



PREVIEW: AISC's Learning Models Framework



Introduction

Looking Ahead to the 2020–21 School Year

Dear AISC,

Looking ahead to the 2020–21 school year and beyond, AISC is committed to the highest standards of student health and wellbeing and to providing a world-class academic and learning experience for our students. Within the context of keeping our students, faculty, staff, and community safe and abiding all local directives, AISC will exercise abundant caution when considering reopening our campus.

We are designing this Learning Model Framework with the assumption that COVID-19 will continue to be a social and health concern for the foreseeable future. At the same time, we embrace the opportunities for us to leverage the advantages of virtual learning experiences to build the foundations for flexible learning models that will best meet the holistic educational needs of our students in the coming year and beyond. Our Framework Preview is a work-in-progress as we prepare for the 2020–21 academic year. Our specific plans will continue to evolve.

AISC will need to be nimble and responsive. While we hope to open our campus in August, we recognize that local directives or contingencies could require us to close with very little warning. AISC must be prepared to move between different learning models according to whether we can be on campus or must continue in virtual.

The development of this Framework is being guided by six organizing principles:

- Abide by AISC's Mission, Core Values, and Vision for the AISC Learner.
- Prioritize student, faculty, staff, and community member health, safety, and wellbeing by abiding by government directives and global safety protocols.
- Seek to optimize the academic and learning experiences of our students within the COVID-19 context.
- Return to campus according to government permission and safety protocols.
- Ensure safety, health, and hygiene policies and procedures are research-based and aligned with local and international norms and standards.
- Enact policies and procedures to reduce risk of virus transmission and support our capacity to be responsive and nimble when facing changing health circumstances.

Through this Framework Preview, we outline optimal, mission-driven learning models within our challenging COVID-19 context. This work has been informed by the experiences during our spring of 2020—the COVID-19 pandemic.

Thank you students for your patience and adaptability; thank you parents for your engagement and support; and thank you faculty for your courage, commitment, and professionalism.

Sincerely,
Andrew Hoover
Head of School

“AISC will need to be nimble and responsive, and be prepared to move between different learning models— according to whether we can be on campus or continue virtually.”

Overview

Our Big Ideas Matter

Our Big Ideas matter—especially when our traditional ways of doing and being are so fundamentally challenged as they have been through the global pandemic of COVID-19.

Our Mission, Values, Vision for the AISC Learner, and statement on Internationalism provide the School and our community members with a coherent vision to connect the past with the present and future, and connect what seem like disparate parts to a familiar and aspirational whole. Our Big Ideas remind us of our true north and of the interconnectedness of our community members. Further, they inform our decisions and actions.



TOGETHER
WE INSPIRE A LOVE OF LEARNING,
EMPOWERING ALL STUDENTS WITH THE
COURAGE,
CONFIDENCE,
CREATIVITY
AND
COMPASSION
TO MAKE THEIR UNIQUE CONTRIBUTION
IN A DIVERSE AND DYNAMIC WORLD.

Overview

Shared Expectations & Responsibilities

We carry the greatest respect for the emotional and physical wellbeing of all community members. During the COVID-19 pandemic, there will be significant emphasis on the safety and health of all community members.

Expectations

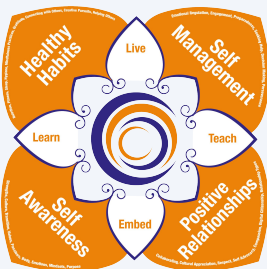
Expect a "new normal" and prepare to adapt and change. Our ability as a community to be successful through this depends on each of us practicing our core values of respect, responsibility, excellence, integrity, and appreciation of diversity.

- The possibility of exposure to COVID-19 is real and adaptations to routines, programming, and protocols will be made to ensure every reasonable precaution is taken.
- Each of us will comply willingly with all COVID-19 protocols, rules, and policies designed to keep our community members safe.
- Each of us will seek to be respectful and compassionate in our interactions with others.
- We cannot blame the COVID-19 pandemic on anyone.

