K-12 Distance Learning Plan

Kamehameha Schools Maui

KAMEHAMEHA SCHOOLS®

Introduction to our Distance Learning Plan

Kamehameha Schools Maui understands that a school closure for any emergency situation is a major decision affecting many families, faculty, staff, and the larger Maui community. However, we will be prepared in the event state health officials or the School's Administration deem this action necessary for the health and safety of our KS Maui community.

Should such a closure be deemed necessary the school will initiate a K-12 Distance Learning Plan in order to provide continuity of instruction. The Distance Learning Plan will include faculty as well as student support services.

We are committed to ensuring that students continue to experience the care and commitment of our faculty and the routine of daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in-person feedback, community and extracurricular events, and so on). However, we do contend that quality learning can occur virtually.

The purpose of Distance Learning at KS Maui will be to accomplish four K-12 goals within a flexible framework: *Teacher Contact Time; Online Content Delivery; Online Monitoring of Student Progress/Student Assessments; and On-going Student Support.*

It is our intention that we continue to live our mission, vision, and strategic plan, which together assert that, in order to prepare our students to respond to an ever-changing world, learning remains responsive, adaptive, personalized, and relationship-based. The act of delivering distance learning in an emergency situation provides us with a unique opportunity to reinforce what we assert through our founding documents.

If Kamehameha Schools Maui campus is closed and distance learning is implemented, the Po'o Kula will send email communications to both parents and faculty/staff announcing a timeline for implementation.

Technology Platforms and Tools

Kamehameha Schools Maui will use the following technology platforms for distance learning. Communication will be delivered through the usual means.

Platform	Audience	Resource Link/Support
Email	Faculty, Staff, Parents, Students	Ensure your information in KS Connect is accurate. Contact your divisional office for support.
Text, phone, School Messenger	Faculty, Staff, Parents, Students	
Kamehameha Maui website	Faculty, Staff, Parents, Students	https://www.ksbe.edu/education/maui/

The selection of a Learning Management System (LMS) will be left to the discretion of the instructor. The list below includes the systems that may be used by teachers. The purpose of the LMS is to deliver engaging content and activities to students at a distance. The LMS will house lessons and assessment/feedback structures to allow for students and teachers to interact online.

LMS Tools	Description	Resource Link
Seesaw (primarily at Elementary)	Seesaw is a platform for student engagement. Students use creative tools to take pictures, draw, record videos and more to capture learning in a portfolio. Teachers create lessons and activities to share with students in Seesaw.	https://help.seesaw.me/hc/en-us
Google Classroom	Google Classroom makes teaching more productive and meaningful by streamlining assignments, boosting collaboration, and fostering communication. Educators can create classes, distribute assignments, send feedback, and see everything in one place.	https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom https://www.youtube.com/channel/UCt84aUC9OG6di8kSdKzEHTQ https://support.google.com
Blackboard Learn™	With a modern and responsive interface, Blackboard delivers a simple and powerful teaching and learning experience that goes beyond the traditional (LMS).	https://help.blackboard.com/Learn/Student
Canvas	The Canvas LMS allows schools to build a digital learning environment unique to their institution. Canvas is made up of a powerful set of highly integrated learning products that allow for maximum functionality.	https://www.youtube.com/playlist?list=PL0C53CD7938F56215

Other Tools	Description	Resource Link
QuickTime	Use QuickTime Player to play, record, edit, and share audio and video files on your Mac.	https://support.apple.com
PhotoBooth	PhotoBooth is a video creation tool that students/teachers can access easily to create quick videos.	https://support.apple.com
MS Teams	Cloud-based virtual meeting, collaboration platform that allows for live classroom or small group sessions between teacher & students.	https://support.office.com
Note: Teachers may have additional online tools they use that are specific to their content areas.		

Students in grades 3–12 bring their devices home every night. K–2 students have not take their iPads home in the evenings. In the event that campus closure seems likely, teachers would attempt to ensure all students in grades K through 12 bring their devices and chargers home. Also, most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc. in the event that they cannot access their school issued device.

Distance Learning Guidelines for Teachers

In all that we do at Kamehameha Schools Maui, we reflect on our core Hawaiian values: pilina, 'imi na'auao, and kūlia pono/kuleana. The transition to distance learning will not be quick or easy, our core values offer a foundation for our Distance Learning Guidelines.

- **Pilina;** teachers will need to think differently about how to support student learning and well-being, communicate instruction effectively, and provide timely and meaningful feedback.
- **'Imi Na'auao;** teachers will design lessons and assignments that are authentic and relevant, and ensure students engage in rigorous learning experiences and reflect on their learning.
- **Kūlia Pono/Kuleana:** Students and teachers participate in an online learning community, collaborate and utilize each other as valuable resources and affirm that learning is ongoing.

