

# EARJ DISTANCE LEARNING 3.0

August 2020



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## A: EARJ DISTANCE LEARNING 3.0

This Distance Learning guide provides an outline of how we maintain learning when we are not able to teach and learn in-person. This guide works side-by-side with the EARJ [Lower School](#) and [Upper School](#) Handbooks, which are sent to every family at the start of each semester.

We learned so much from last year. We learned what worked, and we learnt what did not work. We listened to our students, to parents and to our teachers. We connected with other schools in Brazil and around the world, and took advantage of all their experience. Out of that experience - from all that feedback - we are excited to present our revised vision of Distance Learning for the students and families of EARJ.

We have every confidence that DLP 3.0 is an improvement on our former DLP in a number of areas. That being said, we have been careful not to change things just for the sake of change: we have left alone those things that have proven themselves to be successful, unless there is a clear gain to be made from a change.

We encourage you to read this document carefully. Please pay close attention to the sections that directly impact your experience of learning at EARJ.

If you have any questions about DLP 3.0, or anything regarding the weeks ahead in your child's division of the school, please reach out to the relevant Principal. You will find a list of contact details at the end of this document.

We are excited to continue our Distance Learning journey, and to pursue whatever options we have to make sure that learning never stops here at EARJ.

Nigel J Winnard EdD  
Headmaster

## B: DISTANCE LEARNING - LOWER SCHOOL

Our Lower School Distance Learning program brings together our commitment to delivering a comprehensive with our commitment to the development of the whole student. We have designed ways in which our students continue to explore all the core and specialist subjects they would have in-person. We have also made sure that there are opportunities for relationship building, intervention and support. These are critical elements of how we see learning as social and collaborative. Young learners do not learn in isolation: they learn by exploring together.

### Building Community, Connections and Confidence

The start of every school year is naturally a time when teachers and students connect. We call this 'building a learning community'. We start with building relationships between students and their teachers and peers. We plan ways that students build home and school routines, how they form friendships, and how they develop trusting relationships.

### Figuring Out where to Start

At the start of every school year, our teachers always pre-assess where students are in their learning. This is a critical process in order to guide the design of learning for each student. This need is no more or less important in distance learning. Our teachers still need to figure out where each student is in their learning so they can build on what they already know, and make up any gaps if any are found.

### Learning Online

The online learning world can be pretty confusing for parents! Which platform does your child need to use for which area of learning? Why are there so many of them? Well, we heard you. Thanks to your feedback we have reduced the number of online platforms. This means that students in Preschool - Grade 3 will use **SeeSaw**. Students in Grades 4-5 will use **Google Classroom**. That's it! It may be that the teachers occasionally use other online learning tools, but the basic platform remains either Seesaw or Google Classroom.

### Knowing What is Coming

We know that parents really appreciate an overview of the week's learning in order to plan for how best to support their children. Teachers will provide a weekly overview every Friday for the following week. This will give parents and older students a "snapshot" of the week ahead. Teachers will also post daily learning plans, including links to assignments and synchronous sessions each morning.

### A Comprehensive Curriculum

We believe that every student deserves a comprehensive curriculum that covers all areas of learning. Our curriculum includes dedicated time for all subject areas:

- Dedicated morning meetings to build community and strengthen relationships
- Daily lessons in Literacy, Mathematics, Science/Social Studies and Portuguese
- Daily intervention block for support in Literacy, Math and English language
- Weekly lessons in Music, Art, and PE for grades K-5

- All subject areas will contain a mixture of synchronous and asynchronous learning

## How We Teach & Learn

Our teaching in Lower School blends both *synchronous* and *asynchronous* learning.

- **Synchronous** lessons take place in real time, live with the teacher. This means that they take place at a fixed time and the students need to be there on time.
- **Asynchronous** lessons happen at more flexible times. These lessons are not dependent on the teacher being present. Students work at times that suit family schedules. Teachers provide materials and age-appropriate tasks which require that students work more independently.

What is most important is that our teachers vary the mix of synchronous and asynchronous lessons. This flexibility is essential so that teachers can adopt and respond to the needs of their students

## Attendance

Parents are required to inform the school secretary **by email** if their child is unable to be present. Students will be marked “absent” if they do not participate in online learning. If a student is frequently absent the parents will be contacted by the teacher or counselor.

