



HOLY NATIVITY SCHOOL
REMOTE LEARNING PLAN



Introduction to Holy Nativity School's Remote Learning Plan

Rooted in the Episcopal tradition, Holy Nativity School is dedicated to excellence in education within a small and personalized environment. Built upon respect and inclusion, Holy Nativity School values each child's individuality as it develops principled citizens who recognize their role in the local and global community.

The purpose of this document is to provide information to Holy Nativity School stakeholders in the event that our instruction must move to a virtual platform for a time. We endeavor to continue to live out our mission stated above whether in person or online.

This Remote Learning Plan (RLP) is an adaptation of plans shared by other HAIS schools, which adapted from the American International School in Japan. Therefore, you will see common language among those plans.

If the Holy Nativity School campus is closed, and this RLP is engaged, the Head of School (HOS) will send an email to faculty/staff and parents informing them of the move to remote learning. The HOS will periodically communicate updates by email.

We hope that this document provides clarity and guidance to our Holy Nativity 'ohana and look forward to engaging it with Character, Heart and Excellence.

Communication and Technology to Support Remote Learning at Holy Nativity School

How will Holy Nativity School communicate with parents, students, and faculty/staff in the event of an extended campus closure?

Holy Nativity School will use the same manner of communicating with all stakeholders. All of our communication channels are accessible remotely and will function in such a situation. We use Google G-Suite, Zoom, and FACTS SIS (formerly known as RenWeb).

Channel	Audience	Description & Access
Email	Faculty/Staff, Parents, Students	Email will be used for all major communications and announcements, including those from the Head of School and Principal. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google G-Suite	Faculty/Staff, 4G-8GStudents	Google G-Suite (Gmail, Docs, Classroom, etc.) will be the platform used by our upper grades
Zoom	Students, Faculty	Zoom is an online video conferencing platform that allows for live group meetings, hosted by teachers.
FACTS SIS (fka RenWeb)	Faculty/Staff, Parents	FACTS is the Student Information System (SIS) we use for record keeping, and report card delivery.

How will students participate in Remote Learning?

Families must have a smart phone, tablet, laptop, or desktop computer for their student to engage in Remote Learning. (Some grades will have school iPads distributed for this purpose. Because school iPads are charged in a classroom cabinet, **families using school iPads will need to purchase a 12W lightning charger.** (You can order one [here](#) for \$12.92.)

Guidelines to Support Remote Learning at Home

We recognize the transition to remote learning may 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 what they can do to help their children find success in a distance learning environment.

Establish routines and expectations

From the first day Holy Nativity School implements Remote Learning, parents need to establish routines and expectations. Holy Nativity School encourages parents to set regular hours for their student's schoolwork. We suggest students begin their school day at 8:00 a.m. Keep normal bedtime routines for younger children and expect the same from your Middle School-aged students, too. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as remote learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if virtual learning is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

Internet Access

For those families that are in need of internet access, Spectrum is offering free broadband and Wi-Fi access for 60 days to households with K-12 or college students who don't already have a Spectrum broadband subscription, level up to 100 Mbps. Additionally, Spectrum also plans to open its Wi-Fi hotspots, refrain from terminating service to any residential or small business customers because of their inability to pay their bills due to the disruptions caused by the coronavirus and will waive late fees in an effort to mitigate some of the virus's impact. Those wanting to sign up for the free broadband service can call 1-844-488-8395. Installation fees will be waived for new student households.

Monitor communications from your children's teachers

Teachers will communicate with parents through email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence.

When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. We also encourage parents to have their student(s) explain the online platforms (e.g. Google G-Suite/Hangouts/Meet, Zoom, ClassDojo) their teachers are using.

Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your student learning today? For older Children ask 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. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should, nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

Take an active role in helping your children process and own their learning

In the course of a regular school day at Holy Nativity School, your child engages with other students or adults dozens 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. Human beings 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 student(s) about what they're learning. However, it's important that your student own their work; don't complete assignments for them, even when they are struggling.

Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all of their needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

Encourage physical activity and/or exercise

Make sure your student(s) remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Holy Nativity School's physical education teacher will

recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your student(s) can pitch in more around the house with chores or other responsibilities. Don't let your student(s) off the hook – expect them to pitch in!