Responsibilities

Each of us will participate in a safe and healthy return to campus by:

- Following health, temperature, and symptoms of illness guidelines and not coming to campus when symptomatic of any illness;
- Wearing face masks, washing and disinfecting hands frequently, and by practicing social distancing norms;
- Following campus entry protocols;
- Interacting safely with each other and support efforts to maintain a healthy environment;
- Treating all staff members—security, gardeners, maintenance, cafeteria workers, office staff, nurses—with respect, remembering that everyone must practice safety;
- Complying with all government and self-quarantine rules relative to exposure to COVID-19.



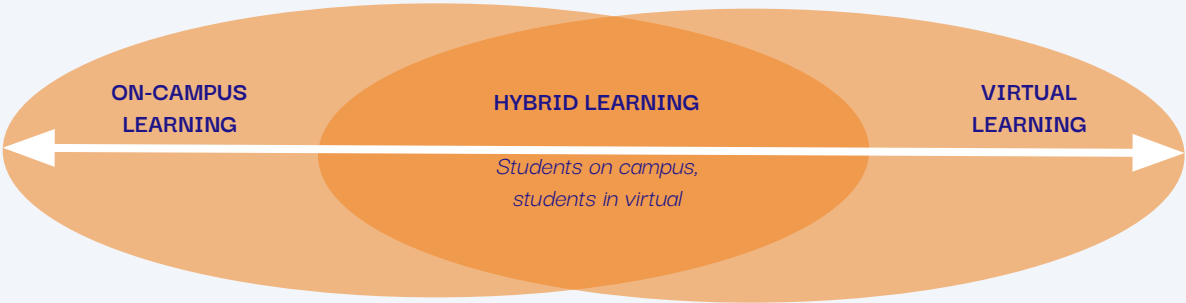
The Wellbeing Framework at AISC is comprised of four domains: **Healthy Habits, Self Awareness, Self Management and Positive Relationships**. These domains guide the programming of Wellbeing at AISC, which:

- Provides education for students in the four domains
- Creates opportunities for students to enhance their Wellbeing
- Embeds a culture of Wellbeing throughout the school

Three Models for Learning

Intentional Planning with Flexibility in Mind

In anticipation of ongoing and evolving challenges associated with the COVID-19 pandemic for the foreseeable future, AISC has developed three models for learning. Our experience with Virtual Learning has also helped us to see that there are opportunities to enhance and transform our approaches to teaching and learning through this experience. The juxtaposition of the 3 Models of Learning presumes the centrality, relevance, and necessity of a robust virtual learning home for every learner. While the commitment to each student’s classroom home remains paramount, the virtual learning home empowers our teachers and students to move with flexibility between the models of learning. Across all three models, our commitments to providing a holistic education and personalized learning, sustaining wellbeing, engaging environmental responsibility, learning from experiences and exposure to differences, and taking advantage of the resources of our community are unwavering.



The decisions regarding the opening of campus will be based on whether the School can open legally and safely in accordance with local government directives and regulations, and with international standards and guidelines (including but not limited to International SOS, WHO, and the Center for Disease Control and Prevention), and aligned with best practices and procedures in use at schools locally and globally.

ON-CAMPUS LEARNING <i>100% on campus</i>	HYBRID LEARNING <i>Students On Campus, Students in Virtual Learning</i>	VIRTUAL LEARNING <i>100% virtual</i>
<p>Conditions dictate that the AISC campus can be open at normal capacity levels, health risks are low, and our student body is local.</p> <p>This is the AISC learning experience with all students, faculty, and staff attending school in-person five days a week, according to our daily schedules and annual calendar. The learning that happens outside of the school day is mostly homework, reading, projects, and extension activities to name a few. Many co-curricular activities may be able to take place. Preventative health measures, realistic physical distancing guidelines, as well as routine hygiene policies and procedures are implemented on campus. The risk of exposure to the virus that causes COVID-19 is considered low enough that student density in classrooms and shared facilities is appropriate.</p>	<p>Conditions dictate that campus can be open and that some students and faculty can be safely on campus.</p> <p>Students and faculty in Chennai can be on campus, if they choose to be so.</p> <p>Perhaps some students or faculty cannot be on campus because they are away from Chennai.</p> <p>Conditions could also dictate that not all students or faculty can be safely on campus at the same time due to social distancing.</p> <p>This model offers the opportunity of on-campus learning along with teacher-directed virtual experiences.</p> <p>This model introduces physical distancing and density reduction on campus as key strategies to further reduce exposure within our community, while at the same time maximizing in-person and synchronous interactions between students and teachers.</p>	<p>Conditions dictate that AISC's campus must be closed.</p> <p>Our campus is closed and school remains open through virtual learning experiences. Students attend school virtually through synchronous and asynchronous lessons, activities, and projects. Collaboration and engagement is largely virtual. Courses and classes will be modular, scheduled, and students will engage with developmentally appropriate digital instruction, both face-to-face and through virtual artifacts. Student schedules will be personalized and dependent on location and time zones. Technology and Digital Literacy support will be rich and varied, ensuring both access and empowering online agility for our students and families.</p>

