

Moldova School Leaders' briefing

Response to the Covid-19 issue; Heritage International School's Crisis Management and Distance Learning Plans

March 2020



Aims:

To show the 10 steps Heritage International School have taken to prepare and move the entire school to an online, distance learning plan.

- 1) The outline and purpose of school's Crisis Management Plan (linked to our general Risk Management Policy that covers all risk to the school as an organisation. TRUST & CONFIDENCE is everything.
- 2) What are our main communication tools and how we use them to manage the school and wider school community widely.
- 3) The principle of not a "SNOW DAY" mind-set approach from the beginning to establishing the idea of the "NEW NORMAL" as the Covid-19 crisis lasts as an unprecedented global crisis. How to establish the "School/Office hours" daily principle.
- 4) What is a Distance Learning Plan (DLP)? What should it look like? What does it establish to move a school online under the principle of "The school is open, only the campus is closed".
- 5) The importance of a robust Online Safety Policy underpinning the DLP. Duty of care to staff & students.
- 6) The online platform – Google Classrooms suite –taking the school online.
- 7) How to train staff effectively – how to train staff remotely. Getting your DLP group of eduTech champions to lead
- 8) Issues to think about for the Leadership Team – reassuring parents, staff and STUDENTS.
- 9) How do we establish "off-line learning" if taking the entire school online to learn is not easy or possible?
- 10) Leading the community – the role and importance of the administration to respond to an unprecedented global crisis.



1) The outline and purpose of school's Crisis Management Plan, linked to our general Risk Management Policy that covers all risk to the school as an organisation. TRUST & CONFIDENCE is everything.

Every organisation has an emergency plan to cover most anticipated eventualities from a suspected fire to an intruder in the school. Every school knows the importance of having a detailed, staged plan and response to deal with the risk of a threat to the organisation of operating normally. This is regularly shared with all staff and is a key part of underlying our first duty, the duty of care to our students and staff. This is no different here in the Covid-19 crisis as the risk threat to the school organisation to operate and function normally to allow daily learning to take place as the core business.

a) Action Point for leaders:

Even at this stage of the crisis where schools are now closed, make sure your risk management/crisis management plan is reviewed, referred to as a basis for decisions taken as the crisis continues to unfold and throws up new challenges for the crisis management/leadership team. At Heritage, the team created a WhatsApp group for faster, collective and shared communications as this is a rapidly escalating crisis.

Leadership is defined not by how we respond when we know what to do, but rather how we respond & behave when we don't know what to do. Effective leaders bring a sense of assurance to the unknown & give us confidence that all will be fine.



HERITAGE International School

CRISIS MANAGEMENT PLAN

2020-2021

TABLE OF CONTENT

1. CRISIS MANAGEMENT PLAN	
Intent	3
Definition	3
Crisis Response Team	3
Duties of Members of Crisis Response Team	3
Heritage International School crisis team	5
Students/staff who need special assistant in evacuation	5
Communication	6
Supervision of the students	7
2. CRITICAL INCIDENT/EMERGENCY MANAGEMENT	
Intent	8
Procedures	8
3. LOCKDOWN PROCEDURE	9
4. HOSTAGE SITUATIONS	10
5. FIRE PROCEDURES	11
6. INTERVENTION WITH STUDENTS WHO MAY BE SUICIDAL OR REPRESENT A POTENTIAL THREAT TO OTHERS	12
6.1. Students Who May Be Suicidal	12
6.2. Students Who May Represent a Potential Threat to Others	13
7. LOST / RUNAWAY STUDENTS	14
8. GAS LEAK	14
9. EXPLOSION	14
10. CATASTROPHIC / COMMUNICABLE ILLNESS	14
11. SHOOTING / WEAPONS	15
12. BOMB THREAT	15
13. BUS ACCIDENT.....	16
14. EARTHQUAKE PROCEDURES	17

Heritage International School Crisis Management Matrix: Coronavirus

Updated: 9th March 2020

Risk Level	Campus Access	Educational Delivery	Clubs Programme	Parent/Family/Community Events	Field trips / travel	School transportation	All staff	Communications
Level 0 Very low risk	- Students must be kept at home if flu symptoms occur	- Regular school programme - Hygiene and hand washing emphasized	- All regularly scheduled activities allowed	- All regularly scheduled activities allowed	- All field trips and athletics travel allowed	- All bus routes run as usual	- Normal working conditions - All faculty and staff report to work (unless with symptoms)	- Email community members with message that a plan is being built out and situation is being monitored
Level 1 Low risk	- Students must be kept at home if flu symptoms occur or travel to a High Risk Areas as identified by the WHO	- Regular school programme - Hygiene and hand washing emphasized	- All regularly scheduled activities allowed	- All regularly scheduled activities allowed	- All field trips and athletics travel allowed, subject to approval by LT	- All bus routes run as usual	- Normal working conditions - All faculty and staff report to work (unless with symptoms)	- Email community members with information as required - Staff meetings to ensure all understand protocol - Student meetings to ensure students understand protocol and proper hygiene procedures
Level 2 Moderate risk	- Students must be kept at home if flu symptoms occur or travel to a High Risk Areas as identified by the WHO - No groups (10+ persons) on campus	- Regular school programme - Hygiene and hand washing emphasized - Homework for any quarantined students provided online - Confirm contingency plan in event of school closure	- All regularly scheduled activities allowed	- Regularly scheduled events and gatherings allowed for students, parents, staff only	- All field trips and athletics travel suspended	- All bus routes run as usual	- Normal working conditions - Faculty and staff report to work (unless with symptoms)	- Updates as necessary in conjunction with the official agencies - Use of school's SMS emergency contact system, when necessary, to refer families, faculty and staff to important updates
Level 3 Medium risk	- Students must be kept at home if flu symptoms occur or travel to a High Risk Areas as identified by the WHO or if they have had contact with someone with flu symptoms	- Regular school programme in parallel with implementation of distance learning protocol	- All regularly scheduled activities allowed	- All events and community gatherings cancelled	- All field trips and athletics travel suspended	- All bus routes run as usual	- No full staff gatherings	- Updates as necessary in conjunction with the official agencies - Continued use of school's SMS emergency contact system to refer families, and staff to important updates - In-servicing of parents via email on use of online learning programme - School will respond to health authority directions