## Communication & Questions

Teachers and parents know that when we see each other face-to-face there are a variety of ways in which we communicate. We depend upon one another to share information, highlight student needs and ensure kids are happy, healthy and learning. To facilitate a vibrant partnership, we are committed to ensuring clear and timely information through our platforms regarding your child’s progress and next steps in learning. Teachers will continue to communicate with parents by Google Classroom or Seesaw. Email communication is also used to address specific parent questions or concerns. Whatsapp, text messages and personal phone calls to teachers are not used at EARJ for parent communication. Teachers are available to meet with parents during office hours or scheduled times.

## Lower School Handbook

If parents have additional questions, our full [Lower School Student Handbook](#) is available. While this document is written to reflect on campus learning, it continues to serve as a tool that can be used to assist both students and parents through their learning journey at EARJ. It provides basic information about our school policies, procedures, general guidelines, and other information. We encourage you to read it carefully and discuss the content with your child. Please do not hesitate to contact your child’s teacher or the Lower School Principal at any point throughout the year if you have any questions or concerns.

## Supporting Learners in the Lower School

Our Student Support Services team is dedicated to helping every student who needs a little more help in their learning. This includes students who may be struggling (Learning Support) and students who need help with learning English (EAL Support). We know that Distance learning presents some unique learning challenges for some students. Please know that we are there for every single student.

### Learning Support

In Learning Support we help students via individually designed strategies. This includes something called 'daily intervention block'. This is a time when students meet in small groups with the learning specialist teachers. These lessons focus on closing academic gaps and reducing the impact of any challenges they may have on their learning. The Learning Support teacher works with the classroom teachers to make sure that every lesson is designed in ways that help meet every student's needs.

### English and Academic Language Support (EALS)

A large number of our students arrive at EARJ with little English. The EALS team works with them in many ways to accelerate their mastery of the English language. As with Learning Support, the EALS specialists work in cooperation with the classroom teachers in a team approach. Beginner level EALS students join a daily small group led by the EALS teacher within the Intervention block in their schedule. Additional time may be scheduled with the individual EALS teacher during office hours as needed.

### Counseling Program

The counseling program provides extended support for students and parents during distance learning. As students are home with their families, communication is the key in seeking out social/emotional support which relates to how your child is coping with school or dealing with emotions around this difficult time in general. Our counselors partner with homeroom teachers to provide student support in managing emotions, strengthening healthy relationships, and coping with distance learning.

The program also includes guidance classes regularly, individual & group counseling and classroom observation. Parents are also encouraged to reach out to both teachers and counselors to seek support if they are experiencing difficulties with managing distance learning at home. Teachers can offer strategies for managing the school day and our counselors provide specific parent focused workshops throughout the school year to support our families.

## Some Advice for Lower School Parents

We know from experience that successful Distance Learning with younger learners needs the help and support of parents. We also know that this is far from easy for working parents or parents with a number of children. Many of our teachers are also parents - they get it! This means that the most important piece of advice we can give any Lower School parent is this: *please talk to us.*

*If you are struggling to cope - talk to the teacher. We can help.*

*If you aren't able to stick to the schedule - talk to us. We can be flexible and adapt.*

*If you are worried about your child's learning in any way - please reach out.*

The following practical guidelines are designed to help you provide support for you and your child in their learning:

### **Ensure that your child has access to a suitable device at home and a stable internet connection.**

This sounds easy but sometimes it definitely is not! The wifi drops, your other child won't share the laptop. But it is such an important and fundamental aspect of Distance Learning.

### **Make sure your child has a good study environment, ideally in an accessible area.**

Believe it or not, not all children like to work at a desk. Ask them where they feel most comfortable when they are studying and then help make it happen. Think about how it can be a protected space for them, especially where noise is concerned. Make sure that there is enough light and ideally fresh air.

### **It is not advisable to allow your child to be isolated in their bedroom for hours at a time while online.**

One of the wonderful things about childhood is that it is a time of exploration. But that exploration has to be safe. The internet is wonderful for all sorts of reasons, but it is also a place of danger. If you need help or advice on how to keep your child safe online please reach out to the Class teacher.

### **Keep talking and stay involved**

One of the most important things you can do for your child is to be there. We appreciate that this is not always possible for working parents. But there are many ways you can be there for them in their learning. *Check in* on them, but try to avoid *checking up* on them. Keep the conversation going with the teacher so you feel confident that things are on track.

### **Health and wellbeing don't just happen**

We live at a time when health and well-being - mental as well as physical - should be at the forefront of our thoughts. Make sure that you schedule regular breaks during online study; plan activities to help your child exercise; staying hydrated is critical (drink!), as is nutrition (eat!).