A Preview of Each Section

EY, ES, MS, HS, EAL, Athletics & Clubs

Early Years Learning (EY)

Designed for Creation, Imagination & Play



We value your child’s early learning experience and strongly believe in opportunities for young children to move, create, imagine, and play. During these extraordinary times, we recognize the need to prioritize students’ health and safety and have planned three different scenarios that hold to our values while enriching and supporting the growth and development of our youngest learners. Regardless of how students are accessing learning at AISC, they will be engaged in rigorous play-based learning experiences with an emphasis on children’s growth and development across all developmental areas while also fostering strong relationships with teachers and peers.

	<div>ON-CAMPUS LEARNING</div> <div>100% on campus</div>	<div>HYBRID LEARNING</div> <div>Students on campus, students virtual</div>	<div>VIRTUAL LEARNING</div> <div>100% virtual</div>	<div>What guides the design in EY?</div> <div>We've designed these models with the following in mind:</div> <div><ul style="list-style-type: none">● Movement● Authentic Play● Social-Emotional Development● Personalized Learning</div> <div>What does the synchronous time look like for students in another time zone?</div> <div>Teachers will monitor where students are located. Teacher-student-parent interactions will take into consideration time zones. For young children and their parents, there will be multiple synchronous learning sessions and touch-points throughout the week. Synchronous sessions will be used to foster children's developmental skills and nurture interactions with peers. We will work with individual families to support children's needs and development.</div> <div>What are the expectations of parents?</div> <div>Knowing that our youngest learners need consistent support and guidance from adults, we are expecting parents to engage with their child in some activities and play. Parents can utilize shared basic strategies (open-ended questions, modeling, redirection) to help their child grow in all areas, and will be closely supported by EY teachers to apply different strategies and engage in play with their child.</div>																										
DETAILS	Early Years students will closely follow all health and safety guidelines while engaging in an emergent curriculum which builds on children's interests and developmental needs. Students will participate in authentic play and class projects, both inside and at the Outdoor Learning Center. Materials across all EY classrooms will be regularly sanitized.	Students may be on campus or engaged through Seesaw in virtual learning. Teachers will use a play-based personalized approach to teaching, on campus and virtually. We will prioritize wellness, relationship building, and connecting with peers.	Throughout the week, EY students will engage in small group and live sessions. Teachers will hold regular virtual home visits which will focus on engaging students and providing strategies and supports for parents.																											
SCHEDULE	<div>An example of our on-campus learning schedule</div> <table><tr><th colspan="3">MORNING</th><th colspan="3">AFTERNOON</th></tr><tr><td>Morning Meeting</td><td>Read Aloud / Literacy</td><td>Class Project / Numeracy</td><td>Independent Learning</td><td>Outdoor Learning Center</td><td>Closing Circle</td></tr></table> <div><div></div> Live class time with teacher</div> <div><div></div> Individual time</div> <div><div></div> Parent time with teacher (virtual only)</div>			MORNING			AFTERNOON			Morning Meeting	Read Aloud / Literacy	Class Project / Numeracy	Independent Learning	Outdoor Learning Center	Closing Circle	<div>The hybrid model allows students to be on either schedule.</div> <div>An example of our virtual learning schedule</div> <table><tr><th colspan="3">MORNING</th><th colspan="4">AFTERNOON</th></tr><tr><td>Morning Meeting</td><td>Planned Learning</td><td>Parent Support Home Visit</td><td>Group Activity</td><td>Planned Learning</td><td>Read Aloud</td><td>Closing Circle</td></tr></table>	MORNING			AFTERNOON				Morning Meeting	Planned Learning	Parent Support Home Visit	Group Activity	Planned Learning	Read Aloud	Closing Circle
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SUPPORTS	<div></div> <div>The Outdoor Learning Center</div>		<div></div> <div>Parent Virtual Home Visits</div> <div></div> <div>Videos for Parents</div>																											