	- Campus visitors on case by case basis							
Level 4 High risk	- School facility closed for an indeterminate period of time	- Full implementation of distance learning protocol (separate document)	- Not applicable; school facility closed	- Not applicable; school facility closed	- Not applicable; school facility closed	- Not applicable; school facility closed	- All faculty and staff to remain at home, facilitating distance learning	- Daily updates to the community - Further communication on distance learning

Risk Level Indicators

Risk Level Indicators suggest broad scenarios in the evolution of a coronavirus event. The recommendation to move from one level to another is made by the Crisis Management Team. The Leadership Team and Board Chair is informed. Movement between levels is communicated via email to all parents, faculty and staff. The decision to move to Level 4 is made with the approval of the Board Chair. At any stage these suggested actions may be overruled by mandated action by local or national authorities. **These are guidelines and the lines between levels may be difficult to distinguish at times. We will always err on the side of caution and safety.**

Risk Level 0 (Very Low Risk): No cases of coronavirus in Moldova - Some European countries report cases of coronavirus - WHO declare public health emergency - Travel restrictions to some regions announced	Risk Level 3 (Medium Risk): Few coronavirus cases within HIS community - Increased community spread of coronavirus in Moldova area - Average student attendance below 80 – 90% - Increasing evidence of potential restrictions on airline travel / other forms of international public transportation - Coronavirus disease behaviour / contagiousness changes to higher risk level
Risk Level 1 (Low Risk): No cases of coronavirus in Moldova - Very few reported cases of coronavirus in Moldova - Some countries declare public health emergency - Airports implement informal screening mechanisms	Risk Level 4 (High Risk): Spread of coronavirus within the HIS community rapidly increasing - Coronavirus cases quickly increasing in Moldova area - Government directs that schools be closed - Evidence that hospitals are unable to manage or meet healthcare needs related to coronavirus - Evidence of restricted airline travel or major travel restrictions - Staffing and attendance issues at HIS
Risk Level 2 (Moderate Risk): Limited number of coronavirus cases in Moldova (no HIS cases) - Travel advisories recommended by WHO, CDC, government authorities - No HIS students, families, faculty or staff identified with coronavirus/flu - Average student attendance remains high, 90-100% - Coronavirus behaviour / contagiousness remains unchanged - No advisories against non-essential travel to Moldova - WHO and regional health authorities declare pandemic	Crisis Management Team Director Academic Director & Head of School Snr Assistant Director Support Secondary Cambridge Coordinator Assistant Director Curriculum School Psychologist Head of HR Chief Accounting Officer



On Tuesday 10th March, the Crisis Management Team met and decided the school were now at a new Level following the new instructions:

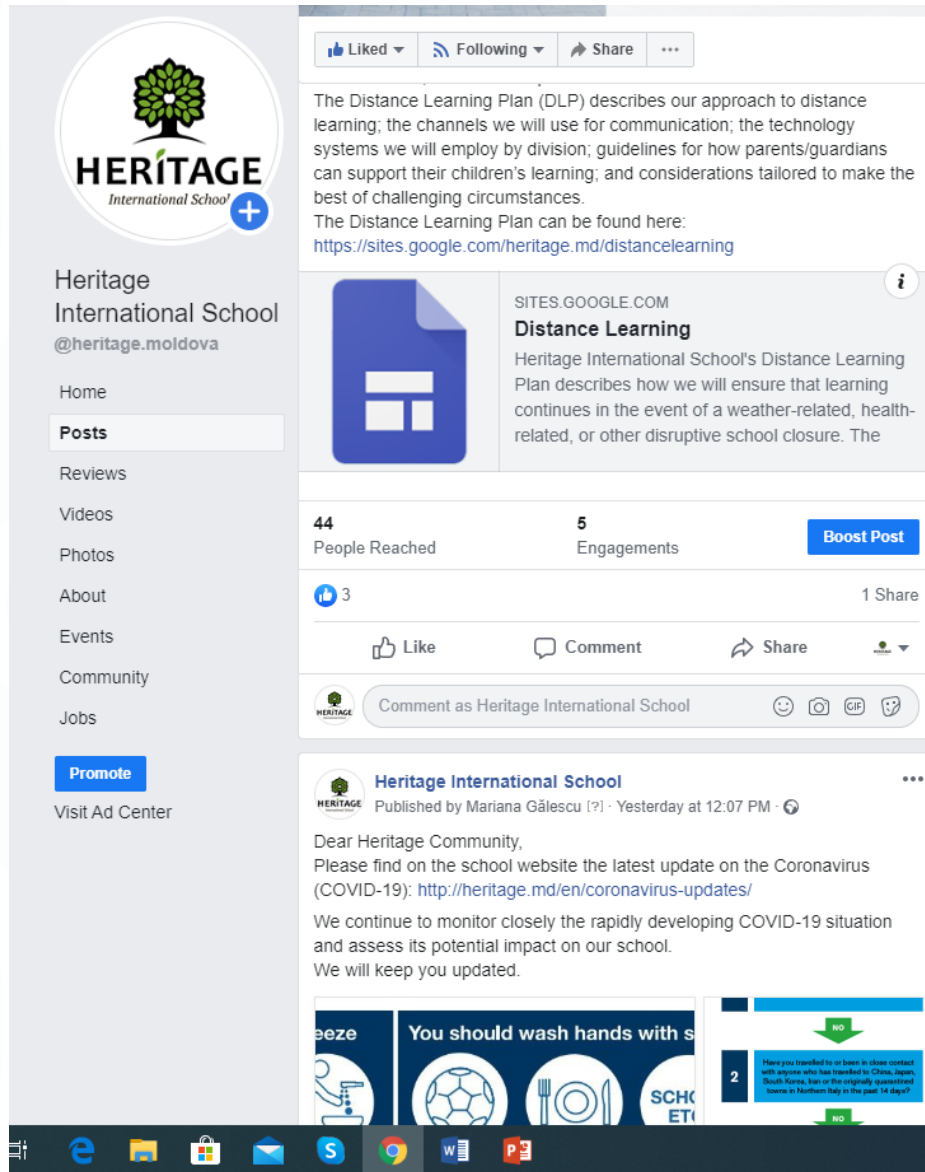
Following the Ministerial meeting last night and the new instructions from their decision to all schools on Covid 19, Heritage International School is **now fully at Level 2 on our Crisis Management Plan** and also in accordance with the government's guidelines:

This means:

- 1) Only Staff and Students of Heritage International School will be allowed into the school buildings. Students will be dropped off and picked up at the main door or the inside door to the Sure Starter/1st Grade (Acorn Centre). Parents wishing to use the Administration corridor for the Finance Office or to pay for lunches at the cafe, need to inform reception first, and will only be allowed briefly into the buildings if they use & provide their own footwear hygiene covers and wear face masks. Between 3-5pm, reception and senior leaders will be in the main reception to ensure younger students are collected safely by their designated person outside the main doors.
- 2) All deliveries to school will have to stop at the gates and be collected from the gates. Buses and designated taxis will be allowed onto site to collect students but the drivers will stay inside their vehicles.
- 3) Clubs and prep will still run from 3-5pm. Outside clubs using the schools facilities on a weekend or after 5pm are postponed. Under the Health Ministry's new instructions of no large gatherings, our hosting of World Scholar's Cup on 4/5 April would be postponed under this ruling if this continues but students will still prepare in the club.
- 4) Gatherings such as school assemblies, sports fixtures, extra-curricular events such as recitals, will be postponed.
- 5) Face to face meetings in school will not be possible and arrangements using facetime/skype etc, will have to be the methods until further notice.
- 6) Students will be instructed in class again about their personal hygiene habits they can practise daily, like regularly washing hands and avoiding personal contact (even the director is going to have to stop daily handshakes and fist bumps under this Level). We are all individually responsible here. The school doesn't have hand sanitizer in every classroom but washing with soap and warm water for 30 seconds regularly has proven effective and as supplies of hand sanitizer are very limited and running out, it is recommended that this preventative measure is practiced:
- 7) The school's Distance Learning Plan is available from the link and we recommend parents check the school's website on Covid 19 regularly



2) What are our main communication tools and how we use them to manage the school and wider school community widely?



The change in Level 2 was communicated immediately to all staff, all students and all parents through email, postings on school FB, Website & Twitter.

TRUST & CONFIDENCE are the absolute key in ensuring the whole school community come with the school in a very unknown challenge without a clear ending.

We spoke to schools who had already experienced this in affected societies and their message was really clear to us as a school team – make sure you have clear, open and regular communications to reassure and make sure everyone understands what you are doing and why. In a crisis like this, where everyone is concerned, wasting time on complaints and mis-information wastes a lot of energy needed to respond and lead through the crisis.

On our main communication platforms we shared with the whole community links to our crisis management plan, government websites and preventative health measures from the WHO.



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OUR SCHOOLNEWSLEARNINGOUR TEACHERSADMISSIONSCLUBSCONTACT



CORONAVIRUS UPDATES

CORONAVIRUS UPDATES

Latest updates on the Coronavirus by today, March 10th, 2020

Following the Ministerial meeting last night and the new instructions from their decision to all schools on Covid 19, Heritage International School is **now fully at Level 2 on our Crisis Management Plan** and also in accordance with the government's guidelines: <https://chisinauedu.md/node/4416>

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To practice what we preach... all have to get into better hygiene habits and we all need to re-enforce this preventative culture.



