



GEMS

أكاديمية جيمس دبي الأمريكية

Dubai American
Academy



DUBAI AMERICAN ACADEMY REMOTE LEARNING PLAN



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Remote Learning Plan Overview

The purpose of this document is to outline the actions and approach Dubai American Academy (DAA) will put into effect in the event of a school closure. We will continue to offer an effective and outstanding education through a Remote Learning Plan (RLP).

At Dubai American Academy, we are committed to delivering a high-quality education and fulfilling our mission for our learners. We are relentless to establish effective means to do so under circumstances that may require a full campus closure. In such conditions, our commitment is to provide an alternative means of education in the form of a Remote Learning Plan. The RLP outlines the experience that students will have when school remains in session, but when students are unable to physically attend school because of campus closure. While an RLP cannot replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The DAA RLP experience aligns with our DAA mission, guiding statements and curriculum expectations. Our students will be empowered to achieve clearly defined learning goals; have opportunities to collaborate online to solve authentic problems; take intellectual risks and persevere through challenges; be supported with modeling, differentiation, individual feedback, and opportunities for reflection and revision. The aim is for our learners to continue to be inspired, passionate, and intrinsically motivated to reach their learning goals.

The success of our RLP requires a true partnership. Firstly, our dedicated teachers will commit to careful planning, maintaining an online presence, and providing regular feedback. Our students will need to bring motivation, presence and engagement to each session and subsequent online work. Lastly, our families will need to support this alternative mode of instruction in the home environment. The result of such learning experiences will continue to support students' academic progress and will be mindful to attend to students' social and emotional well-being.

While this is a challenging time of uncertainty and change, these circumstances also provide an opportunity to explore innovative learning opportunities for our students. Our learners, through the Future Fluencies, are equipped with learning dispositions and mindsets that allow them to be flexible in their learning. Our infrastructure and faculty are prepared to support our learners. Our students are exceptionally committed and will rise to any occasion set before them. DAA is prepared for this challenge and will work tirelessly to ensure that there is continuity and support for our community.

Leadership Expectations

First and foremost, Dubai American Academy leaders set the tone and model what is expected for every member of our learning community. Administrators' daily support and online presence and responsiveness are essential.

Roles and Responsibilities

The list below outlines some of the commitments the leadership is expected to make, but is not all-encompassing. The role of the leaders is to rise to any occasion or need from our learning community.

- Develop, monitor and adjust divisional plans for remote learning.
- Share the RLP with the student and parent community.
- Communicate with faculty/staff and on a daily basis and for parents on a weekly basis.
- Support faculty/staff and parents in utilizing the RLP.
- Ensure effective implementation of RLP and accountability to student learning.
- Monitor staff and student attendance through the support of the divisional secretary and act upon regular absences to ensure staff and students are engaged in the remote learning expectations.
- Support with any technical issues that may arise with the online platforms being used through our IT Support Team.
- Respond to emails in compliance with our norms of no more than 24 hours.
- Disseminate a weekly student and parent survey and analyze results to make the necessary changes to the program.
- Continue to hold regularly scheduled meetings virtually i.e. grade level, department, and full faculty meetings.
- Attend virtual Senior Leadership Meetings, Core SLT meetings, and other regularly scheduled meetings.
- Review new admission files as disseminated and returned to Admission in no more than 24 hours.

Teacher Expectations

DAA teachers are expected to maintain the school's high expectations for professionalism and conduct. As a result, we have outlined the school-wide expectations for teachers below. There are also specific guidelines below.

School-wide Teacher Expectations

- Attendance will be taken each morning and logged into PowerSchool.
- Be available to students, colleagues, and parents during normal working hours (i.e. 7:40 am - 3:30 pm), Sunday through Thursday.
- Document parent outreach in the **PULSE** system weekly.
- Deliver lessons as per divisional expectations.
- Follow the current daily class schedule.
- Communicate Learning Targets and describe Learning Activities for the week.
- Provide Assessments/Feedback/Interactions as per divisional agreements to support students' learning.
- Track students' daily achievement and progress.
- Connect with students on a daily basis via divisional platforms.
- Assign meaningful work that is personalized to students' needs.
- Collaborate with team members or departments to design remote learning experiences during scheduled or agreed upon collaborative planning times.
- In the event that a teacher is sick, the teacher is to follow the same protocol of reporting an absence and ensure that an Administrator has the credentials to log in and complete attendance for the day.