Guidelines provided below are intended to help teachers across all divisions to plan and develop their distance learning curriculum.

PILINA

1. At Kamehameha Schools Maui, student well-being is our priority

Kamehameha Schools Maui's commitment is to nurture relationships and demonstrate deep care for our haumāna and their 'ohana. In the event of a crisis that leads to implementation of our DLP, your students may be stressed or worried. Take the time to assess your students' **mental, physical, and emotional well-being**. Even through your online delivery, we will continue to build pilina and work to mālama our students' needs as necessary.

2. Stick with what's familiar

In order to more easily transition students to our Distance Learning Plan, teachers should continue to use existing communication channels and learning management systems (e.g.Google Classroom, Seesaw, etc.). Teachers should remember that while many students will thrive with distance learning, others will struggle. In other words, **we will stick with what's familiar to our students**.

'IMI NA'AUAO

3. Commit to E Ola! Learner Outcomes

Whether on campus or from a distance, Kamehameha Schools ensures all students have access to a world-class education that includes Hawaiian-culture based, project-based learning focused on our **E Ola! Learner Outcomes** to design and implement high quality, rigorous learning experiences for our students. Although distance learning makes it difficult for teachers to facilitate and engage with students through hands-on learning we assert that when teachers design curriculum with the E Ola! Learner Outcomes end in mind, learning, regardless of time and location, learning will be rich and meaningful.

4. Less is more

Should Kamehameha Schools Maui implement this DLP, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers will take a **less-is-more perspective**, focusing on essential standards and developing online curriculum around the most meaningful content. Essential content and skills will be considered when designing the pacing, lessons, volume of assignments and assessments.

KŪLIA PONO/KULEANA:

5. Design various learning experiences

When school is closed and students are learning from various locations, teachers will work to connect them asynchronously (not all students at the same time). Knowing that students might not all be online at the same exact time, teachers can use KS approved devices and modes of communication for discussion forums/threads like Padlet and Flipgrid to allow for student responses and dialogue. Students are responsible for their own learning and need to monitor their progress in each class. When it comes to student engagement and learning, relationships and collaboration remain important as much online as they do in person. There are many ways teachers can foster it through synchronous (all students at the same time) learning. If Kamehameha Schools Maui's campus was closed, students will be able to gather for synchronous learning times via Microsoft Teams, an online video conferencing platform.

6. Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to online 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 frequency and end goal of assessment** instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration when traditional methods do not work.

*KS Appropriate Interaction with Students Policy 201.01 applies

The guidelines above are modeled after the DLPs of ʻIolani School and the American International School of Japan, with our gratitude.

Distance Learning Guidelines for ʻOhana

The transition to distance 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 four 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.

1. Establish routines and expectations.

From the first day Kamehameha Schools Maui implements its DLP, parents should establish routines and expectations. Kamehameha Schools Maui encourages parents to set regular hours for their children's school work. Parents should identify a public 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. Siblings may need to work in different rooms to avoid distraction. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented. Parents are encouraged to start and finish each day with a simple check-in. 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.

2. Monitor communications from your children's teachers.

Teachers will communicate with parents through email, as necessary. We also encourage parents to have their children explain the online platforms (e.g. Seesaw, Google Classroom, etc.) their teachers are using.

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

In the course of a regular school day at Kamehameha Schools Maui, your son or daughter engages with other students 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. 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 children about what they're learning. However, it's important that your child completes their own their work; don't complete assignments for them, even when they are struggling.

4. Remain mindful of your child's stress or worry.

One thing is for certain: Kamehameha Schools Maui will only implement this DLP if a serious emergency has occurred. Should this happen, it is imperative for parents to help their children 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 may 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 counselor should he/she experience high levels of stress or worry.

We thank you in advance for your patience and partnership!

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Roles & Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of students and parents are delineated below.

Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule or establishing an 8:15 a.m. start).
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms (Seesaw, Google Classroom, Showbie, email, etc.) to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- 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 Kamehameha Schools Maui peers in their learning.
- Comply with Kamehameha Schools Maui's Acceptable Use Policy, * including expectations for online etiquette.
- Proactively seek out and communicate with other adults at Kamehameha Schools Maui as different needs arise (see pg 8).