Remain mindful of your student's stress or worry

Holy Nativity School will only implement schoolwide virtual learning if absolutely necessary. Should this happen, it is imperative for parents to help their student(s) manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to your child's teacher or the Principal should s/he experience high levels of stress or worry.

Monitor how much time your child is spending online

Holy Nativity School does not intend for our students to stare at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in virtual learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

Keep your children social, but set rules around their social media interactions

There's always excitement and uncertainty when there is a significant change to a routine, like school. If Holy Nativity School implements schoolwide virtual learning, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your student(s) maintain contact with friends and see them in person when circumstances permit. Please also monitor your student's social media use, especially during an extended school closure. 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-sanctioned channels of communication. Holy Nativity School asks parents to monitor their student's use of social media. Remind your student(s) to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

The guidelines above are modeled directly on the Distance Learning Plan of the American International School of Japan and taken directly from the Virtual Learning Plan of Mid-Pacific Institute.

Guidelines for Faculty to Support Remote Learning

The guidelines below are adapted from [15 Strategies for Online Learning When School is Closed](#), "Global Online Academy," 2020.

Stick with the familiar

Most teachers have daily classroom routines. Consider how to move these into a virtual space so that students are greeted with familiar routines and processes. Especially in the first weeks after moving to remote learning, teachers should continue using existing communication channels and learning management systems. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with virtual learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences.

Less is more

Should Holy Nativity School implement school wide virtual learning, one challenge 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 volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

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 virtual learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. 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 learning transdisciplinary experiences for our students.

Know your students' technological capabilities and what support is available to them

It's important to know what kind of online learning work is possible for students to do while away from school, and to develop fair and reasonable accommodations for those students who may not be able to complete all work online.

Not all students may have reliable internet at home and may, at times, have broken hardware.

Be familiar with your students' home learning environment

Check in with your students to learn about their home learning environment. Are there siblings, grandparents/guardians, pets or other distractions? Is a member of the household ill? Be aware of the circumstances surrounding your students. Work to create a familiar environment to that you create in your face-to-face class. You, the teacher, are a constant.

Organize your class

Just as students know they can find you in your classroom or your office, they should know where to find you and your coursework online. Whether that is in through your weekly newsletter, FACTS SIS, Google Classroom, or ClassDojo. Each class should have links to essential content, the best way(s) to reach you (provide at least two ways), your office hours, and a calendar or pacing guide for class work. What's important is that students don't have to struggle to find what they need to know and be able to do. A great test: Can you tell your students where to go online by sending them a single link?

Communicate often, clearly, and consistently

Consider how you typically communicate with students and, if possible, use the same space and vehicle that you used when school was open. This is what students will be expecting. Did you email your students? Send announcements via class newsletter? Leverage social media? Do the same now. Communicate daily. Keep your communications focused, clear, and simple with actionable tasks and items students need to know. Brief is best. All communication to or from parents or students and colleagues should be answered within 24 hours, Monday through Friday.

Provide both synchronous and asynchronous opportunities for students

When it comes to student engagement and learning, relationships online matter as much as, if not more than, in person. Our schedule includes both synchronous and asynchronous learning. In addition to all class meetings, you can offer small group meetings. Plan for office hours (per the schedule) and one on one student support sessions. Post your availability prominently on your in your class newsletter, on ClassDojo, or Google Classroom. When school is closed it's still possible to connect students to one another asynchronously. Use discussion forums for older student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time. Students can also collaborate in shared google drive files.

Think Creatively and strategically about assessment

An effective way to check for understanding online is to use asynchronous formative assessments. We like EdPuzzle, where you can create short interactive quizzes for students based on online content you create or curate. Proctoring a test can be impractical in online

learning, which is an opportunity to imagine more project-based summative assessments where students individually or collaboratively complete writing assignments, design infographics, make presentations via video, or complete oral assessments via video chat. Consider how to use video and audio for students to demonstrate their learning.