And remember: *if in doubt, please reach out!*

## Distance Learning in the Preschool

Preschool distance learning is based on *guided learning*. This means that the learning will be led by the teacher or led by the parent/caregiver at home. Very young children have a wide range of academic, social and emotional needs and the learning plans will reflect the need for flexibility. For these reasons, families with children in Preschool can expect the following:

- Weekly/daily communication about learning via Seesaw
- Flexibility when viewing pre-recorded lessons and activities
- Scheduled small group and individual sessions based on student needs
- Printed materials available for pick up from school
- Direct contact with teachers during office hours

In the next section we have tried to give you an idea of what a day of learning looks like for a Preschool student. Please note that this is an example only. Your child's actual day will be co-designed by the teacher and you as a parent to make sure it creates the best possible experience. Take a look at this *sample Preschool Learning Plan*:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Circle Time Read Aloud				
	<b>Flexible Timetables to Fit Family Needs</b> Music/Movement (Fine/Gross Motor Skills) Language Mathematics Arts/Crafts Imaginative Play 1-1 sessions scheduled with teacher/student	<b>Flexible Timetables to Fit Family Needs</b> Music/Movement (Fine/Gross Motor Skills) Language Mathematics Arts/Crafts Imaginative Play 1-1 sessions scheduled with teacher/student	<b>Flexible Timetables to Fit Family Needs</b> Music/Movement (Fine/Gross Motor Skills) Language Mathematics Arts/Crafts Imaginative Play 1-1 sessions scheduled with teacher/student	<b>Flexible Timetables to Fit Family Needs</b> Music/Movement (Fine/Gross Motor Skills) Language Mathematics Arts/Crafts Imaginative Play 1-1 sessions scheduled with teacher/student	<b>Flexible Timetables to Fit Family Needs</b> Music/Movement (Fine/Gross Motor Skills) Language Mathematics Arts/Crafts Imaginative Play 1-1 sessions scheduled with teacher/student
Teacher planning/collaboration time is scheduled throughout the school day. 2:00pm - 3:00pm Teacher Office Hours					

Using this learning plan as an example, let's look at what a typical day might look like for **Sofia, an imaginary Preschool student**, here at EARJ:

*Like most four year olds, Sofia wakes up early, with lots of energy and ready for a full day ahead. It's Monday and that means it's a school day - even better! Sofia gets up early with plenty of time for play and a little bit of her favorite cartoon before it's time to set the computer up for Circle Time with her teacher online. Sofia loves to start her day singing and talking with her teacher. Her favorite part of this session is the "Book of the Day," Rainbow Fish. After circle time, Sofia and her mom get busy working on her fine motor activity - creating her own rainbow fish with beautiful scales. Sofia cuts, pastes and creates her fish all by herself. She is so proud! After a quick snack it's time for outside play with her brothers before settling in for her next morning activity. Sofia helps find the paper, markers and blocks she needs. She is delighted to watch a video of her teacher, Ms. Angela, demonstrating how to use markers to draw a circle on her paper to make a*

*fish tank. Sofia counts her own blocks along with the teacher and writes each number to match the number of fish. Her mom takes a photo of Sofia with her finished project and Sofia loves pushing the button to post the photo to Seesaw! It's almost midday, so it's time for a break. Sofia loves to help set the table for lunch and story time before she rests to get ready for the afternoon - today she will have her own special time to meet Ms. Angela online! During her session with her teacher, Sofia and two friends practice finding objects at home that match the color words they are learning. After saying goodbye, Sofia works on the day's art & craft lesson and happily helps her mom send a video of her singing along to a music lesson she watched on Seesaw.*

As you can see, this is a pretty full day! We know that not all days will go quite as smooth as Sofia's - sometimes just getting our youngest learners to sit still for five minutes is a challenge! Which is why our teachers will partner with each Preschool family to make sure that your child's experience is just as rich and enjoyable as Sofia's. Our team will help parents adapt activities and experiences to make sure that they take into account the realities of children who sometimes just want to do things differently.