* link to Parent & Student Handbook, view pages 40-44

'Ohana Roles & Responsibilities

Provide support for your children by adhering to the four Distance Learning Guidelines for 'Ohana as well as you can:

- Establish routines and expectations
- Monitor communications from your children's teachers
- Take an active role in helping your children process their learning
- Remain mindful of your child's stress or worry

School Contact Information

For questions about . . .	Contact
A course, assignment, or resource	Your course teacher.
A technology-related problem or issue	**Elementary:** Kumu Sanoe Cabanting-White: sacabant@ksbe.edu **Middle School:** Kumu Dutch Tanaka-Akana: dutanaka@ksbe.edu or call (808) 572-3104 **High School:** Kumu. Francine Fujiwara: frfujiwa@ksbe.edu or call (808) 573-7218
A personal, academic or social-emotional concern	Your grade-level counselor or kahu. **K-2** Kumu Jon Kimoto jokimoto@ksbe.edu **3-5** Kumu. Ashley Canillo ascanill@ksbe.edu **6 & 8** Kumu Kekaula Campbell kecampbe@ksbe.edu **7 & 8** Kumu Michael Tom mitom@ksbe.edu **9** Kumu Malorie Chong machong@ksbe.edu **10** Kumu Ladd Akeo laakeo@ksbe.edu **11** KumuKato Moala kamatael@ksbe.edu **12** Kumu Lianne Nakamura linakamu@ksbe.edu **Athletics** Coach Ulima Afoa ulafoa@ksbe.edu **Academic Support** Kumu Nālani Kaʻaʻa nlkaaa@ksbe.edu **Behavioral Health Specialist** Kumu Kimberly Dolan kidolan@ksbe.edu **Behavioral Health Specialist** Kumu. Anu Getgen wagetgen@ksbe.edu **Behavioral Health Specialist** Kumu Melissa Stewart-Rodrigues mestewar@ksbe.edu **Student Support Services** Kumu Beverly Kempley bekempley@ksbe.edu **Nā Kahu** **5, 11, 12** Kahu Kalani Wong klwong@ksbe.edu **K-4, 9** Kahu Monica Mata momata@ksbe.edu **6-8, 10** Kahu. Kanani Franco refranco@ksbe.edu

Elementary School Priorities & Conditions

- After receiving initial notice from the Poʻo Kula about school closure and timelines, families will receive an email from the elementary school Poʻo Kumu with specific information.
- The primary tools for communication between teachers and families will be email and Seesaw.
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K–2 will need higher levels of support than students in grades 3–6.

Lower School: Approximate Time Frames for Learning

Kindergarten to Second Grade	
25-30 minutes	Reading/Writing, daily (Social Studies connections as appropriate)
25-30 minutes	Mathematics, daily
Third to Fifth Grade	
40-60 minutes	Reading/Writing, daily (Social Studies connections as appropriate)
40-60 minutes	Mathematics, daily
All Elementary Students	
25-30 minutes Specials Kumu: Art, Tech, Music, PE, Hawaiian, Science, Innovation	Specials kumu: Provide lessons to be done every other day for 2 weeks.
Reading Practice	Reading aloud and independent reading: ○ K-1: at least 10 mins ○ Gr 2: at least 15 mins ○ Gr 3-5: at least 20 mins
Holomua Students only	Daily lessons

Middle and High School Priorities & Conditions

- After receiving initial notice from the Po'o Kula about school closure and timelines, families and students will receive an email from the middle and/or high school Po'o Kumu with division-specific information.
- The primary tool for communication between teachers, families, and students will be email.
- Teachers will also share resources using the Google Suite of tools (google drive, google docs, google classroom, google sites) or the online platform they have chosen to use for their course.
- Learning experiences are designed to be completed independently or in collaboration with other students.
- Third party tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including ebooks.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Grade level counselors are always available to support students with academic, social, or emotional needs. Please initiate contact by email.

Middle & High School: Approximate Time Frames for Learning

Grade Level	Approximate Time per Class
Grades 6-8	60 minutes
Grades 9-12	70 minutes

Additional Resources

For Teachers
- Website: Kamehameha Schools Distance Learning HCBE Resources
- Website: 15 Strategies for Online Learning When School is Closed
- Website: 10 Strategies for Leading Online When School is Closed
- Website: How to Design for Learning: Four Approaches to Nonlinear Curriculum
- Website: Seven Ways Technology Can Deepen, Not Cheapen, Place-Based Learning
- Websites: Six Ways to Move Beyond the Classwork/Homework Divide (and Never Look Back)
- Website: Three Ways Online Reflection Promotes Learner Agency in an Age of Urgency Why
- Website: Online Connection and Collaboration Matter, Now More Than Ever
- Website: Teach Online During an Emergency
- Course: Rapid Transition to Online Learning

For Teachers - Curriculum Resource Sites
- Website: Khan Academy
- Website: TedEd
- Website: Future Learn
- Website: YouCubed - Tasks and MoreFor Teachers

Other Approved Tools
- Padlet - Online collaboration board
- Duolingo - Language learning app
- Animoto - Video creation tool
- Kahoot - Game-based learning platform
- Microsoft OneNote - Online content aggregation (like an online binder); download from Self-Service before you & your students leave for break
- TinkerCAD - 3D modeling program