HEALTH

THIS IS WHY SOAP IS SO EFFECTIVE AT STOPPING SPREAD OF CORONAVIRUS

BY KASHMIRA GANDER ON 3/9/20 AT 10:45 AM EDT



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HEALTH

CORONAVIRUS

WORLD HEALTH ORGANIZATION

WHO

CHINA

With fear and misinformation spreading alongside the new coronavirus, a scientist has explained why a humble bar of soap is one of the most important weapons in our arsenal against the bug which causes COVID-19.

Soap wipes out viruses including SARS-CoV-2—the pathogen which causes the disease COVID-19 not to be confused with the SARS virus—because it is able to dissolve its fat membrane, explained Palli Thordarson, a chemistry professor at the University of New South Wales.

In a Twitter thread, Thordarson said this causes the virus to fall apart "like a house of cards" and become inactive (but not die as they aren't technically alive). Water alone isn't enough, according to Thordarson, because it "only" competes with the strong 'glue-like' interactions between the skin and virus via hydrogen bonds. They virus is quite sticky and may not budge."

RELATED STORIES

Drive-Thru Coronavirus Testing Clinic Set Up in Hard-Hit Seattle

'Broken' COVID-19 Testing Process in U.S. Could Have Enabled Virus to Spread

COVID-19 Will Only Cause 'Mild Illness' in 'Vast Majority of People'—Expert

"Soapy water is totally different," said Thordarson. "Soap contains fat-like substances known as amphiphiles, some structurally very similar to the lipids in the virus membrane. The soap molecules "compete" with the lipids in the virus membrane."

And as our hands are "quite rough and wrinkly," we need to rub and soak them to make sure the soap reaches every part of the skin, he said.

Thordarson went on to address why soap works better to deactivate viruses than other products. "Disinfectants, or liquids, wipes, gels and creams containing alcohol (and soap) have a similar effects but are not really quite as good as normal soap. Apart from the alcohol and soap, the [technical detail] to these products don't affect the virus structure."



HERITAGE
International School



b) Action Point for Leaders:

- 1) Identify what are your school's regular and most effective communication tools for the community
- 2) Make sure the messages that come out of your school during this crisis are clear, agreed, joined-up and inform the community of what is happening or what is happening next.
- 3) Don't over load your community with information but at the same time think about the role we have as leaders to calm and reassure everyone.
- 4) As the Covid-19 virus carries a lot of mis-information make sure you educate your students about it to avoid sensationalism and false narratives.



How to talk to your children about Coronavirus



They already know something's up.

Image: MI PHAM on Unsplash

08 Mar 2020

Robin Pomeroy

Digital Editor, World Economic Forum



- Children already know something about the virus.
- Parents need to reassure and make their message age-appropriate.
- Anxiety can be expressed through bad behaviour.

Stay up to date on
Coronavirus COVID19

Schools around the world are reacting to COVID-19, or Coronavirus. At the very least, they are putting in place measures to improve hygiene, while in some parts of the world they are closing their doors completely. In any case, children, even very young ones, are aware something unusual is happening. So how should parents talk to them?



3) The principle of not a “SNOW DAY” mind-set approach from the beginning to establishing the idea of the “NEW NORMAL” as the Covid-19 crisis lasts as an unprecedented global crisis. How to establish the “School/Office hours” daily principle.

This is probably one of the most important points in the way a leadership team approaches this crisis.

This is not a SNOW DAY – this means you cannot allow people to think it will be over after a couple of days. It is clearly not and based on the experience of schools affected first this could be for a while. A “Snow Day” mind-set means basic cover (or no cover) work is set for students. The tasks tend to be about reading a chapter or “doing some research on...” It is not structured, it is about occupying time and it is not learning.

c) Action Point for Leaders:

- 1) Plan from the beginning that this is now the “NEW NORMAL”. This crisis won’t last and there will be an end to it but from a mind-set point of view old arguments, barriers or reluctance to do something cannot prevail. We don’t have the luxury and we don’t have the time.
- 2) School/Office hours: This is essential for when the school is closed and to make a distance learning plan work the regular school hours and the schedules must be followed as close as possible. Do not allow, if you have control of this, teachers to set a range of activities for the day. Students need the structures and routines, especially when they are learning at home. It is easier for everyone to follow and understand and from the administration point of view there is clear accountability that quality learning has continued.





As we all get used to this “New Normal” we will be challenged and a lot of certainties in our established systems will not necessarily work for us in this situation. But the culture and the values of the school organisation are vital not as we take all our staff with us. We need support staff to support the school and we need teachers to continue to teach and provide quality learning we can all be proud of. Our professionalism working with young people, especially in testing times, always asks us deeply:

“What do you stand for?”