## Distance Learning in KG - Grade 5

The Distance Learning program in Kindergarten to Grade 5 contains a mixture of teacher-guided lessons (synchronous and asynchronous). Families with children in Lower School can expect the following:

- Weekly/daily communication about learning via Seesaw or Google Classroom
- Balance of synchronous and asynchronous sessions
- Printed support materials available for pick up from school
- Daily intervention blocks and small group/individual learning sessions

We have tried to give you an idea of what a day of learning looks like for a Lower School student. Please note that **this is an example only** and will vary based on grade level. The details of your child's actual day will be sent to you by the teachers. Take a look at this *sample K-5 Weekly Schedule*:

Sample K-5 Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Faculty Meetings / Grade Level Planning times				
9:00- 9:20	Morning Meeting (S)	Morning Meeting (S)	Morning Meeting (S)	Morning Meeting (S)	Morning Meeting (S)
9:20- 10:00	Literacy	Literacy	Literacy	Literacy	Literacy
10 - 10:30	Portuguese (S)	Potuguese	Portuguese (S)	Portuguese	Portuguese (S)
10:40 - 11:10	Intervention (S) Small Groups	Intervention (S) Small Groups	Intervention (S) Small Groups	Intervention (S) Small Groups	Intervention (S) Small Groups
11:10-12:00	Math	Math	Math	Math	Math
12:00 - 12:30	Student Lunch				
12:30 - 1:10	Specialist Classes	Specialist Classes	Specialist Classes	Specialist Classes	Specialist Classes
1:20- 2:00	Science/ Social St.	Science/ Social St	Science/ Social St	Science/ Social St	Science/ Social St
2:00- 3:00	Teacher Office Hours				
3:00 - 4:00	LS Faculty Team Meetings				

*(S) refers to classes that will be synchronous every day. Subjects without the (S) will be in both synchronous and asynchronous formats. Your child's teacher will provide a learning plan with these details.*

Using this overview as an example, let's look at what a typical day might involve for **Max, an imaginary student in Grade 2** here at EARJ:

*It's 8am and Max's mom usually has to call him more than once to come down for breakfast. But today is a Friday Spirit Day and Max is already excited about wearing his EARJ gear, choosing a funny spirit hat and playing a Kahoot trivia game during the daily morning meeting. By 9am Max is dressed and at the desk in the lounge, where his computer and materials for the day are organized and ready to go. He opens up Seesaw and his dad helps him find the link to join the meeting. Max laughs out loud at some of his friends' wild hats and the whole class cheers when they get an answer right in the game! Max's teacher, Ms. Flavia, does a quick overview of the day's learning schedule before sending the class off to work off-line on their opinion writing pieces. Max opens Seesaw and reviews the video about opinion writing from yesterday; then he gets to work adding his final arguments about why his parents should let him adopt a dog! After a short break, Max gets ready for Portuguese class. It's synchronous today and he loves to have the chance to learn and speak in his native language. Today he worked on text comprehension by analyzing a read aloud with his friends and teacher Ms. Fernanda. Tomorrow, his asynchronous work will be to put those ideas into his own writing piece. Max and his family have organized a break now and he heads out to play some soccer for*

*a while before he starts his math lessons. Max logs watches the view on Seesaw and knows he is finally getting the hang of two-digit addition. He only needs to review one problem again after checking his work in the module. Today Max got to have lunch with his dad who was working from home, but it turned out to be a little difficult to get him to go back to online class afterwards! He had to apologize for being late to Ms. Christina, his English Language Teacher. Max loves learning online with other students in his grade who are also new to speaking English and Ms. Christina's songs are the best! After a short break it's time for Art - Max is making a robot out of recycled Materials and he is sure Ms. Amy is going to love it! All the instructions are on Seesaw and he can work at his own pace. It's 1:00, so Max decides to head over to Seesaw and do one more activity for the day from his Social Studies Menu since he wants to make sure he is totally ready to present his work about what it's like to be a paleontologist at the Virtual Job Fair presentation. He also needs to find some more images to get his costume perfect!*

As you can see from this example, G2 student Max is learning how to use a blend of traditional learning materials and technology tools. Max feels confident in his ability to access his learning with support from his parents while still having voice, choice and ownership throughout his school day!