Elementary School Learning (K–5)

Designed for Relationships, Equity & Challenge

Whether your child is learning with us virtually or on campus, Elementary School (ES) students will be immersed in integrated project-based learning. Relationships, equity, and rigor will be prioritized as well as the health and safety of our students. Regardless of how students are accessing learning at AISC, they will be engaged in challenging learning experiences with an emphasis on child development and individual success in all developmental areas, while also building healthy relationships with peers and teachers.

DETAILS

SCHEDULE

SUPPORTS

ON-CAMPUS LEARNING <i>100% on campus</i>	HYBRID LEARNING <i>Students on campus, students virtual</i>	VIRTUAL LEARNING <i>100% virtual</i>														
Students will be grouped accordingly to health and safety measures in small pods, where they will connect and learn collaboratively with their peers. Students will experience a robust regular daily schedule of core and specialist classes in an integrated project-based approach, focusing on wellbeing as well as the development of foundational skills. Students will have access to playgrounds, design studios, performing art rooms, as well as other specialized elementary spaces.	Students may be on campus or engaged through Seesaw in virtual learning. Teachers will use a project-based approach to teaching, integrating subject areas and focusing on the development of foundational skills. We will prioritize wellness, relationship building, and connecting with peers. Live classes will be taught virtually or on campus for both core and specialist classes, through whole class and small group sessions.	Throughout the week, students will engage in live classes and small group lessons in core subject and specialist classes, as well as have the opportunity to watch videos of their teachers and work independently at their own pace. Students will communicate with their teachers and peers through Seesaw. Students will engage in project-based learning while focusing on wellbeing, relationship building, and connecting with peers daily.														
<p>An example of our on-campus learning schedule</p> <table> <tr> <th colspan="4">MORNING</th> <th colspan="3">AFTERNOON</th> </tr> <tr> <td>Morning Meeting</td> <td>Core Class (Math, Literacy, Social Studies, Science)</td> <td>Recess</td> <td>Small Group</td> <td>Core class</td> <td>Specialist Class</td> <td>Closing Circle</td> </tr> </table> <p> ■ Live whole class time with teacher ■ Live small group time with teacher ■ Individual home learning time in core subject areas of Math, Literacy, Social Studies, and Science </p>			MORNING				AFTERNOON			Morning Meeting	Core Class (Math, Literacy, Social Studies, Science)	Recess	Small Group	Core class	Specialist Class	Closing Circle
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<p>An example of our virtual learning schedule</p> <table> <tr> <th colspan="3">MORNING</th> <th colspan="4">AFTERNOON</th> </tr> <tr> <td>Morning Meeting</td> <td>Core Class (Math, Literacy, Social Studies, Science)</td> <td>Planned Core Learning</td> <td>Small group</td> <td>Specialist Class</td> <td>Planned Core Learning</td> <td>Closing Circle</td> </tr> </table> <p>Assessment and feedback provided on learning progress throughout the day</p>			MORNING			AFTERNOON				Morning Meeting	Core Class (Math, Literacy, Social Studies, Science)	Planned Core Learning	Small group	Specialist Class	Planned Core Learning	Closing Circle
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<div> </div> <div> Access to Facilities & Playgrounds Daily Connections Seesaw Videos from Teachers </div>																

What guides the design in ES?

We've designed these models so all students:

- Build relationships
- Connect with peers
- Develop academic and digital skills
- Engage in live classes

What does the synchronous time look like for students in another time zone?

Teachers will monitor where students are located. There will be multiple synchronous learning sessions and touch-points throughout the week based on the unique learning needs of the learning and of the learner. Small group meetings and teacher-student interactions will take into consideration time zones. The asynchronous and independent learning reinforces and applies teaching points from synchronous sessions, and allows children to work at their own pace.

