Contents

- **Policy Statement**

  IJPS is committed to providing instructions that meet the diverse learning needs of our students. In order to fulfill ADEK's requirement for a four (4) week Distance Learning Program, our school aims to offer a rich learning experience that will enable our students to acquire a good quality of education even at a distant setting. This program will enhance our students' skills by learning through new technological tools and at a more flexible pace.

- **Purpose for Policy**

  The purpose of distance learning policy at IJPS is to assure a quality 4-week distance education program and to establish distance learning as an effective method for extending educational opportunities while keeping them at home.

- **Platforms, Resources and Presentation Requirements**
  In fulfillment of IJPS' Distance Learning Program, students will be using the following platforms, resources and ICT:

  K-3 Platforms:

  - Class Dojo
  - School Portal (SMS)

  Grade 4-9 Platforms:

  - Google Classroom
  - School Portal (SMS)

  Online Resources: (see the links on section 7)

  - e-books: (myHRW, Pearson Realize, Think Central)
  - edpuzzle, youtube, nearpod, khanacademy,
  - commonlit,Gutenberg, openlibrary.org, literatureproject.com national geographic education, newsela
  - virtual labs and simulations

  ICT Requirements:

  - Computers, Laptop, iPad, Android Tablets, smart phones

- **Who is Governed by this Policy?**

  This policy is governed by the following:

- Senior Leaders
- Faculty
- Parents
- Students

5. Stakeholders' Roles and Responsibilities

5.1. Senior Leaders

- ultimately responsible for the integrity of distance learning content and delivery
- oversee that the Distance Learning Policy is in place and implemented across the curriculum
- work closely with subject coordinators and facilitators in ensuring that distance learning modules are age/level appropriate
- secure commitment from all levels, especially middle Leaders, to overcome communication and instructional barriers among instructors and learners.
- ensure constant and frequent feedback to coordinators.
- rationalizing the need to include coordination and monitoring of technological medium of instruction in distance education
- rigid decision on the choice and communication medium

5.2. Middle Leaders (Subject Coordinators)

- check and monitor the learning instructions and make sure that it is age/level appropriate and has all the necessary skills to develop and/or teach within the Distance Learning Program
- provide proper technical training to teachers in publishing online resources, posting assessment resources, and exporting results
- ensure that the materials and content posted by the teachers are in compliance with UAE, Common Core, NGSS Standards and Internet safety policy of IJPS
- make sure that teachers are marking the students work on a regular basis
- ensure that teachers give timely and descriptive feedback to students
- coordinators will join the teachers google classroom as co-teachers to ensure information is dispersed effectively.

5.3. School Admin

- responsible for collecting student attendance via learning platforms submitted by the class teachers daily.

5.4 Subject/ Class Teachers

- check the attendance daily and session-wise via Class Dojo and Google Classroom by the class/session teacher and will be submitted to the Registration Department for follow-up incase of student's absence
- provide clear expectations from students on how they will dive straight into the content through detailed syllabus, due dates and schedule and clear assignment directions via the learning platforms
- post materials in the learning platforms, embedded as attachments in form of links, videos, and PowerPoint presentations
- create and manage a discussion forum in Google Classroom (Grade 4-9)
- administer online surveys, quizzes and/or assessments in Google Forms, Edulastic, Socrative, Quizalize and Quizizz
- be aware of the options for how to provide materials in a manner accessible to students of different learning abilities
- have an understanding of the different strategies needed for teaching online vs. teaching face-to-face
- have knowledge of strategies to engage the online learner and creative online learning activities using educational apps, interactive games, online practices, etc
- provide timely feedback to improve student outcomes and to reinforce important materials, concepts and skills
- ensure that learning objectives are aligned to Common Core, NGSS and MOE standards
- motivate students to apply their learning by making a real world connections
- provide students with opportunities to interact with peers, such through discussions and group
- create educational experiences for students that are challenging, enriching and that extend their academic abilities

5.5. Role and Responsibilities of Students

<u>**Do's:**</u>

- attend their classes regularly as scheduled.
- complete all teacher-assigned tasks within the same day before 6pm.
- show commitment in completing their work
- actively engage in all discussion boards and activities organized by the teacher
- stay focused on the intended lesson during the online school hours
- always stay in contact with the teacher through Google Classroom, if there are any queries related to the subject.

<u>**Don'ts:**</u>

- The chat or comment tabs in the assigned online tools should strictly be used to address educational content.
- engage in any other extracurricular activities during the scheduled instruction time.
- Plagiarism is not acceptable.
- skipping lessons is not acceptable without a valid reason.