Specialist Teacher Expectations

- **Physical Education:**
 - Develop a bank of exercises and physical activities for students and share these with classroom teachers and families.
- **Art:**
 - Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families.
- **Music:**
 - Staying mindful of the instruments or resources families may not have in their home, develop a bank of activities for students and share these with classroom teachers and families.
- **Design & Technology / Coding & Robotics:**
 - Staying mindful of the technologies students may have access to at home, develop activities that demonstrate their understanding.
 - Collaborate with classroom teachers on how to integrate content into classroom projects and experiences.

- **Modern Foreign Languages:**
 - Utilize technologies that will allow assessment of speaking and listening activities.
- **Arabic:**
 - Collaborate with colleagues in designing RLP experiences in accordance with school-wide and divisional plans.
 - Develop high-quality learning experiences.
 - Communicate with and provide timely feedback to students and parents.
 - Communicate the weekly learning and homework as per divisional agreements.
- **Islamic Education:**
 - Collaborate with colleagues in designing RLP experiences in accordance with school-wide and divisional plans.
 - Develop high-quality learning experiences.
 - Communicate with and provide timely feedback to students and parents.
 - Communicate the weekly learning and homework as per divisional agreements.

The instructional day should maintain what is familiar for the students. Apps, subscriptions, and other learning tools that the students are proficient using should be utilized.

- **SEND and EAL Teachers:**
 - Maintain 1:1 communication with the assigned students.
 - The teacher should communicate regularly with the subject or classroom teachers who teach the students on their caseload.
 - Ensure all teachers are added as a collaborator on each divisional learning platform.
 - Teachers will offer to scaffold or modify assignments, as per IEP recommendations, for students on their caseload to support subject or classroom teachers.
 - Teachers will help the subject or classroom teacher differentiate lessons and activities for the students on their caseload.
 - The teacher will communicate regularly with students on their caseload and/or the parents to ensure they have success with distance learning.
 - Teachers will provide supplementary learning activities for students on their caseload who may benefit from additional practice to close academic and curricular gaps.
- **Innovation Activators:**
 - Communicate regularly with assigned teachers to support planning, facilitation of learning opportunities, lessons and creation of assessment tools.
 - Collaborate with Divisional Administrators to continuously develop and update the department's RLP.

- Provide teachers within your divisions with useful links, e.g. “How to Videos”, apps and/or alternate strategies.
- **Instructional Coaches:**
 - Communicate regularly with assigned teachers to support planning, facilitation of learning opportunities, lessons and creation of assessment tools. Collaborate with Heads of Department (HOD) and Divisional Administrators to continuously develop and update department’s RLP.
- **Librarians:**
 - Communicate regularly with divisional teachers to support planning and facilitation of learning opportunities and lessons e.g. what subscriptions can be utilized.
 - Collaborate with Divisional Administrators to continuously develop and update department’s Remote Learning Plan.
- **Educational Assistants:**
 - Communicate regularly with classroom teachers to identify ways of supporting students and contributing to planning and instruction.
 - Monitor student learning and provide feedback to students, as requested by the teachers and teams.
- **Learning Support Assistants:**
 - Communicate regularly with classroom teachers to identify ways you can support students and contribute to planning and instruction.
 - Monitor student learning and provide feedback to students, as requested by the teachers and teams you support.

Recommendations:

When planning learning blocks consider the following lesson structure.

Prepare the learner	<i>What is the hook? How is this lesson linked back to prior learning?</i>
Input of new learning	<i>What is the focus of this lesson? How will explicit instruction be provided ?</i>
Practice	<i>How will students engage with or process the new learning?</i>
Evaluation	<i>How will progress be determined?</i>

As the professional responsible for student learning, individual teachers will provide input into what this looks like and how to execute it for their respective classes.

Points for Further Consideration (K-12 Teacher Expectations):

The transition to remote learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten points provided below are intended to help teachers across all divisions reflect on challenges they will confront in shifting to distance learning.

1. Culture of Kindness

DAA's Commitment is to Care and Support. In the event of school closure that leads to implementation of this **Remote Learning Plan (RLP)**, the students may be stressed or worried. Before diving into curriculum, take the time to assess the students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular check-ins with the students as long as this RLP is in place.