Resources for Parents
- Infographic: Online Learning Habits for Students
- Website: Online Learning and the Parents Role
- Website: Parent Engagement with Student Online Learning is Important
- Website: Common Sense Provides Resources Resources to Prepare for COVID
- Website: What to Ask When Your Kids Bring Home a Device
- Website: Parent Tool Kit

More resources can be found on the KS Maui website: https://www.ksbe.edu/education/maui/

KS PreK-12 DISTANCE LEARNING GUIDELINES

<mark>FACULTY AND STAFF CONDUCT EXPECTATIONS WHEN INTERACTING WITH STUDENTS</mark>

❖ **Reminders**

➕ **Student & Parent Handbook, school policies and procedures and expectations of student behavior still apply**
- Reinforce expectations for student behavior, remind of violations of policies subject to discipline

➕ **KS policies and procedures and expectations of employee conduct still apply**

- At a minimum, faculty and staff please review the 3 procedures below which have the most relevance to our Distance Learning environment:

- Procedure 201.1.01 — Appropriate Interaction with Students
- Procedure 201.1.02 — Reporting Suspected Child Abuse or Neglect
- Procedure 201.1.03 — Harassment, Intimidation and Bullying of Student

➕ **KS IT Standards of Conduct**

- Handle all KS systems properly and professionally, protecting learners, colleagues, partners and our mission from harm
- Promptly reporting problems or misuse to the KS ITD Help Desk
- Behaving in accordance with the KS Code of Conduct

- **DO NOT :**
- Reproduce or store any items in violation of copyright and legal protection
- Use profanity or language that denigrates any individual or group
- Use KS systems to harm others, alter other people's materials, misrepresent any identity
- Look at information not intended for your viewing or in doing anything illegal or non-ethical

❖ **SPECIFIC Faculty / Staff and Student Distance Learning Boundaries:**
- o Utilize the distance learning platform provided by KS for communications with students
- o Keep communication with students to specific days and times
- o Do not use personal cell phones or personal e-mail for communications with students

- Remember appropriate conversation topics and pay attention to language:
  - Keep voice of communication formal -- avoid abbreviations and emoticons
  - Avoid making, forwarding or responding to emails or posts that are offensive or inappropriate for classroom
  - Avoid terms of endearment, affectionate greetings
- Be mindful of home backgrounds and environment during a videoconference
- Hold videoconferences in small groups rather than one-on-one communications whenever possible
  - No private messaging—respond to students in group chats
  - If student query privately, address concern publicly
- Where alternatives to one-on-one communications are unavailable, adopt rules for one-on-one videoconferences that reflect existing boundaries policies. For example:
  - Faculty must notify parents via e-mail of the need to schedule a one-on-one videoconference. Explain the purpose of the videoconference and invite parents to attend, if desired. Copy department head on all such e-mails.
  - Clearly define the purpose of one-on-one meetings with students and set time limits for when such conversations can take place.
  - Faculty must notify their administrators immediately of any concerns that may arise as a result of such videoconference, such as concerns for student safety and well-being. The school administration should collectively determine, based on the facts of each situation, whether further action is warranted.
- Keep personal lives separate—don't send personal photos or clips to students and instruct students likewise
- Keep parents informed about structure and activities and chat groups, websites
- Keep records of conversations and chats

KS PreK-12 COMMUNICATION with PARENTS AND STUDENTS

- ❖ Remind Parents and Students that Student & Parent Handbook, computer use training principles, and school policies and procedures and expectations of student behavior still apply:
  - KS will maintain expectations for student behavior (e.g., cyberbullying, harassment, cheating)
  - Violations of policies will be subject to discipline

- ❖ Each KS Campus will inform parents of the scope of the distance learning program and KS's expectations for use of the distance learning platform.
  - Specifically describe the distance learning plan and explain the various ways in which online platforms may be used for both asynchronous and synchronous learning.
  - Communicate the expectations of live video-conferencing use, whether video conferences will be recorded, and KS's policies and procedures for faculty interactions with students during distance learning

- ❖ Ask for parents kokua to partner with faculty to ensure student understands school expectations
  - Importance of respectful online communications
  - Faculty will keep communication with students to specific days and times

- Faculty will hold videoconferences in small groups rather than one-on-one communications whenever possible
  - No private messaging— faculty will respond to students in group chats
  - If student queries privately, address concern publicly
- Where alternatives to one-on-one communications are unavailable:
  - Faculty will notify parents via e-mail of the need to schedule a one-on-one videoconference, explain the purpose of the videoconference, and invite parents to attend. Department heads will be copied on all such e-mails.
  - Faculty will let your child know the purpose of one-on-one meetings and set time limits for when such conversations can take place.
  - Faculty will notify their administrators immediately of any concerns that may arise as a result of such videoconference, such as concerns for student safety and well-being.