Now let's take a look at one more example, this time an older LS student. This is what a typical day might look like for **Juana, an imaginary student in Grade 5** here at EARJ:

*It's Wednesday and Juana wakes up a bit later than usual. She throws on a sweatshirt and jeans and eats breakfast while logging on to Google Classroom to check the plan for the day. By 9am she's set and ready for Morning Meeting. Juana likes having this time to hear from her friends and new classmates. How they are coping with learning from home and deciding how they will connect socially online. After the meeting, Juana maps out her day based on the learning plan. Her morning focus will be literacy. She has a small group scheduled for later, so she's got to be ready. Afterwards, she decides to tackle Math. Her teacher's videos are always fun to watch and really clear, but Juana is still having trouble dividing fractions. So, she watches the video again and then clicks the Khan Academy links at the end to brush up on her skills. She does her assignment and uploads it for feedback on Google Classroom just as her mom pops in to check on how the day is going so far. Today that didn't go so well as mom walked in before Juana had time to minimize the window where she was online gaming. They would be having words later! Today's Portuguese class is asynchronous, but now Juana has to work in the lounge where her mom can keep an eye on her. no more gaming today. Juana reviews her notes from the live class discussion yesterday and works on her essay on Dia de Independencia for the upcoming student assembly. Next up, Juana has her small group and it's great to share her reflections on the books she's reading with her classmates. Juana and her mom talk about being responsible online over lunch, after which she is allowed back into her room to continue her day of distance learning. She meets her Science Project group in a Google Meet and after gathering some data on their solar experiment they message the teacher and together confirm they'll present via Flipgrid; videos are way more fun than writing! Juana ends her day with a live PE class - Mr. Rick has the best challenges and she enjoys pushing herself to improve her fitness skills at home. Afterwards, some of the kids decide to hang around and set up a time to connect later before saying goodbye for the day.*

As you can see, Juana has developed self-direction in her learning. She effectively uses resources combined with technology to maximize her learning; she reaches out to others throughout the day using a variety of online tools. But she is also finding her way and she makes mistakes! Her parents check in on her throughout the day, but for the most part Juana feels empowered to organize her day around her synchronous sessions in a way that fits her best. She values the voice, choice and ownership she has in directing her learning.

## Who to Contact in the Lower School

Please remember that the [Lower School Handbook](#) contains lots of helpful advice and information about school life. But, if you need to speak to someone about this Distance Learning Plan, please contact the most appropriate person below. Remember that for specific questions about your child's learning, please email your child's teacher directly.

All other inquiries should be via the following channels:

Barra Lower School		Gavea Lower School	
Principal: Kirstin White   <a href="mailto:kwhite@earj.com.br">kwhite@earj.com.br</a>		Principal: Doreen Garrigan   <a href="mailto:dgarrigan@earj.com.br">dgarrigan@earj.com.br</a>	
Counselor: Patricia Carmo   <a href="mailto:pcarmo@earj.com.br">pcarmo@earj.com.br</a>		Counselor: Rossana Manso   <a href="mailto:rmanso@earj.com.br">rmanso@earj.com.br</a>	
Other Inquiries			
Student Support Services	Director of Student Support Services: Cody Alton   <a href="mailto:calton@earj.com.br">calton@earj.com.br</a>		
Educational Technology:	Director of Educational Technology: Carlos Pinho   <a href="mailto:cpinho@earj.com.br">cpinho@earj.com.br</a>		

## C: DISTANCE LEARNING IN THE UPPER SCHOOL

Our approach to Distance Learning in the Upper School is informed by professional learning, professional reading and faculty in-service related to Blended and Hybrid Learning. As a result, EARJ US Faculty are well prepared to provide a high quality distance learning program to all students based on our comprehensive curriculum. With the introduction of Distance Learning 1.0 in March 2020, we introduced the first version of our Distance Learning plan that we proudly say allowed for the continuity of instruction and successfully met the needs of our students. The plan was revised two times prior to the end of the 2019-2020 school year as we continued to refine our distance learning program and virtual instructional practice. But we haven't stopped there. We are excited to provide version 3.0 of our plan with updated methodology and programming fully aligned to meet the needs of our students.

### Communication

To facilitate a vibrant community partnership, we are committed to ensuring clear and timely information regarding your child's progress and next steps in learning. Each Friday you will receive news regarding the Upper School via the Upper School principal blogs. When you have questions about your child's learning experience, please reach out to their teacher. While information is made available and updated weekly through the EARJ E-Bulletin, we are committed to supporting parent engagement. We therefore welcome your questions by email and teachers will be available for video conferencing by appointment.

### Upper School Handbook

If parents have additional questions, our full [Upper School Student Handbook](#) is available. While this document is written to reflect on campus learning, it continues to serve as a tool that can be used to assist both students and parents through their learning journey at EARJ. It provides information about our school policies, procedures, general guidelines, and other information. We strongly encourage both parents and students to read it carefully and to discuss the contents of the handbook as a family.