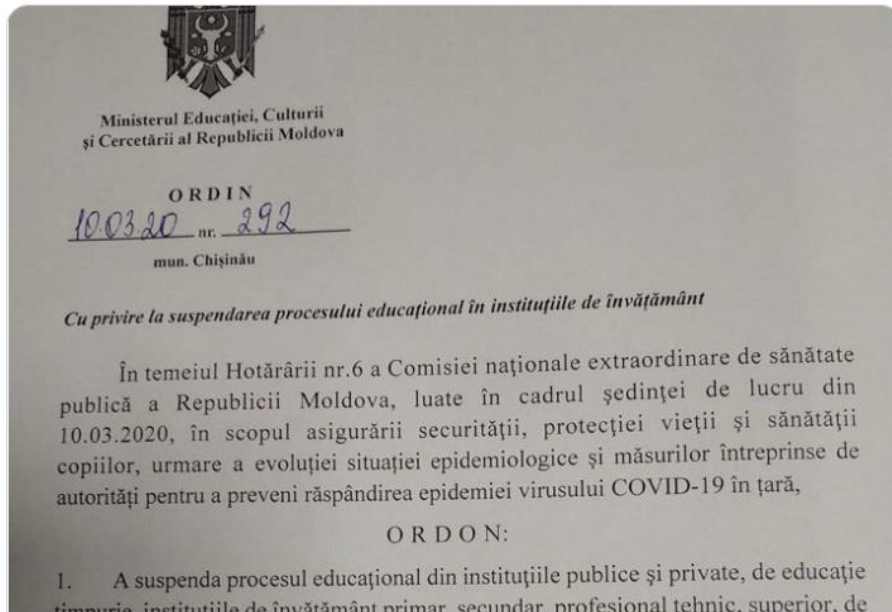
4) What is a Distance Learning Plan (DLP)? What should it look like? What does it establish to move a school online under the principle of “The school is open, only the campus is closed”.



Heritage International School-Moldova, Europe
@HIS_Moldova

Schools in Moldova closed by official order of the Ministry of Education until the 23rd March. We want to thank our amazing school community for working together in preparation for all eventualities & we will continue to educate our students on our DLP

sites.google.com/heritage.md/di...



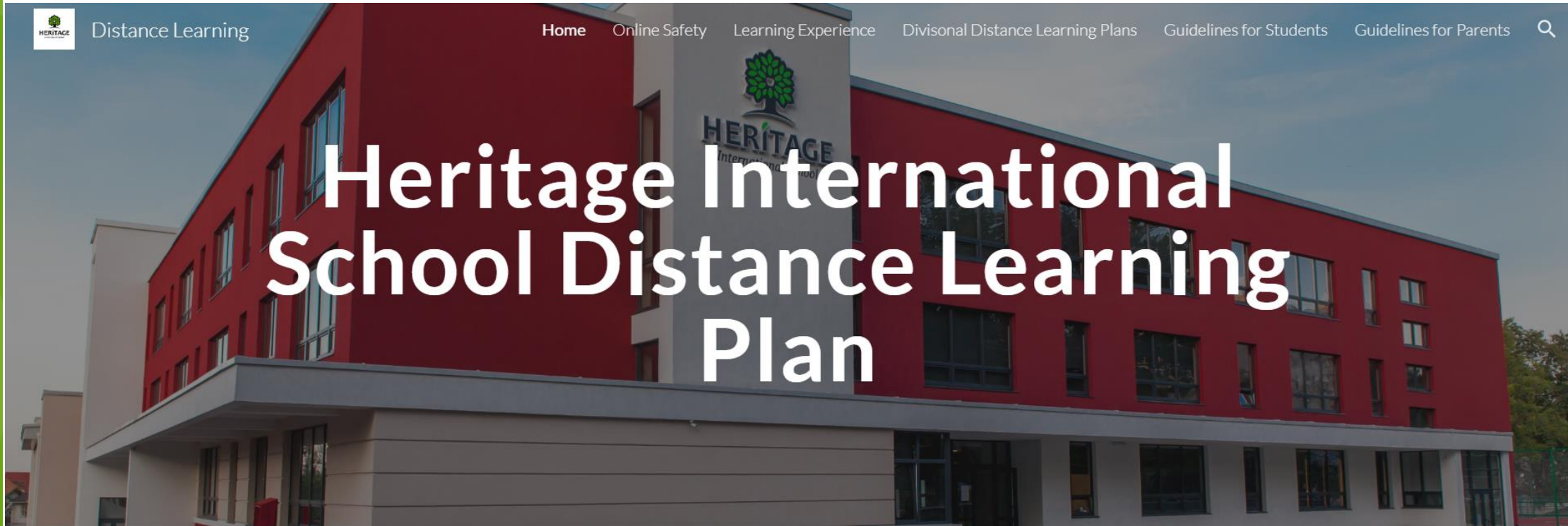
d) Action Point for Leaders:

- 1) Establish quickly that the situation from the Order means this:

“The School is open, only the campus is closed”



Our distance learning plan follows the successful schools that have already developed this to take their schools online successfully so only the campus is closed. This is shared with all the community and the link is in our website under our section for Covid-19. Schools are welcome to adopt it and use it for their context:
<https://sites.google.com/heritage.md/distancelearning/home>



Heritage International School's Distance Learning Plan describes how we will ensure that learning continues in the event of a weather-related, health-related, or other disruptive school closure. The objective is for Heritage International School to continue to provide an effective education for students within 24 hours of an emergency in both the short and long-term. The Distance Learning Plan (DLP) describes our approach to distance learning; the channels we will use for communication; the technology systems we will employ by division; guidelines for how parents/guardians can support their children's learning; and considerations tailored to make the best of challenging circumstances. This plan is the product of collaboration with colleagues at our school and at other international schools around the world. Please select the [Learning Experience](#) page to proceed.



