but different location) learning to provide parent/adult support of students online throughout the morning, as well as to support families where there may not be sufficient devices for each family member to have his/her own device. As well, we have established a Community Lunch time from 12:30 - 1:30 to allow families to join together over a meal, as well as allow our teaching faculty to have a meal with their children who may be involved in Distance Learning.

Program Delivery Structure, Priorities, and Schedules

Preschool Priorities, Considerations and Schedules

- Distance Learning for our young eagles will provide a balanced and supportive learning experience. As part of their experience, students will be engaged in both off- and on-screen learning activities.
- Preschool Students will remain holistically focused on broad language, cognitive, physical and social-emotional development, and may be conducted in English or Spanish. We will provide learning activities and experiences that emphasize interaction and creativity. These activities will require technology or specialized material .
- All resources, instructional materials, links, and directions for assignments will be shared through **Google Classroom** (From Circle Time to Kinder).
- Academic content and teacher instructions will be delivered through asynchronous video lessons or through other forms of media. Our young eagles are responsible for watching these videos and following the instructions to complete assignments.
- Homeroom teachers will be hosting *synchronous* sessions each day, where they will engage with students in discussions, practice trials, demonstrations, modeling and addressing student questions or misunderstandings. Attendance will be taken during these sessions.
- Our learning experiences are designed to be completed independently just as if the students were learning here with us on campus. As we focus on understanding what our students know, and to be able to quantify *student learning*, - *but taking into consideration the young age-* we recommend the support of a parent/guardian involved to engage in the instructional content.
- Parents and students are encouraged to proactively resolve any questions or misunderstandings that they have about assignments. To do so, parents may schedule an appointment to meet with teachers individually during scheduled office hours, through Google Hangouts Meet.
- The primary tools for communication between teachers and families will be

Google Classroom, Google Meet, and Gmail.

- Counselors and the administrative staff are available to support students with academic, social, or emotional needs. We recommend that the parents reach out to them via email to schedule an appointment.

PreSchool Schedules for Distance Learning - Preschool schedules are posted on our [COJOWA Distance Learning Hub](#), which explains when students and parents can expect to interact remotely with various members of faculty/staff. ***Asynchronous learning times will be recommended and communicated by the homeroom teacher with input from the Spanish and Specialist teachers.*** You can expect any changes to these schedules to be communicated by the Homeroom teacher.

Office Hours for all Faculty/Staff- After careful consideration and understanding of some of the major challenges facing school communities during distance learning, we have decided that all faculty/staff will be answering emails from parents as well as colleagues only during regular work hours.

In order to give parents greater availability and more flexibility, Office Hours with homeroom teachers are scheduled separately for each family as needed throughout each day, and always **after the synchronous time sessions**. Parents must refer to their child's specific grade level schedule to view this information. The teacher will respond within 24 hours of receiving the email for a meeting request at which point the teacher will send a Google Meet link with a specific 5 to 10 minute meeting slot. In addition, *teachers are not expected to respond to parents and students beyond normal work hours.*

Specialist teachers; Spanish, PE, Music, Tech, Library, Learning Center, Spanish as a Second Language (SSL), Psychologists and Administration members of the Pre - School Support team, including the Principal, have flexible schedules to allow for parents to communicate directly through email to schedule a synchronous meeting using the same format.

Elementary School Priorities, Considerations, and Schedules

- Distance Learning for our young eagles will provide a balanced and supportive

learning experience. As part of their experience, students will be engaged in both off- and on-screen learning activities.

- All resources, instructional materials, links, and instructions for assignments will be shared through **Google Classroom** (Grades 1-5).
- Academic content and teacher instructions will be delivered through asynchronous video lessons or through other forms of media. Our young eagles are responsible for watching these videos and following the instructions to complete assignments.
- Homeroom teachers will be hosting synchronous sessions each day where they will engage with students in discussions, practice trials, demonstrations, modeling and answering student questions or misunderstandings. Attendance will be taken during the morning synchronous session.
- Our learning experiences are designed to be completed independently just as if the students were learning here with us on campus. As we focus on understanding what our students know, and to be able to quantify *student learning*, we do not recommend tutoring nor a parent/guardian overly involved when beginning to grapple with the instructional content. If a student is trying hard to understand and complete the desired work but is still unable to find success, then we recommend a student voicing their misunderstandings during the second synchronous session of the day and/or contacting the teacher for a meeting during office hours. Once assistance and support is given by the teacher, and then if the student still does not feel successful, a tutor would be a reasonable next step.
- Parents and students are encouraged to proactively resolve any questions or misunderstandings that they have about assignments. To do so, parents may schedule an appointment to meet with teachers individually during scheduled office hours.
- The primary tools for communication between teachers and families will be **Google Classroom, Google Meet, and Gmail**.
- Counselors and the administrative staff are available to support students with academic, social, or emotional needs. We recommend that the parents reach out to them via email to schedule an appointment.