2. Evaluate students' conditions for distance learning

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

3. Stick with the familiar

Especially in the first weeks after moving to this RLP, teachers should continue using existing communication channels and learning management systems. In other words, stick with what's familiar to the students. Teachers should remember that while many students will thrive with distance 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. In the beginning, stick with the familiar.

4. Less is more

Should DAA implement this RLP, 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 assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

5. Seize the moment; embrace new opportunities and possibilities for students

Years or decades from now, how will students remember the circumstances that resulted in school closure? While distance 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 school closure. 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 school closure might also provide other real-life opportunities to study scientific phenomena associated with the situation, how the media is reporting, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for students.

6. Provide space for personalized learning

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

7. Designers of experience; facilitators of learning

In shifting to remote learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Remote learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

8. Design asynchronous learning experiences

When school is closed and students are spread across many time zones, teachers can still connect them asynchronously. For example, teachers can use familiar discussion forums or tools like Flipgrid and Padlet to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

9. Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. If DAA' s campus was closed, students might be able to gather for synchronous learning times via video chat using Google Meet and other apps. Collaboration remains important and there are many ways teachers can foster it through synchronous learning.

10. Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to distance learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the end goal to performance 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 on the teacher's part when traditional methods do not work.

Parent Expectations

With the transition to remote learning, parents, in partnership with teachers 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 remote learning, while others may find it challenging as this is a new way to access the curriculum. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a remote learning environment.

1. Establish routines and expectations

Parents need to establish routines and expectations, and DAA encourages parents to set regular hours for their children's school work. We recommend keeping normal bedtime routines for younger children (Elementary School) and expect the same from your Middle and High School students, too. The 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.

2. Define the physical space for your child's study

Children 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. Families are encouraged to establish a space/location where children will learn most of the time. This could be a family space, and not necessarily 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. Above all, it should be a space where parents/guardians are present and monitoring their children's learning.

3. Monitor communications from the children's teacher(s)

Teachers will communicate with parents and students through email, or other educational platforms when and as necessary. The frequency and detail of these communications will be determined by the children's ages, maturity, and their degree of independence. DAA wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with many families and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Learning Platforms/Systems (e.g. Google Classroom, Seesaw. etc.) that teachers are using.

4. 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 the student is learning that day? What are the learning targets or goals? How will the students spend their time? What resources are required? What support is needed? 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, 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.

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

In the course of a regular school day at DAA, children engage with other students or adults numerous 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, whenever possible. However, it is important that children own their work; do not complete assignments for them, even when they find it challenging.

6. Establish times for quiet reflection

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are of 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 to block out distractions.

7. Encourage physical activity and/or exercise

Make sure children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. DAA's physical education teachers will recommend activities and exercises, but it is important for parents to model and encourage exercise! Think also about how children can pitch in more around the house

with chores or other responsibilities. Do not let children off the hook – expect them to pitch in!

8. Remain mindful of stress or worry

It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult as it may be, try not to transfer stress or worry to children. They will be out of their normal routine and need as much normal routine as parents can provide. As usual, feel free to reach out to divisional counselors for strategies to support as needed.

9. Monitor how much time is spent online

DAA is mindful of how much screen time students may be exposed to, and believe in a program that balances online and hands-on learning experiences. Therefore, the school will endeavour to plan a balanced program. DAA thanks you in advance for your support and partnership.

10. Keep children social, but set rules around social media interactions

The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help children maintain contact with friends and see them in person when circumstances permit. Please also monitor children'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. DAA asks parents to monitor children's use of social media. Remind children to be polite, respectful, and appropriate in their communications and to represent family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

Elementary School

Early Years (KG1 and KG2) Priorities & Considerations

1. After receiving initial notice from the Superintendent about school closure and timelines, families will receive an email with division-specific information.
2. The primary tools for communication between teachers and families will be Seesaw and email.
3. Learning for Early Years students will remain holistically focused on broad language, cognitive, physical and social-emotional development.
4. Learning activities and experiences will emphasize interaction and creativity.

Elementary School (Grades 1 to 5) Priorities & Considerations

1. After receiving initial notice from the Superintendent about school closure and timelines, families will receive an email with division-specific information.
2. The primary tools for communication between teachers and families will be Seesaw, newsletters via email, and/or Google Classroom.
3. Students will have both off- and on-screen learning activities designed to engage elementary learners in experiences that connect to the current curriculum.
4. 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 3-5.