How will teachers ensure children are progressing academically?

We will continue to support all students and their wellbeing through daily lessons and check-ins. Regular, specific, and timely feedback will be provided. We will integrate digital literacy into our lessons so students develop fluencies using platforms.

Middle School Learning

Designed for Challenge, Community & Personal Growth

On campus or online, we are committed to creating an experience that supports students as learners, promotes wellbeing, and builds community. In all of our learning models, on-campus, hybrid and virtual, our program will continue to be rooted in inquiry-based learning, responsive to individual student learning needs, and incorporate English and academic language development for all students. Building positive teacher-student relationships and peer relationships form the foundation of community and learning in the Middle School (MS)—on campus and online. We will maintain the integrity of our academic program by using the same content and assessment standards across all models.

	ON-CAMPUS LEARNING <i>100% on campus</i>	HYBRID LEARNING <i>Students on campus, students virtual</i>	VIRTUAL LEARNING <i>100% virtual</i>
DETAILS	All aspects of our academic program resume with respect to health and safety measures. Modifications to specific learning activities will be made as appropriate.	In Hybrid Learning, some students will join in learning on campus and others will join virtually. Learning objectives are the same for students on and off campus. Community is maintained through daily advisory sessions and through daily class connection—online or on campus. Co-curricular activities will be available to students on campus and online.	All students will access learning through the online modules on PowerSchool. Advisory and all MS events will move to online formats. Detailed digital orientation will support students to access online platforms.
SCHEDULE	<p>SAMPLE DAILY SCHEDULE Classes follow an A/B Day schedule. Students participate in advisory & engage in 4 classes. Classes include at least 30 minutes of structured time with their teacher and 45 minutes of individual and/or collaborative learning.</p> <div style="text-align: center;"> </div>		
ENGAGEMENT	<p style="text-align: center;">Student engagement across 5 classes</p> <div style="text-align: center;"> </div> <p>Live teacher connection points support students with the content & skills in the module.</p> <p>Student collaboration is used throughout the module to provide peer interaction to reach learning objectives.</p> <p style="text-align: center;">Learning engagement will flex according to course content and specific lesson plans.</p>		

What guides the design in the MS?

- Connection with teachers and peers
- Inquiry and choice
- Collaboration, engagement & initiative and preparation

What does the synchronous time look like for students in another time zone?

How will teachers make sure students are on-track academically?

High School Learning

Designed for Challenge, Connection & Flexibility

Whether you are on campus or online, the learning experience is equally rigorous and connected. For 2020–21, we have designed a two-week flexible modular system that provides structure and support, while empowering students to own their learning with courage, confidence, creativity, and compassion. The system aligns with what students have experienced in the classroom before: a combination of teacher-led whole group engagement, student-facilitated small group collaboration and individual application, and sense-making. Modules will dedicate approximately 40% of the time to teacher-directed synchronous learning, 20% to student-directed small group/pair collaboration, and 40% individual asynchronous learning as appropriate to the curriculum at hand.