Elementary Schedules for Distance Learning - Elementary schedules are posted on the [COJOWA Distance Learning Hub](#), which explains when students and parents can expect to interact remotely with various members of faculty/staff. *Asynchronous learning times will be recommended and communicated by the homeroom teacher with input from the Spanish and specialist teachers.* You can expect any changes to these schedules to be communicated by the Homeroom teacher.

Office Hours for all Faculty/Staff- After careful consideration and understanding of some of the major challenges facing school communities during distance learning, we have decided that all faculty/staff will be answering emails from students and parents as well as colleagues only during regular work hours. In addition, teachers are not expected to respond to parents and students beyond normal work hours. In order to

give parents greater availability and more flexibility, the office hours with teachers are scheduled throughout each day. Parents must refer to their child's specific grade level schedule to view this information. If parents are interested in communicating with a homeroom teacher face-to-face (synchronous), they must send communication directly to the homeroom teacher through google classroom, clasdojo or email. The teacher will respond within 24 hours of receiving the email for a meeting request at which point the teacher will send a Google Meet link with a specific 5 to 10 minute meeting slot. All Specialist teachers, Spanish teachers, and members of the Elementary School Support team (Learning Center, Spanish as a Second Language (SSL), Psychologists, and Administration) have flexible schedules to allow for parents to communicate directly through email to schedule a synchronous meeting using the same format.

Middle/High School Priorities, Considerations, and Schedules

- DL for our adolescent learners will focus on having a balanced, holistic learning experience. Students will have both *off- and on-screen learning* activities designed to engage the middle/high school learner.
- Teachers will share all resources, instructional materials, links, and instructions for assignments through **Google Classroom**.
- Content will be delivered through asynchronous video lessons either created or curated by the teachers. Students will be responsible for watching these videos prior to the scheduled discussion session with the class.
- Teachers will be hosting synchronous sessions for each class period where they will engage with students in explanations, practice work, student debates, and answering student questions. Attendance will be taken during these synchronous sessions.
- Learning experiences are designed to be completed independently or in collaboration with other students. In order to *ensure student learning, tutoring is not recommended*, nor should a parent/guardian be too involved when initially engaging with the material. As always, if a student has attempted his/her best work and is still unable to be successful, then we recommend attending Office hours before seeking assistance from an external tutor.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material and our databases, reading materials including ebooks and digital textbooks.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear. They may schedule an appointment to meet with teachers individually during scheduled office hours.
- The primary tools for communication between teachers and families will be **Google Classroom, Google Meet, and Gmail**.
- Counselors and the administrative staff are always available to support students with academic, social, or emotional needs. We recommend that you reach out to them via email to schedule an appointment.

Approximate Time Frames for Learning and Resources

Grades 6-12

- 40 - 60 minutes per course as per student schedule
 - Synchronous Class Time per Class: 40 minutes
 - Teacher Facilitated: Approximately 20-30 minutes
 - Student Work Time: Approximately 10-20 minutes
 - Homework will be assigned according to the MS/HS Homework Policy

Important Note: Approximate times for each course. Times will vary based on the specific course and level of content rigor (for example, Accelerated and AP course requirements)

Middle School and High School Schedule for Distance Learning - On the [COJOWA Distance Learning Hub](#), you will find our 6-12 schedules for synchronous learning sessions as well as details on times for virtual meetings for students and parents with faculty/staff. The schedule for the MS/HS section will keep the same order as the on-site schedule. Class time will be used for synchronous learning times where the teacher will be able to answer student questions, guide students through practice problems, etc.

Office Hours for all Faculty/Staff - Please note that feedback we have received from other schools that are conducting DL is that *the email load and requests for video conferences can become overwhelming for teachers and other staff members*. In order to assist our teachers and staff with this potential challenge, we set specific parameters for when teachers will be responsible for responding to communication and holding video conferencing. Faculty/staff will be answering emails from students and parents as well as colleagues only during regular work hours. We have structured their schedules with specific Office Hours for parents to contact teachers by appointment. Additionally, teachers may set up conferences and respond to communication during their off periods.

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