Gather feedback from students

In brick and mortar classrooms, teachers are constantly paying attention to students and responding to implicit needs about the learning environment, often passively or subconsciously. In an online setting, it's important to intentionally design channels to receive that same type of feedback. Beyond observing their contributions to online discussions and how/when they're turning in assignments, proactively seek their insights about online learning. Teachers can use virtual exit tickets, online polls or other feedback loops adapted to the virtual environment. Your students will often have creative ideas about how to improve upon the virtual learning experience.

Recognize the importance of student support

Student support in online spaces looks different than in a physical school building. Make sure students are "showing up" and engaging in the learning process. Create moments throughout a week when students "check-in," either by turning in work, meeting with you/others, or contributing to online discussion. Reach out to students individually, check in with the specialist teachers, collaborate with administrators on students of concern, and keep parents in the communications loop.

Keep parents informed

Use the channels or vehicles that you typically use for parent communication. Recognize parents are trying to support their students and may need advice for helping students manage online learning. After all, if students are new to managing their own learning or doing online learning, parents may feel they need their own tools to support students. Keep the communication simple, with clear actionable ways parents/guardians can support their students. The Principal can also assist in this area--make them part of your student success team.

Connect with colleagues and share strategies

Be intentional about staying connected to colleagues, not just to communicate information, but to support each other. Share with each other specific strategies that are working. Use the same tools you use to work with students to teach colleagues how you are structuring or designing learning experiences. If you do not have virtual meetings with other teachers already scheduled, consider hosting a meeting with interested teachers. Leverage your professional network beyond our school: find out from colleagues in other places how they handle extended school closure.

Roles and Responsibilities During Remote Learning

Roles and Responsibilities of Students

Keiki 3's, PreK, Kindergarten

- Have fun learning at home!
- Do your very best when you practice what your teachers give you to do
- Come to your virtual classes so we can see each other, and you can share your learning

First, Second, Third Grades

- Have fun learning at home!
- Do your very best when you practice what your teachers give you to do
- Come to your virtual classes so we can see each other, and you can share your learning
- Use your time wisely to complete any assignments between class meetings
- Ask for a one to one meeting if you need help
- Be extra cooperative and helpful with your family

Fourth, Fifth, and Sixth Grades

- Have fun learning at home!
- Come to your virtual classes so we can see each other, and you can share your learning
- Use your time wisely and do your best work to complete assignments between class meetings
- Ask for a one to one meeting if you need help
- Take ownership of your learning—this is an opportunity for you demonstrate maturity
- Take this opportunity to learn deeply about something you are curious about
- Demonstrate academic integrity, ensuring you complete your work honestly
- Self-regulate your time online—this is another area where you can demonstrate maturity
- Be extra cooperative and helpful with your family

Seventh and Eighth Grades

- Have fun learning at home!
- Come to your virtual classes so we can see each other, and you can share your learning
- Use your time wisely and do your best work to complete assignments between class meetings
- Ask for a one to one meeting if you need help
- Take ownership of your learning—this is an opportunity for you demonstrate maturity, and develop or exercise your executive functioning skills (e.g. calendar use, planning/scheduling assignments, communication)
- Take this opportunity to learn deeply about something you are curious about
- Demonstrate academic integrity, ensuring you complete your work honestly
- Self-regulate your time online—this is another area where you can demonstrate maturity
- Be extra cooperative and helpful with your family

Roles and Responsibilities of Parents

- Create a home learning space for your student free of clutter and supplied with any necessary materials.
- Be aware of and post your child's daily virtual class schedule.
- Speak with your child about how you will communicate during this period of virtual learning.
- Each day, review any new assignments, assessments or projects and work with your child to schedule when s/he will work to complete them.
- Create a shared virtual or physical calendar to track your child's class times, assignments and other academic activities.
- Establish routines and expectations for your child(ren).
- Monitor communications from your student's teachers on a daily basis. Respond within 24 hours, Monday through Friday.
- Begin and end each day with a check-in.
- Take an active role in helping your child process their learning.
- Establish times for quiet reflection.
- Encourage physical activity and/or exercise.
- Remain mindful of your student's stress and worry.
- Monitor how much time your child is spending online.