School Closure – HIS Distance Learning Plan comes into force:

This is not a snow day or days. This is your new contract with your students and the families that you will continue as a school to provide high quality learning. All staff will be expected to keep “school/office hours” in the event of the school closing for an extended period because of Covid 19. Students and parents will expect the same timetable, same lesson schedule and subjects on at that time. Teachers need to be available and “teaching” at this time. The longer this continues, the more we have to adapt and consider a more sophisticated distance learning platform and for now we have to all ensure we do our professional duty.

This model of Distance Learning only works when there is TRUST & CONFIDENCE

In the event that school is closed for a limited period of time, the first day of closure will be allocated to teachers to prepare for online learning. "Online light" where students do some initial online testing of systems, and possibly a small assignment to ensure that all systems are properly working. This will commence on the second day. The full plan outlined below will start on the third day.

Students are asked to:

- Follow their regular school schedule (0830 to 1530), engage actively and “attend” the online learning activities at the right time. Every subject will “meet” as scheduled.
- Show teachers that they are engaged by adding to discussion threads and submitting completed tasks (meeting deadlines).
- Collaborate with students online as asked and with teachers during and after the lessons where possible.
- Complete readings and other homework that may be assigned.
- Submit all learning on time.
- For extended periods of online learning (typically, going into a second week and beyond), teaching should be planned on independent work that can be submitted, with clear deadlines, with teacher office hours for checking in, responding to questions and giving feedback at specific times. Recommended to have an AM and PM session, clearly communicated to the students. This is assuming everyone is in the same country, for other types of scenarios, we will have to adjust as appropriate





Learning Experience



Designing the Learning Experience

At the core of Heritage International School's approach to distance learning is the belief that we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

Our approach to distance learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through distance learning. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way.

We deliberately use the term distance learning rather than technology-specific labels such as "virtual learning," "e-learning," or "online classes." This choice reflects our conviction that quality learning can occur at a distance without solely relying on computers. Our goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active.

Please select the [Divisional Distance Learning Plans](#) page to proceed.





Learning Plans

Click on the buttons below to access the Distance Learning Plans per division.



[Heritage School Starter](#)



[Heritage International Primary](#)



[Heritage International](#)



Crisis Managemen....pdf



Show all





Guidelines for Students

Students Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 8:30 am start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Complete assignments with integrity and academic honesty, doing your best work
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
 - Collaborate and support your peers in their learning
- Comply with Heritage International School's electronics policies, including expectations for online etiquette and especially our expectations for academic honesty
- Proactively seek out and communicate with other adults at Heritage as different needs arise (see below)

For questions about a piece of work, resource, learning activity or class





Guidelines for Parents

Guidelines for Parents

The transition to distance learning will 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 guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