5.6. Role and Responsibilities of Parents

- as school partners, make the Distance Learning Program successful to the best that they can.
- serve as coach to their child and to support him/her through the learning process
- mentor and encourage the child that distance learning is as equally important as attending regular classes.
- control the home environment to make it conducive for learning and to set all required technology needed for the distance learning program
- make sure that the availability of the internet connection is at its best to access the learning platform, links and all online resources
- keep an eye on the progress, engagement and behavior during online sessions as much as possible
- empower children to do their best to be independent learners
- must limit the involvement in doing the tasks assigned to the child in smaller grades

6. Limitation and Scope of the Policy

6.1 Covered Subjects and Class Hours

ADEK encourages schools to cover the core subjects: Arabic, Math, Science, and English during the course of four (4) weeks. The duration of school would be decreased to four (4) hours. There will be one (1) hour instructional time alloted for the core subjects and once a week students will be attending lessons for other subjects. The Students will be expected to attend the google classroom as a platform according to the provided schedule where they will receive online instructions and materials to study.

6.2 School Resumption & Closure

The school will remain closed for spring break from March 8- 19, 2020. The distance learning program will commence from March 22, till further notice.

6.3 Assessment and Evaluation

- All distance learning courses and programs will be assessed for effectiveness in terms of student experience and the degree to which learning goals have been met.
- students will be tracked on a daily basis using the Google Classroom, daily attendance, and e-portfolios.
- Students will be assessed weekly for lesson assessments using online assessment tools such as Google Forms, Edulastic, Socrative, Quizizz, Quizalise.
- Assessments and quizzes provided by the teachers during the Distance Learning Program are equally important as school assessments and will
- be graded in the school SMS.

International Jubilee Private School

Distance Learning Marks Distribution T3 2019-2020 Grade 4-9

Assignments and Tasks المهام والواجبات	Weekly Tests الاختبارات الأسبوعية	Project and Presentation المشروع والعرض التقديمي	Attendance and Participation الحضور والمشاركة	Behavior السلوك
40	20	10	20	10
All Assignment and tasks via Google Classroom and the descriptive feedback given on the time.	For **English, Arabic, Math** and **Science**: you have to ignore the 2 lowest test and then calculate the average. For **Islamic** and **Social**, you have to ignore the lowest one only, then calculate the average for the rest of tests.	Evaluation of the Genius Hour Project and it is Presentation according to the Rubric.	This regarding the **attendance** and also **participation**(including: Formative Assessment, Feedback, Q&A, PAQ, Question to check Understanding and the next goal), and we have to take in consideration are not attending because some **serious reasons**, in this case **tasks and assignment submission is enough to be calculated as attendance and participation.**	You can deduct marks In case if of a serious issue in the behavior only.

Important Note: The teacher has to take the 2nd Term Marks and the 3rd Term Marks should show the progress done.

وهذا يشمل كل المهام والواجبات المعطاة للطالب خلال الجوجل كلاس روم والتغذية الراجعة الوصفية المقدمة في وقتها.	لمواد **اللغة الإنجليزية، اللغة العربية، الرياضيات والعلوم:** تقوم المعلمة بإهمال الاختبارين الأقل درجة، وحساب المعدل الحسابي لباقي الاختبارات(مجموع الاختبارات مقسمة على عددها). لمادتي **التربية الإسلامية والاجتماعيات:** تقوم المعلمة بإهمال الاختبار الأقل درجة، و حساب المعدل الحسابي لباقي الاختبارات(مجموع الاختبارات مقسمة على عددها).	توضع الدرجة حسب **المشروع** و **عرضه التقديمي** الذي سيقدمه الطلاب في شهر 6، ويتم وضع الدرجة حسب **جدولي السلم التقييمي** للمشروع والعرض التقديمي.	توضع الدرجات بناءً على **حضور** الطالب **ومشاركته**(متضمناً التقييم المستمر، التغذيج الراجعة، الأسئلة الشفوية والأجوبة، السؤال القبلي، السؤال الختامي، والهدف المستقبلي)، ولكن يجب الأخذ بالاعتبار بعض الطلاب القلة جداً الذين لديهم ظروف خاصة تم شرحها من قبل ولي الأمر عند التواصل معه، وفي هذه الحالة، يتم **حساب تقديم المهام والواجبات كحضور ومشاركة.**	يتم خصم درجات السلوك فقط في حالة وجود مشكلة سلوكية جدية.

ملاحظة هامة: يجب الأخذ بالاعتبار درجة الطالب في الفصل الدراسي الثاني، وعليه يجب أن يترجم تطور الطالب في درجات الفصل الثالث.

For **Activity Subjects and Moral Education**, the 3rd Term result will be the same as the 2nd Term Result according to ADEK Regulations.