	<div>ON-CAMPUS LEARNING</div> <div>100% on campus</div>	<div>HYBRID LEARNING</div> <div>Students on campus, students virtual</div>	<div>VIRTUAL LEARNING</div> <div>100% virtual</div>	<div>What guides the design in HS?</div> <div>We believe that learning is constructed through social collaboration and individual sense-making. Centered in rigorous academics, students engage in personalized learning while developing greater self-direction, practicing wellbeing, and connecting within the high school community.</div> <div>What does synchronous time look like for students in another time zone?</div> <div>Teachers will monitor where their students are located and will schedule whole group experiences in the best possible place in the course rotation. Small group meetings and 1:1 teacher-student interactions will take into consideration time zones.</div> <div>How will the School support students socially, emotionally, and academically?</div> <div>Discovery Crews and wellbeing activities will support connection. Intervention plans will be in place to monitor progress with case managers available for students who are identified as requiring additional focussed support.</div>																						
DETAILS	<div>All students on campus with health and safety guidelines in place (eg: wearing masks). Community events return with some restrictions.</div>	<div>Students in Chennai may learn on campus with social distancing, possibly in rotation, while classmates abroad learn virtually. Community is built in-person and online through weekly Discovery Crew meetings, bi-weekly Wellbeing activities and extracurricular opportunities. All students engage in orientation and community building sessions before following a two-week modular instructional plan.</div>	<div>All students learn virtually from home. Community events take place virtually. All students engage in orientation and community building sessions before following a two-week modular instructional plan.</div>																							
SCHEDULE	<div>TWO WEEK MODULES will be rigorous and differentiated with opportunities to personalize and extend while following the rotating block schedule. Through speaking, listening, reading and writing, students will demonstrate proficiency and receive meaningful feedback while leveraging digital tools.</div> <div>Sample of two week rotation:</div> <table><tr><td>DAY</td><td>Mon</td><td>Tues</td><td>Wed</td><td>Thurs</td><td>Fri</td><td>Mon</td><td>Tues</td><td>Wed</td><td>Thurs</td><td>Fri</td></tr><tr><td>ROTATION</td><td>A1</td><td>B5</td><td>A2</td><td>B6</td><td>A3</td><td>B7</td><td>A4</td><td>B8</td><td>A1</td><td>B5</td></tr></table>				DAY	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	ROTATION	A1	B5	A2	B6	A3	B7	A4	B8	A1	B5
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ROTATION	A1	B5	A2	B6	A3	B7	A4	B8	A1	B5																
LEARNING METHOD	<div><div>Scheduled synchronous learning sessions and touch-points throughout the module based on the unique needs of the curriculum addressed.</div><div><div><div>Teacher-Directed Learning</div><div>Whole Class</div><div>Direct instruction</div><div>Class discussion</div><div>Class presentations</div><div>Socratic seminars</div><div>Feedback/critique</div><div>Invigilation</div></div><div><div>Student-Directed Learning</div><div>Small Group/Pair</div><div>Group Discussion</div><div>Pair processing</div><div>Peer presentations</div><div>Peer feedback</div><div>Group projects</div><div>Study groups</div></div><div><div>Individual</div><div>Learning content</div><div>Skills practice</div><div>Processing</div><div>Reflecting</div><div>Producing</div></div></div><div>Learning methods will flex according to course content and specific lesson plans.</div><div>Flexible small group synchronous and asynchronous learning reinforces and applies content and skills from synchronous sessions.</div></div>																									

English as an Additional Language

Intentional Language Development

Regardless of the learning model, academic language development is supported in all sections of AISC through purposeful planning and instruction. Language targets are identified and embedded into the content units of instruction, providing parity in content and language development. Teachers work together to differentiate instruction that 1) meets the needs of all English language proficiencies, and 2) measures the capabilities of all four language skills (speaking, listening, writing, and reading). EAL teachers monitor all English Language Learners' progress and intervene with additional instruction, as needed.



	ON-CAMPUS LEARNING <i>100% on campus</i>	HYBRID LEARNING <i>Students on campus, students virtual</i>	VIRTUAL LEARNING <i>100% virtual</i>	How can I support my student's language development at home?
MODELS				Focus on the student's first language. (L1). L1 is the greatest asset to learning a second language because it provides an established language acquisition support system and reduces affective barriers.
DETAILS	Teachers develop and deliver various classroom activities that strengthen academic language development for all students. In addition, utilize on-campus resources (e.g. word walls, language posters, non-verbal communication cues) to accelerate student success.	All language development activities that happen on campus or virtually are able to happen in a hybrid model. Most of what a teacher does to support language development is directly related to the daily schedules and teacher duty allocations.	Based on student need, additional synchronous support will be provided. Each step listed in a learning module is modeled and exemplars are annotated. Video tutorials for online platforms will be provided, along with social-emotional check-ins, as needed.	What does the synchronous time look like for students in another time zone?
WIDA	WIDA is administered on campus for enrollment and assessment purposes. Annual MS & HS progress tests are given in February. ES progress tests are given in April.	For enrollment and progress assessment, WIDA is given on campus when possible.	WIDA is not given during virtual learning. Language development is monitored through classroom observations, class assignments, whole group and small group engagement, WIDA Can-Do Descriptors, and other assessment data.	If a student needs additional synchronous time for language development outside the percentages outlined in the section pages, the student and teacher will work together to find a time that suits everyone's schedule. How do teachers make sure all four language skills are being supported?