STUDENT ROLES AND RESPONSIBILITIES

1. Establish daily routines for engaging in the learning experiences (7:50am start).
2. Identify a comfortable, quiet space in the home where work can be done effectively and successfully.
3. Regularly monitor online platforms (Google Classroom, Seesaw, email, etc.) to check for announcements and feedback from teachers.
4. Complete assignments with integrity and academic honesty, doing the best work.
5. Meet timelines, commitments, and due dates.
6. Communicate proactively with teachers if deadlines you cannot meet or additional support is required.
7. Collaborate and support DAA peers in their learning.

<p>8. Comply with DAA’s Acceptable Use Policy, including expectations for online etiquette.</p> <p>9. Proactively seek out and communicate with other adults at Dubai American Academy as different needs arise (see below)</p>	
For queries about...	Contact...
Classroom learning or resources	Classroom teacher
A technology-related problem or issue	DAA’s Support Helpdesk ticketing system for students helpdeskforstudents@gemsdaa.net
Personal or social-emotional concern	Grade Level Counselor <ul style="list-style-type: none"> • Ms. Helms: l.helms_daa@gemsedu.com • Mr. Tyson: a.tyson_daa@gemsedu.com • Ms. Clarke: l.clarke_daa@gemsedu.com
Other issues related to learning beyond the classroom walls	Elementary Leadership Team <ul style="list-style-type: none"> • Ms. Gandhi: KG1 to Grade 1: t.gandhi_daa@gemsedu.com • Ms. Terman: Grades 2 and 3: l.terman_daa@gemsedu.com • Ms. Salameh: Grades 4 and 5: n.salameh_daa@gemsedu.com • Mr. Cantlie: Elementary: c.cantlie_daa@gemsedu.com

WEEKLY LEARNING

On Sunday morning students will receive a Weekly Learning Plan from classroom teachers. The learning provided will be broken down into a daily schedule.

WEEK OF...	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
LITERACY					
NUMERACY					
INQUIRY					

ART					
MUSIC					
PE					
ARABIC					

Each Weekly Plan will include the following:

1. Weekly Learning Intentions and Success Criteria for each subject area;
2. Daily Learning Activities in each subject;
3. Assessments and Assignments that need to be completed;
4. The necessary learning resources.

The “live” component of our weekly learning in grades 1 to 5 will be a mix of YouTube Live, Padlet, Microsoft Teams and Google Meet (as applicable).

Middle School

Priorities & Considerations

- After receiving initial notice from the Superintendent about school closure and timelines, families will receive an email with division-specific information.
- The primary tools for communication between teachers and families will be Google Classroom and email.
- Teachers will either link materials in Google Classroom or share materials directly to each student's Google Drive.
- Remote learning for early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students.
- 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 Newsela and our databases, reading materials including ebooks and audiobooks via Google Classroom.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors, homeroom and subject teachers are always available to support students with academic, social, or emotional needs.

Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 7.40am start).
- Identify a comfortable, quiet space in the home where the student can work effectively and successfully.
- Regularly monitor online platforms ([Google Classroom](#), Gmail, etc.) to check for announcements and feedback from teachers.
- Complete assignments with integrity and academic honesty, doing the best work.
- Students are expected to meet regular timelines, commitments, and due dates.

<ul style="list-style-type: none"> • Communicate proactively with teachers if deadlines cannot be met or additional support is required. • Collaborate and support DAA peers in their learning. • Comply with DAA’s Acceptable Use Policy, including expectations for online etiquette. • Proactively seek out and communicate with other adults at DAA as different needs arise (see below). 	
For queries about...	Contact...
A course, assignment, or resource	The relevant teacher
A technology-related problem or issue	DAA’s Support Helpdesk ticketing system for students helpdeskforstudents@gemsdaa.net
A personal, academic or social-emotional concern.	Assigned counselor <ul style="list-style-type: none"> • Mira Nasr: m.nasr_daa@gemsedu.com • Frank Becvar: f.becvar_daa@gemsedu.com OR the Dean of Students <ul style="list-style-type: none"> • Scott MacDonald: s.macdonald_daa@gemsedu.com
Other issues related to online learning	The Principal or Assistant Principal <ul style="list-style-type: none"> • Lisa Hewitt: l.hewitt_daa@gemsedu.com • Aimee Fleming: a.fleming_daa@gemsedu.com

Time Frame for Learning & Resources for all MS Students (Grades 6, 7 & 8)	
Middle School students will follow the regular Middle School Schedule. (i.e Sunday through Thursday).	<ul style="list-style-type: none"> • March 1-5: Week 2 • March 8-12: Week 1 • March 15-19: Week 2 • And so on...
Links to Resources & Ideas	<ul style="list-style-type: none"> • Library: The MS library site is the place to go when students need to begin research on any subject or get access to current events on

[Newsela](#), The Day or New York Times. Follow the link to the [Middle School LibGuide](#). Click on the tab Databases. Here you will find a number of resources that will assist with any type of research. Login details are in blue text.