### Synchronous Learning

Synchronous Learning Sessions provide focused time for interaction: teacher-to-student and peer-peer-collaboration. These synchronous sessions allow for consistency whether the learning is Distance or employed in a Hybrid Learning Model. The use of Zoom breakout rooms allow for collaborative discussions and the construction of knowledge.

### Asynchronous Learning

Using a flipped classroom model, the teacher will provide a variety of instructional resources to students via Google Classroom to extend the essential skills, concepts and strategies associated with the day's lesson. This on-demand and interactive form of learning is instrumental in helping the student to apply and practice their new learning.

## IB Diploma Classes [Grades 11 & 12]

International Baccalaureate Diploma Programme (IB DP) courses require college-level independence to meet rigorous expectations. Asynchronous work will be longer and more robust than other coursework in order to keep pace with the course requirements and exam preparation. IB students should expect to spend an additional 30 minutes per day in each subject beyond the regular Distance Learning instructional day completing asynchronous work.

## Assessment

During Distance Learning, the objective of assessment remains to monitor student progress and to give students feedback on their progress. Teachers design creative and authentic assessments shaped by the philosophy that students be given timely feedback on new skills and mastery of content. Assessments have been created using a variety of digital learning resources to meet learning goals set by skill and content standards and agreed upon by each department. It is important to note that, during Distance Learning, we use the same two categories of assessments that we use in face-to-face learning:

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"><li>Formative assessments are not used for awarding a grade but rather indicate the progress that a student is making in reaching a learning goal.</li></ul>	<ul style="list-style-type: none"><li>Summative assessments are graded as part of the philosophy that student proficiency should be evaluated at the end of a period of instruction.</li><li>During Distance Learning in particular, summative assessments come in a variety of forms, but remain guided by the learning goals explicitly stated at the start of the unit of study.</li></ul>

## The Upper School Schedule

We recognize that students in the Upper School are generally more able to manage their own time and follow instructions independently than students in the Lower School. We feel it is important that we maintain a full schedule for our students, and that we provide a program of study that covers everything that would normally be covered in an in-person school environment.

Students will participate in live online classes, held at specific times each day via Google Meet or Zoom Meetings. Instructional periods are 60 minutes in length, which is *one-third longer* than our previous Distance Learning instructional periods. Lessons will consist of three parts:

1. They will begin with **synchronous** instruction with the teacher live online
2. An opportunity for students to extend their learning through **asynchronous** learning.
3. A **synchronous check for understanding** at the end of the lesson, before moving on to their next class.

MS/HS	Day 1	Day 2	Day 3	Day 4
Faculty Planning Time	8:00-9:00	8:00-9:00	8:00-9:00	8:00-9:00
Block A/E	9:00- 10:00	9:00- 10:00	9:00- 10:00	9:00- 10:00
Block B/F	10:15 - 11:15	10:15 - 11:15	10:15 - 11:15	10:15 - 11:15
Block C/G	11:30 -12:30	11:30 -12:30	11:30 -12:30	11:30 -12:30
Lunch	12:30 - 1:30	12:30 - 1:30	12:30 - 1:30	12:30 - 1:30
Block D/H	1:30 -2 :30	1:30 -2 :30	1:30 -2 :30	1:30 -2 :30
Advisory /Clubs & Activities	Advisory 2:35 - 3:00	Clubs & Activities TBD	Advisory 2:35 - 3:00	Clubs & Activities TBD
Office Hours	3:00-4:00	3:00-4:00	3:00-4:00	3:00-4:00

- Faculty will meet 8-9 am for planning and preparation before teaching begins at 9am
- Students will attend class with their teachers from 9am - 2:30pm each day.
- Lessons are in 60 minute blocks to more closely replicate the 85-minute in-person block schedule.
- The 15 minute passing times are a break from screen time, to check messages/schedules, prepare for the next class or get a snack.
- Advisory on days 1 and 3 is an important opportunity for pastoral care/guidance from a caring adult. It is an opportunity to enhance community, build relationships and work together as a team.
- We have assigned time for clubs and activities: further details to be provided from the US Office.
- We are continuing to have Teacher Office Hours at the end of each day. This is a time when students and parents can connect with teachers for individualized student support and feedback, as required.

## Advisory Program

The US Advisory Program focuses on student health and well-being. We are particularly aware that the Covid-19 Pandemic has a range of social-emotional impacts on young people. In Advisory teachers and students will focus on:

- Fostering and nurturing a sense of community.
- Developing a supportive peer group and a connection with a caring teacher.
- Providing students with an adult advocate and a small supportive group to help him/her work on and solving *simple* personal & school-related issues.
- Creating an atmosphere where students can express themselves and work with students in a proactive manner on issues that arise.
- Enhancing school climate by building a positive environment where everyone is included through membership and belonging.