Distance Learning Marks Distribution T3 2019-2020 Grade 1-3

Assignments and Tasks المهام والواجبات	Attendance and Participation الحضور والمشاركة
70	30

The students attendance and Participation through the live sessions.	All Assignment and tasks via Orison SMS, Class Dojo, the learning Kits and the descriptive feedback given on the time as an evidence.
يشمل حضور الطالب ومشاركته في حصص البث المباشر. ماعدا الطلاب الذين لديهم ظروف جدية، ولم يستطيعوا الحضور، فيتم حساب درجات المهام والواجبات كحضور ومشاركة.	هذا يشمل كل الواجبات والمهام المرسلة من خلال الكلاس دوجو، أوايزونSMS والحزم التعليمية الورقية المرسلة لولي الأمر، متبعة بالتغذية الراجعة الوصفية المقدمة.

Important Note: The teacher has to take the 2nd Term Marks and the 3rd Term Marks should show the progress done.

ملاحظة هامة: يجب الأخذ بالاعتبار درجة الطالب في الفصل الدراسي الثاني، وعليه يجب أن يترجم تطور الطالب في درجات الفصل الثالث.

For **Activity Subjects and Moral Education**, the 3rd Term result will be the same as the 2nd Term Result according to ADEK Recommendation.

IJPS ANTI- CYBERBULLYING POLICY

2019-2020

RATIONALE:

We value the importance of technology in everyone's lives, both educationally and socially. Staff and Administrators are committed to helping all members of the school to understand the benefits and the risks of using technology platforms and media, as well as to equip students with enough knowledge and skills to be able to use technology safely and responsibly.

Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. It can involve Social Networking Sites, emails and mobile phones used for SMS messages and as other forms.

Cyberbullying is never acceptable, like all other forms of bullying, it should be taken very seriously.

OBJECTIVES:

This policy aims to:

• safeguard the pupils in the real and virtual world

• educate students to understand cyberbullying and its consequences

• place awareness, policies and procedures to prevent incidents of cyberbullying in school or in the school community

• have effective measures in dealing cases of cyberbullying effectively

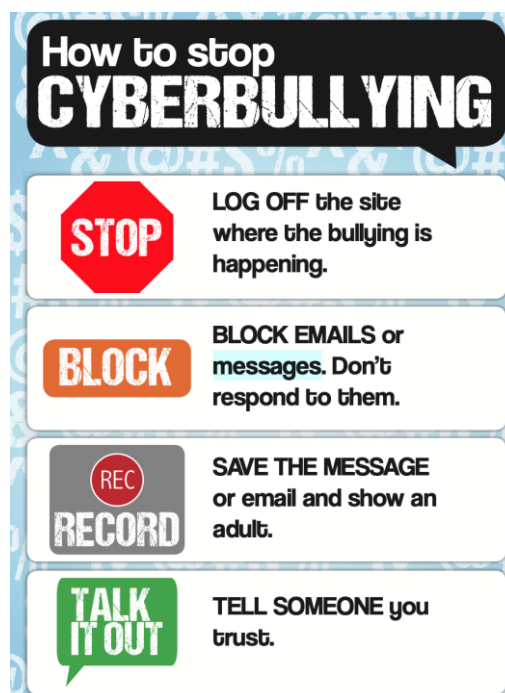• monitor reliability of prevention measures

IJPS PROCEDURE:

- -Yearly Student Orientation and Workshops

- -Sign and follow the "Student Technology Use Agreement".

- -There are "Key Persons" responsible in reporting any case of cyber-bullying, harassment or misuse of technology that they know about or suspect.

- *Key persons: Class/ Subject Teacher, Miss Deanne (deanne.solis@ijps.ae) and Ms. Hiba (hiba.sandouqa@ijps.ae)*

- -School Administration follows protocols in responding to reports of cyber-bullying or harassment.

- -Students are only allowed to use devices connected to the internet with permission from a teacher.

- -School Administration will take action against those who take part in cyber-bullying in line with the guidelines of the Child Protection Policy.

- -School Administration will take action when necessary to prevent students from misusing equipment. (confiscation of devices, suspension or expulsion)

- -Students are encouraged to report any suspicions of cyberbullying and have access to the school counsellor.

- -Support is offered to victims of cyberbullying including counselling, emotional support, and reassurance.

- -Sanctions will be issued in line with our Child Protection Policy and Anti Bullying Policy

How to stop CYBERBULLYING

- **STOP** LOG OFF the site where the bullying is happening.
- **BLOCK** BLOCK EMAILS or messages. Don't respond to them.
- **REC RECORD** SAVE THE MESSAGE or email and show an adult.
- **TALK IT OUT** TELL SOMEONE you trust.

7. References for Resources

Distance Learning Program Schedule-

Google Classroom - classroom.google.com

Class Dojo - www.classdojo.com

Edulastic - https://edulastic.com

Nearpod - https://nearpod.com

E-books - thinkcentral, pearson realize, my.hrw.com

Edpuzzle - edpuzzle.com

Commonlit- https://www.commonlit.org/

American literature- https://americanliterature.com/

Khan Academy- khanacademy.org

IXL Math- https://www.ixl.com/