- **Links to commonly used student sites:**

[IXL LINK](#) - English, Math and Science

English

- [Noredink](#)
- [Readtheory](#)
- [Flip grid](#)

Math

- [Khan Academy](#)

Foreign Language

- [VOCES](#)
- [ROCKALINGUA](#)
- [BIEN DIT!](#)

Arabic

- [Ireadarabic](#) – For nonnative students
- [Bravo Bravo](#) – For native students

High School

Priorities & Considerations

- After receiving initial notice from the Superintendent about school closure and timelines, families will receive an email with division-specific information.
- The primary tools for communication between teachers and families will be Google Classroom and email.
- Teachers will link materials in Google Classroom for each lesson.
- Teachers must use a live online learning platform at least once a week during your regular scheduled block. Platforms will include: YouTube live and Microsoft Teams.
- Remote learning for adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the high school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students.
- 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 our databases, reading materials including ebooks and audiobooks via Google Classroom.
- Students are encouraged to be proactive in reaching out to teachers when questions arise or assignments are unclear.
- Counselors, homeroom and subject teachers are always available to support students with academic, social, or emotional needs.

Student Roles and Expectations

Attendance Procedures:

- Students are expected to log their attendance in via google form through their MEA google classroom between 7:40 and 8:40am each day. Absences are still counted and will be logged on their report card and Ms. Roma will call home as normal.
- If a student is 'late', logging in after 8:40am, they must email Ms. Roma.
- Parents are to contact Roma at r.agtarap_daa@gemsedu.com if a student is sick.

Remote Learning:

- Students are expected to log into Google Classroom as per their 10 day rotation regular schedule.
- Students are expected to complete all learning experiences posted and adhere to the deadlines set by teachers.
- Students are encouraged to be proactive in reaching out to teachers when questions arise or assignments are unclear.
- Counselors, homeroom and subject teachers are always available to support students with academic, social, or emotional needs.
- Regularly monitor online platforms (Google Classroom, Gmail, etc.) to check for announcements and feedback from teachers.
- Complete assignments with integrity and academic honesty, doing best work.
- Students are expected to meet regular timelines, commitments, and due dates.
- Communicate proactively with teachers if deadlines cannot be met or additional support is required.
- Collaborate and support DAA peers in their learning.
- Comply with DAA's Acceptable Use Policy, including expectations for online etiquette.
- Proactively seek out and communicate with other adults at DAA as different needs arise (see below).

For queries about...	Contact...
A course, assignment, or resource	The relevant teacher
A specific course content in text, video or media.	HS Librarian, Marta Perez m.perez_daa@gemsedu.com
A online or digital resource to be integrated into lesson	HS Innovation Coach, Cecil Mack c.mack_daa@gemsedu.com
A technology-related problem or issue	DAA's Support Helpdesk ticketing system for students helpdeskforstudents@gemsdaa.net
A personal, academic or	Assigned counselor:

<p>social-emotional concern.</p>	<p>Grade 9- Reema Hadid: r.hadid_daa@gemsedu.com</p> <p>Grades 10-12, by last name:</p> <ul style="list-style-type: none"> ● A-C Katrina Watson: k.watson_daa@gemsedu.com ● D-Kep- Rhiana Courlander: r.courlander_daa@gemsedu.com ● Kh-Q - Steven Johanson: s.johanson_daa@gemsedu.com ● R-Z - Trisha Johnson: t.johnson_daa@gemsedu.com
<p>Other issues related to online learning</p>	<p>The Principal/ AP/Dean of Students</p> <ul style="list-style-type: none"> ● Principal - Tammy Jochinke: t.jochinke_daa@gemsedu.com ● Assistant Principal - Jim Atkinson: j.atkinson_daa@gemsedu.com ● Dean of Students - Joshuary Doubleday: j.doubleday_daa@gemsedu.com