Establish routines and expectations



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

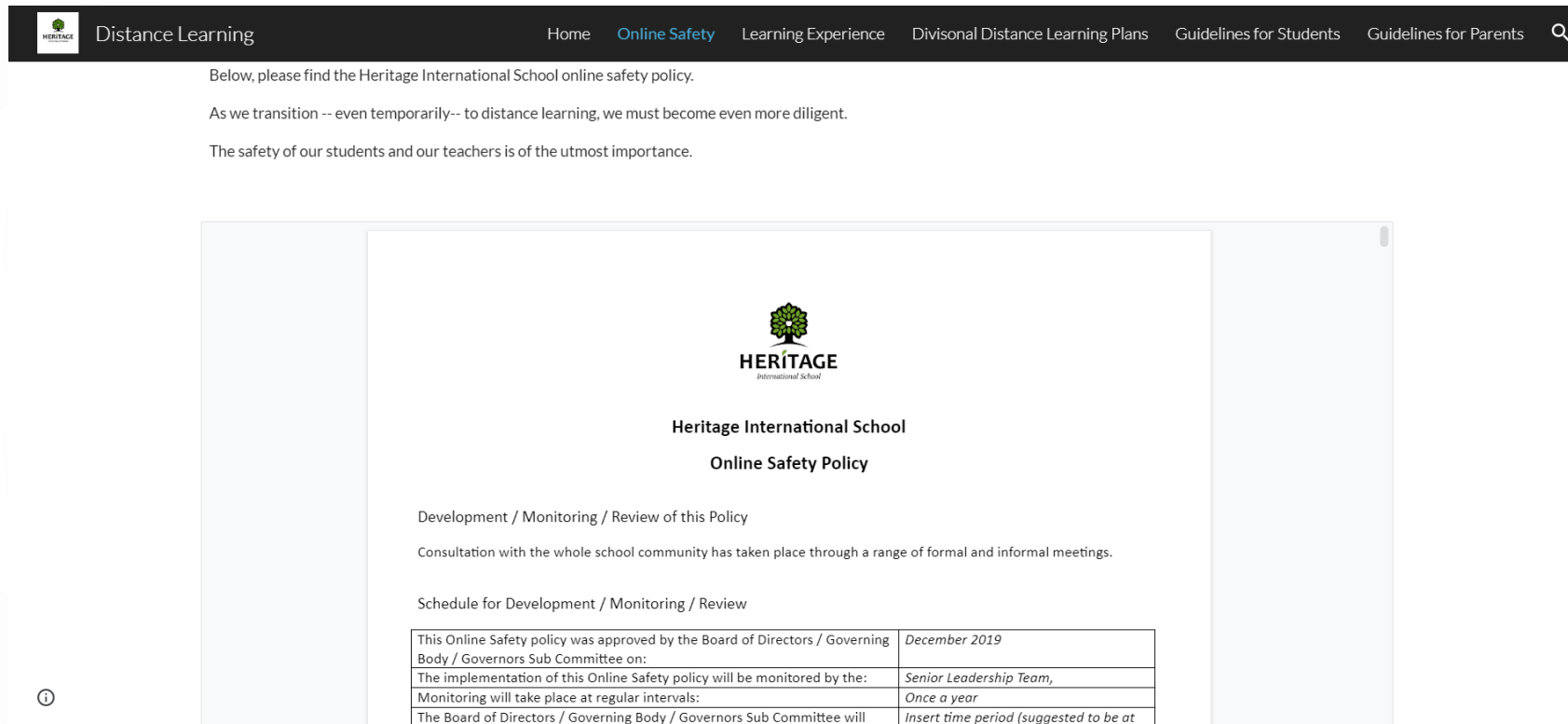


Define the physical space for your child's study



5) The importance of a robust Online Safety Policy underpinning the DLP. Duty of care to staff & students.

The Heritage International School Online Safety Policy is based on the highly respected UK model, adheres to European standards for online safety for children and schools (used in Etwinning) and follows Moldovan Legislation. Since 2015, Moldova has the necessary legislation for online distance learning to take place. Our online safety policy is in the DLP and this can be used be adopted by any school in Moldova for their DLP.



The screenshot shows the Heritage International School website's 'Distance Learning' page. It features a navigation bar with links to Home, Online Safety, Learning Experience, Divisional Distance Learning Plans, Guidelines for Students, and Guidelines for Parents. The main content area includes a search bar and introductory text about the online safety policy. Below this is a preview of the 'Heritage International School Online Safety Policy' document, which includes the school's logo, title, and a table detailing the policy's development, monitoring, and review schedule.

Distance Learning

Home Online Safety Learning Experience Divisional Distance Learning Plans Guidelines for Students Guidelines for Parents

Below, please find the Heritage International School online safety policy.

As we transition -- even temporarily-- to distance learning, we must become even more diligent.

The safety of our students and our teachers is of the utmost importance.

Heritage International School
Online Safety Policy

Development / Monitoring / Review of this Policy

Consultation with the whole school community has taken place through a range of formal and informal meetings.

Schedule for Development / Monitoring / Review

This Online Safety policy was approved by the Board of Directors / Governing Body / Governors Sub Committee on:	December 2019
The implementation of this Online Safety policy will be monitored by the:	Senior Leadership Team,
Monitoring will take place at regular intervals:	Once a year
The Board of Directors / Governing Body / Governors Sub Committee will	Insert time period (suggested to be at

e) Action Point for Leaders: The safety online of our students and to operate a DLP successfully rests on this comprehensive policy being understand and running through your online learning. No platforms your school administration cannot control or access. The duty of care of our students here in paramount. Train staff on this!!!

6) The online platform – Google Classrooms suite –taking the school online.

Heritage chose to continue using Google Classrooms; it is free to schools; it is a platform for schools including safety, presentation of lessons, connectivity and with the Google classroom suite Google Hangouts allows the actually online classroom and Google Slides/Docs allows students-teacher to share the work and learning. Other platforms do exist but most schools affected by Covid-19 virus have chosen Google Classrooms.

f) Action Points for Leaders:

- 1) Connectivity/hardware needed such as webcams, laptops, tablets – estimated 80-90% of teachers in MD have technology so it is a more a reluctance to step outside of our comfort zones – physical classrooms BUT “New Normal”!
- 2) – every student will need a school gmail account being created for this to work
- 3) Your senior leader responsible for the curriculum will need to have the Google classroom codes from each member of staff. This allows the administration to see the lessons are happening – key to accountability.
- 4) The principle of school hours is key so the regular schedules and lessons are followed.
- 5) When students log onto the Google Hangouts – this is the register for the class.
- 6) This has created a whole new teaching and learning pedagogy from online etiquette issues, for example ensuring students are not in pyjamas, to making sure students are not always on the screen for 6 hours. The DLP specifies the balance of this for students. There are wonderful free resources being shared around the World for free and to make this work, teachers will need to network and be outward facing proactive educators. This is actually transforming learning in this crisis to more 21st century methods, flipping the learning and creating real independent learners owning their education.
- 7) Interactive, engaging and challenging learning is the name of the game and across all phases teachers have quickly become familiar with how they create lessons using this medium. It is a lot of hard work for teachers but our learners have responded well. Be aware that are parents are now literally in our classrooms on the other side of the screen.
- 8) This will create its own momentum and you will find solutions as you go on. Doing nothing, though, is not an option!