Please note that the Advisors in the program work with the MS & US Counselors. The Advisory Program provides students with day-to-day guidance and support. More significant challenges or support needs will continue to be addressed by our Counseling Team.

## Upper School Student Expectations

We know that being a teenager is both wonderful and challenging. It is often a struggle for teenagers to focus, remain on task or balance their many obligations. This is made even more challenging in a Distance Learning environment. This is why the following expectations are so important. We hope that our students will respect them and that parents will help us in reinforcing them.

- Maintain daily routines and focus to apply yourself effectively to distance learning.
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you require additional support.
- Collaborate with and support your peers in their learning.
- Comply with EARJ's expectations for academic honesty and online behavior

## Expectations for Synchronous Classes

Students must remember that an online class such as in a Google Meet or Zoom Meeting is an extension of the regular classroom. Students should conduct themselves as they would at in class on campus:

- Students must have their camera on throughout the lesson.
- Students must comply with the school dress code and be dressed appropriately for each class.
- Students must be located in an appropriate location conducive to learning.
- Only teachers may invite students into the class sessions.
- Students require teacher permission to record lessons.
- Students must keep their microphone muted unless they are asking or responding to a question.
- Students may not leave the class before they are dismissed.
- Students may not leave their computer unattended without communicating the reason to the teacher via the chat function.

*Students who do not comply with the above classroom lessons will be immediately removed from the classroom by the teacher and marked absent for the class.*

## **Upper School Student Attendance**

Attendance will be taken and students will be marked “tardy” if they join synchronous classes late. Teachers will take daily attendance live, through Google Meet / Zoom Meeting or by using a Google Form for each class and recorded in Rediker. Students must join each class by accepting the Google Meet / Zoom Meeting invite sent by their teachers. If a student is frequently late or absent, the parents and counselor will be contacted.

## **Submission of Work & Assessments**

Students will submit assigned work online as directed by their subject teacher and meet all deadlines set. Summative assessments will be documented on the grade level assessment calendars as well as posted in Google Classroom. If a class summative requires more than 40 minutes, the summative may be scheduled during office hours (3-4pm). The morning class start time will still be observed, but class may consist of a brief check-in to take attendance and reminders to students about the procedures for the afternoon assessment.

## **Teacher Absence due to Technical Difficulties**

If a teacher is unable to get online during scheduled class time, students should wait online until another teacher, counselor or administrator can join and give instructions on behalf of the teacher. While waiting, the student may do other tasks nearby the computer. Students may turn the camera and microphone off while waiting. The student should also monitor their EARJ email inbox for instructions.

## **Upper School Teacher Office Hours**

Teachers will hold office hours from 3pm - 4pm for questions and support. Students are encouraged to use this time to communicate and conference with teachers. This time is also used for scheduled summative assessments, which are published on grade level summative calendars.

## **Grade Level Curriculum & Lesson Plans**

Upper School students will be able to access daily subject plans located in a folder in Google Classroom. Parents are requested to review the plans with your children in order to support them over the distance learning period.

## Upper School Student Support

The Student Support Services Program includes both Learning Support and English and Academic Language Support. As always we will adjust our practices to the best of our ability to respond to individual student needs. Distance learning provides unique challenges for our students within the Student Support Services program. Below you will find a general overview of how our services will continue to be provided within distance learning.

### Learning Support

Learning Support, formerly known as the Prescriptive Resource Center (PRC) supports students that qualify through a flexible and tiered approach. Learning Lab (LLab) continues as a scheduled class within the distance learning program where students will receive support from their Learning Support teacher. These lessons will focus on closing academic gaps and reducing the impact of their disability on learning. The Learning Support teacher collaborates with the classroom teachers to ensure that instruction is based on their individual needs.

### English and Academic Language Support (EALS)

The EALS team continues to support our students' individual needs through a flexible approach. Core classroom support is provided when possible through collaboration with the classroom teachers and meeting with students in small groups or 1-to-1 support sessions. In the Upper School, EALS class continues as is scheduled within the distance learning program where students will receive support from their EALS teacher with a focus on developing their English language proficiency. Additional time may be scheduled with the individual EALS teacher during office hours as needed. The EALS team has adapted assessments to be completed within distance learning and aligned them to the WIDA standards rubrics. These adapted assessments will be one piece to measuring growth in English proficiency. Please email your child's EALS teacher or Principal if you have any questions.