Accommodating Inclusion & Online Learning

In many ways online learning is tailor-made for students with special needs. Students who find the classroom environment challenging, learn at a different pace, or need a high degree of differentiated content may find it easier than traditional learning. However, there are a few important things that need to be taken into consideration. For example, students with attention difficulties or low motivation may struggle to complete tasks on their own with little or no supervision. *Regular communication with parents and students is essential to helping students stay on task.*

What are some of the things that can be done to improve online learning for a special population? (Some tips/ideas from [Laura Lynch at Learndash.com](#), and [Christopher Pappas from elearning ndustry.com](#) and Joseph Gorski.)

Include both audio and visual formats.

Content should be accessible in multiple forms. Learners do not need to be blind or deaf to have difficulty seeing or hearing different media forms. By providing both formats, this gives learners options.

Use alt tags on images and headers in your copy.

Screen readers and tab navigation are designed to work with HTML markup in certain ways. When uploading an image, include an alt description that accurately describes what is in the image, so that screen readers know what it represents. Include headers in copies so that those using tab navigation can easily skim through content.

Enable options for special keyboards and tab navigation.

Learners with motor control difficulties rely on special navigational tools, such as alternative keyboards, to move through a site. The course should support these navigation tools.

Avoid crowding with large, readable text and lots of white space.

Not only is cramped text harder to read, buttons and links that don't have enough click padding around them are hard to click. Give designs room to breathe. Tight, small text is a bad design to begin with.

Use contrast and descriptive labels with infographics.

Color Blindness affects approximately 8% of men and 0.5% of women. The most common form, red-green, makes it difficult for learners to distinguish between some hues. Graphics or design elements that rely on color should choose colors that have light/dark contrast, use patterns effectively, and label all elements. If in doubt, put the graphic through a black and white filter to see if it still makes sense. If it does not, it may be unreadable by some learners.

Google Docs!

Tracking a student's progress LIVE in google docs offers a great way to interact and provide immediate feedback for students with special needs, especially if they tend to get distracted. In the past, some teachers have also paired students (peer-learning) with the task of commenting, and replying to a comment in docs chat every 2-5 minutes.

COLOR CODING

There is research that suggests alternating colors and using multi-color text actually helps facilitate reading and understanding. Try and take some time to make intimidating documents easier to differentiate visually.

Other suggestions:

Provide Clear Instructions To Improve Engagement
Summarize The Key Concepts And Ideas Beforehand
Incorporate Subtitles And Audio Narrations
Offer Immediate eLearning Feedback With Recommendations

Other Resources for making online courses more accessible:

Washington.edu - [Distance Learning Accommodations](#)
Learnfastq.com - [Make Online Learning Accessible](#)

Athletics Department

Please find below the Athletics and Activities Action Plan:

- Athletics Department informed all coaches regarding KHDA Directive
- Athletic team coaches have reached out to respective teams and parents
- Students have been encouraged to work out using the Fitness Plans given by coaches.
- A student survey has been created and will be sent out regarding MESAC travel and hosting, and a parent survey will be sent as well.

All games and athletic practices (including practices at Dubai Little League) are cancelled. The following athletic events have been cancelled, and will not be rescheduled.

- Varsity Baseball/Softball vs. ASD
- JV Baseball vs. ASD
- JV and Varsity Badminton vs. ASD, UAS
- ACS Athens Swim Meet
- ASD Track and Field Relays
- Varsity Baseball/Softball vs. ASD
- JV Softball vs. ASD
- JV and Varsity Badminton vs. ASD, ACS
- U14 Track & Field Throws and Jumps
- JV and Varsity Track and Field Throws and Jumps
- JV and Varsity Track and Field Relays
- EAC Badminton
- DISSC Badminton Invitational
- JV Baseball Invitational
- JV Softball Invitational
- Varsity Baseball/Softball Invitational

We will announce further cancellations as more information becomes available, and this could include the following events:

- DISSC Track and Field Invitational
- U14 Track Relays

- EAC Track and Field
- Leopards Swim Cup
- Varsity Softball vs. GAA
- JV Baseball and Softball vs. ASD
- JV and Varsity Softball vs. ACS
- Varsity Baseball vs. ACS
- U14 EAC Track and Field

These cancellations could also include all MESAC Season Three Events. If this is the case, we will inform all those involved in due time.