Roles and Responsibilities of Faculty

- Be available throughout the scheduled class time and during virtual office hours for student support.
- Respond to all student and parent inquiries within 24 hours Monday - Friday.
- Keep homework expectations reasonable and be available to assist students with homework questions.
- Ensure students are clear on where/how to turn in assignments.
- Provide timely feedback to students.
- Communicate consistently and concisely with students and parents.
- Zoom, Google Hangout meetings, or class activities may only be scheduled per the schedule from administration.
- Added student support may occur during mutually agreed upon times between teacher and student/parent.
- All course materials are to be posted by 4 pm prior to the next lesson with an explanation of what will be expected
- Feedback needs to be timely. Same policies as if on campus. Marks/grades need to be in the grade book as per policy.

- Summative assessments will need to take place virtually to ensure there is not a backlog of testing and large projects piling on students when we return to the regular schedule. Consider alternative/formative means of assessing during this period.
- All parent communication should occur through Gmail, or through FACTS SIS Communications.
- Treat all absences as excused and provide alternative assignments. If you feel there is a student who is NOT engaging in classes, please email the Principal or Head of School for follow-up.
- Be clear with students that they are required to be in the class meeting.
- Ask your students for feedback on their virtual learning experience. Students often have fantastic ideas about how to create an engaging virtual classroom space and how to show their learning.

Resources about COVID-19

- [How to give your kids stability when coronavirus closes schools](#)
- Just For Kids: A Comic Exploring the New [Coronavirus](#) ([3-minute audio lesson](#))
- Just For Kids: A Comic Exploring the New [Coronavirus](#) ([the visual comic](#))
- BrainPop: [Coronavirus](#)
- Talking to Kids about the [Coronavirus](#)
- How to Talk to Your Kids about the [Coronavirus Outbreak](#)
- [Facts](#) for Older Students
- What to Tell Your Kids about [Coronavirus](#)

Contact Information

For questions about:

Contact:

Assignments, assessments, or resources for students	Classroom Teacher
Technology problem or issue	Corey Hubbard, IT chubbard@holynativityschool.org
Personal, academic or social-emotional student concern	Jyo Bridgewater, Principal jbridgewater@holynativityschool.org Jeanne Wilks, Interim Head of School jwilks@holynativityschool.org
Absences due to severe illness	Jyo Bridgewater, Principal jbridgewater@holynativityschool.org Jeanne Wilks, Interim Head of School jwilks@holynativityschool.org
Illness or event requiring class coverage for teachers	Jyo Bridgewater, Principal jbridgewater@holynativityschool.org Jeanne Wilks, Interim Head of School jwilks@holynativityschool.org

FAQ Page

Can online instruction be effective?

Online instruction is a powerful tool for learning, but is very different from being in the classroom, requiring time to transition for both teacher and learner. Our teachers are researching and consulting with colleagues to ensure our children thrive in this new setting. Regular check-ins with administration once online instruction begins, will also help HNS continue to respond in a focused and flexible manner to children's needs. The school eblast will feature timely pieces and useful links to help parents to adapt to the new instructional delivery.

Our colleagues at online academies are united in urging all to realize that, in online schooling, the goal is depth and independence. Lessons are short and rich, leading to a number of practice opportunities, often building to a bigger project.

How will students be assessed?

Students will continue to be evaluated in a variety of age appropriate ways, including written work, quizzes, presentations, discussion answers, and projects. HNS teachers know how to identify and adjust for technical difficulties, ensuring that the assessment is targeted to the student's true progress and understanding.

How will students be graded?

Teachers are continuing to keep records of the lessons presented, and the children's responses. Nationally, some schools have made this period ungraded, others have chosen pass/fail. HNS will make that decision based on developments in the next few weeks, but we are proceeding for now as if we will be using our usual grading practices, documented in a report card.

How will this impact their transcript?

All schools in Hawaii, and the majority of schools elsewhere, are operating under the same circumstances. Through our involvement with the Hawaii Association of Independent Schools, we stay current with developments at other schools and are part of the big conversations and decisions about vital issues such as this one.

How will students who need more help be supported?

Teachers have a variety of age appropriate means to assist students who may need more help. At the younger levels, this will likely need to involve an adult to provide in-person, after a video session with the teacher, student and that adult. At 4th grade and above, Facetime, phone calls, and emails will supplement regular assignments.