## US Counseling

The US counseling program continues to provide support for students and parents during distance learning. Collaboration is the key in providing social/emotional support to our Upper School students. Our counselors partner with advisory teachers to provide student support in managing emotions, strengthening healthy relationships, and coping with distance learning. Our US counselors will also continue to provide college and career counselling services by providing virtual college visits to our students and specific parent focused workshops. Individual social-emotional and college and career counselling services will also continue by appointment.

## Who to Contact in the Upper School

Please remember that the [Upper School Handbook](#) contains lots of helpful advice and information about school life. If you need to speak to someone about this Distance Learning Plan, please contact the most appropriate person below.

Remember that for specific questions about your child's learning, please email the subject teacher directly.

All other inquiries should be via the following channels:

Barra Upper School		Gavea Upper School	
Principal: Scott Little   <a href="mailto:slittle@earj.com.br">slittle@earj.com.br</a>		Principal: Dr. Howard De Leeuw   <a href="mailto:hdeleeuw@earj.com.br">hdeleeuw@earj.com.br</a>	
IB Diploma Coordinator: Deborah Dale   <a href="mailto:ddale@earj.com.br">ddale@earj.com.br</a>		IB Diploma Coordinator: Flavia DiLuccio   <a href="mailto:fdiluccio@earj.com.br">fdiluccio@earj.com.br</a>	
Counselor: Andrew Russo   <a href="mailto:arusso@earj.com.br">arusso@earj.com.br</a>		MS Counselor [6-9]: Marcia Orenstein   <a href="mailto:morenstein@earj.com.br">morenstein@earj.com.br</a>	
		HS Counselor [9-12]: Rebecca Joslin   <a href="mailto:rjoslin@earj.com.br">rjoslin@earj.com.br</a>	
Other Learning Inquiries			
Student Support Services	Director of Student Support Services: Cody Alton   <a href="mailto:calton@earj.com.br">calton@earj.com.br</a>		
Educational Technology:	Director of Educational Technology: Carlos Pinho   <a href="mailto:cpinho@earj.com.br">cpinho@earj.com.br</a>		

## D: IMPORTANT CONTACT INFORMATION

For specific questions about your child's learning, please email your child's teacher directly. All other inquiries should be via the following channels:

### Barra Lower School

Lower School Principal: Kirstin White | [kwhite@earj.com.br](mailto:kwhite@earj.com.br)

Lower School Counselor: Patricia Carmo | [pcarmo@earj.com.br](mailto:pcarmo@earj.com.br)

### Barra Upper School

Upper School Principal: Scott Little | [slittle@earj.com.br](mailto:slittle@earj.com.br)

IB Diploma Coordinator: Deborah Dale | [ddale@earj.com.br](mailto:ddale@earj.com.br)

Upper School Counselor: Andrew Russo | [arusso@earj.com.br](mailto:arusso@earj.com.br)

### Gavea Lower School

Lower School Principal: Doreen Garrigan | [dgarrigan@earj.com.br](mailto:dgarrigan@earj.com.br)

Lower School Counselor: Rossana Manso | [rmanso@earj.com.br](mailto:rmanso@earj.com.br)

### Gavea Upper School

Upper School Principal: Dr. Howard De Leeuw | [hdeleeuw@earj.com.br](mailto:hdeleeuw@earj.com.br)

IB Diploma Coordinator: Flavia DiLuccio | [fdiluccio@earj.com.br](mailto:fdiluccio@earj.com.br)

Middle School Counselor [6-9]: Marcia Orenstein | [morenstein@earj.com.br](mailto:morenstein@earj.com.br)

High School Counselor [9-12]: Rebecca Joslin | [rjoslin@earj.com.br](mailto:rjoslin@earj.com.br)

### Inquiries About Student Support Services:

Director of Student Support Services: Cody Alton | [calton@earj.com.br](mailto:calton@earj.com.br)

### Inquiries About EARJ Educational Technology:

Director of Educational Technology: Carlos Pinho | [cpinho@earj.com.br](mailto:cpinho@earj.com.br)

### Inquiries About Health, Safety & Security:

School Business Manager: Emilia Ferreira | [eferreira@earj.com.br](mailto:eferreira@earj.com.br)

### General Inquiries:

Headmaster's Assistant: Fabíola Brandão | [fbrandao@earj.com.br](mailto:fbrandao@earj.com.br)