Athletics, Activities, & Clubs

The Right Model for the Right Moment



The arts, sports, activities, clubs, and other co-curricular programs at AISC will experience a varying degree of modification in order to assure student safety. In addition to physical distancing, face covering, and limited group size considerations for on-campus activities, the effectiveness of virtual participation and need for special facilities or equipment will also be taken into consideration. Below are some sample activities.

	ON-CAMPUS LEARNING <i>100% on campus</i>	HYBRID LEARNING <i>Students on campus, students virtual</i>	VIRTUAL LEARNING <i>100% virtual</i>	
ELEMENTARY	<p>Student Council and Roots and Shoots will follow safety protocols.</p> <p>ASAs may be modified to reduce group size.</p>	<p>Student Council and Roots and Shoots will follow protocols for students on campus and meet with those off campus virtually.</p> <p>ASAs will be modified for on-campus students. Virtual ASAs may be offered separately.</p>	<p>Student Council and Roots and Shoots will meet virtually.</p> <p>Virtual ASAs may have equipment, instrument loans or materials included.</p>	<p>What about field trips, club outings, or activities with students from other schools?</p> <p>Activities like ASA showcase matches, club trips that go off-campus, students visiting our campus for club activities, or home games will be phased in as possible. Discovery Days in HS and Seval Days in MS may be modified from past practice. The nature of these activities reaches beyond our campus and community so will require a higher level of confidence in the safety of students.</p>
MIDDLE	<p>Club meetings will follow protocols for safety.</p> <p>Alternate and modified ASIAC activities, team building, and conditioning will be available.</p> <p>MUN conducted as per guidelines.</p>	<p>Hybrid meetings of existing clubs and the creation of new clubs will continue, including alternate ASIAC activities, team building, and conditioning activities.</p> <p>Hybrid MUN conducted as per guidelines.</p>	<p>Meetings of existing clubs and the creation of new clubs will continue virtually, including alternate ASIAC activities, team building and conditioning activities, and Virtual MUN.</p>	<p>What about SAISA, ASIAC, ISTA, AMIS or MUN trips?</p> <p>Travel for any of these activities may not necessarily happen even if AISC is in On-Campus Learning mode. Activities may include those close to the way we have experienced them, such as a synchronous swim meet, virtual MUN conference, or music that is recorded individually and combined digitally. Some sports might have activities that can be standardized such as a timed free-throw tally or volleyball serving accuracy challenge. Also, new activities for ASIAC and SAISA are being developed that will enable interactions, collaboration, and competition between the schools in our organizations.</p>
HIGH	<p>Club meetings will follow protocols for safety. The High School Play will be rehearsed and performed as permitted. Alternate and modified SAISA, team building, and conditioning activities will be available.</p>	<p>Hybrid meetings of existing clubs and the creation of new clubs will continue, including a Virtual High School Play, and alternate SAISA, team building, and conditioning activities.</p>	<p>Meetings of existing clubs and the creation of new clubs will continue virtually, including a Virtual High School Play, and alternate SAISA, team building, and conditioning activities.</p>	<p>What about CLASSROOM WITHOUT WALLS, WEEK WITHOUT WALLS, or DISCOVER INDIA trips?</p> <p>In order to maximize the chance that these important parts of the student experience take place, dates for CWW, WWW, and DI have been moved to the spring. Stay tuned!</p>

Frequently Asked Questions

For the 2020–21 Academic Year

1. How will the School decide when to reopen campus?

The safety and health of our students, faculty, staff, and families are our highest priority. The decisions regarding the opening of campus will be based on whether the School can open legally and safely in accordance with local government directives and regulations, and with international standards and guidelines (including but not limited to International SOS, WHO, and the Center for Disease Control and Prevention), and aligned with best practices and procedures in use at schools locally and globally. AISC, the American Embassy School (New Delhi), and the American School of Bombay are collaborating and coordinating on reopening protocols.

2. What happens if the air traffic ban is not lifted and/or visas are delayed and our arrival is delayed?

Our Hybrid Learning model offers options for those students who are delayed in their return to Chennai. We will have a Virtual Orientation for all new students who cannot be in Chennai.

3. If my family is in Chennai, and the School is open and we don't feel safe coming to campus, will we be able to stay in Virtual Learning?

Yes. This is a Hybrid approach. We anticipate that we may need to accommodate some community members like this at different points during the year.

4. Why don't we do all of our classes in real time? What is the reasoning for doing both synchronous and asynchronous?

Our model is based on research and study of appropriate virtual learning models and best practice. The prevailing research has led AISC to develop a flexible model of learning that allows students to have time with teachers and peers, small group time, and planned independent learning time. This allows for home routines that distribute online/screen time, physical activities, non-online/screen time learning and, of course, family time across the days and weeks of virtual learning. Many of our students are in different time zones, making a totally synchronous program impractical.

5. In case the School goes into Virtual Learning, what will happen with fees (lunch, bus, athletics, activities, and tuition fees) that have been paid in advance?

Regardless of the model of learning, our faculty will be working hard to ensure continuity of instruction for each and every student. We will look to rebate any overpayments during the year for pay-for-use fees like food, activities and athletics, and bus transportation. In the case of an extended period(s) of campus closure, the School is exploring a COVID-19 rebate based on operational savings when the campus is not in use. No decision on the specifics has been taken as yet.

Frequently Asked Questions

For the 2020–21 Academic Year

6. When the School goes Hybrid or On-Campus, how will you monitor entry and exit at the gates to ensure proper tracing should anyone be infected with COVID-19?

We are investigating reliable thermal scanners and other tools and planning on using as many entry points as possible. Physical distancing and staggered entry times at the gates will also ensure limited contact between individuals.

7. In Hybrid or On-Campus Learning, how will the School ensure younger students adhere to social distancing rules?

Our students' health and wellbeing are our top concern. The AISC faculty and staff will be prepared to ensure that social distancing expectations are clear and reinforced with all of our students. If it is recommended that our younger students wear masks and/or shields, then we will make this part of their routine and teach them to do so. We will reinforce this habit in a positive and proactive manner. Students of all ages from all over the world have been asked to wear masks and/or shields in their classrooms and other spaces. We believe this is a manageable and achievable health and safety requirement.

8. Across the Elementary, Middle, and High Schools, how many students will be in one classroom?

We will use a 6-foot distancing guideline (or 1.8 m) to develop capacity limits for all indoor spaces and rooms. Class sizes will be adjusted and we will make use of our large-space classrooms and common rooms as much as possible. Capacity numbers will be posted on the door to every indoor space.

9. How do you take care of students' social-emotional wellbeing upon returning to or joining AISC?

At AISC we believe wellbeing is central to learning and flourishing. Our focus when reopening the School will include providing effective social-emotional wellbeing support and learning strategies for staff and students.

10. What if some faculty are unable to return to campus in time for the reopening?

It is possible some of our teachers may not be able to return to Chennai in time for school or cannot be on campus for one reason or another. The AISC administration is monitoring this concern. We have many faculty who are presently in Chennai.

The Learning Models Taskforce

We Are Here For Our Families

This Learning Models Taskforce spent an immersive two weeks developing this dynamic Framework. With additional expertise from our educational partners, Global Online Academy (GOA), this Framework forms the foundation of what holistic learning at AISC will endeavour to be in the coming year and beyond.



Andrew Hoover
Head of School



Keryn Dowling
Elementary School
Principal



Jessica Pechhold
Middle School Principal



Joelle Basnight
High School Principal



Dan Love
Director of Teaching &
Learning



Sherriden Masters
Director of Tech &
Innovations



Soyeon Lee
Director of Advancement



Elliot Fijman
Elementary Leadership
Associate



David Allen
Elementary School
Associate Principal



Lynn Schneider
Incoming Elementary
School Principal



Mike Malone
High School Associate
Principal



Sarah Sahr
EAL Program Director



Ryan McFarland
Director of Athletics and
Activities



Kami Viswanathan
Council of Advisors



Chris Galaty
Incoming Middle School
Associate Principal

Stay Tuned for More.