I should add here my high appreciation from the users perspective: my children are really excited and we as parents - positively impressed about quality and efficiency of [@HIS_Moldova](#) [#DistanceLearning](#) process in [#Covid_19](#) circumstances. Great example here in [#Moldova](#)!

 **Heritage International School-Moldova, Europe** [@HIS_Moldova](#) · Mar 13

[#EducationBeatsCovid](#) Moldova showing our colleagues across Europe how we've responded to school closures because of coronavirus & moved to our Distance Learning Platform. So proud of our amazing community for their professionalism & dedication. [#Moldova](#) showing how it can be done

 My admiration for all of you! 12m [Like](#) [Reply](#) 1

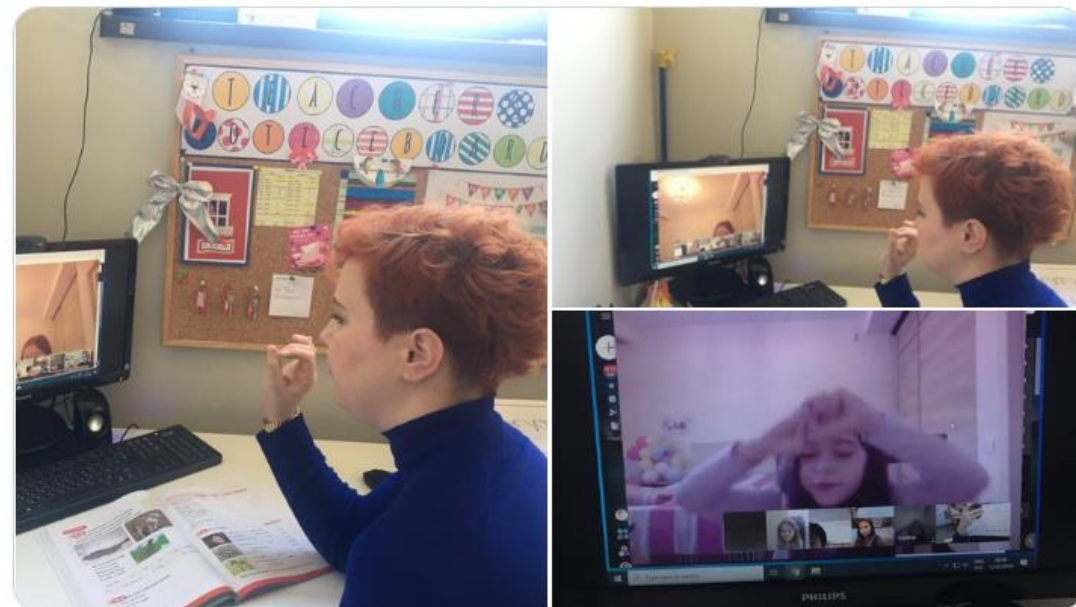
 **Adriana Lapi Laze**
Great job . 12m [Like](#) [Reply](#) 1

 **Slavka Stoycheva**
Sharing the post! I am impressed! 12m [Like](#) [Reply](#) 1



Mrs. Turker
[@turker_mrs](#)

It doesn't matter that the schools are closed because of the COV-19. My hardworking 1st Graders were learning today without changes in their timetable. I'm proud of them! [@HIS_Moldova](#) [@HeritagePrimary](#)



4:08 PM · Mar 13, 2020 · [Twitter for iPhone](#)

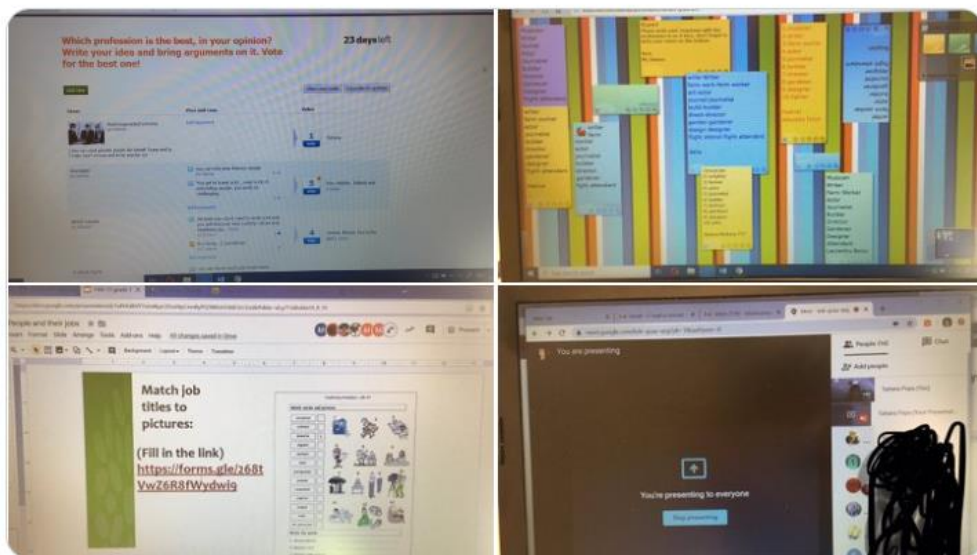


HERITAGE
International School



Tatiana Popa
@Tatianapopab

No wonder #ITspecialist is the most popular job among teenagers at @HIS_Moldova @GoogleForEdu @EducationHis #englishvocabulary #englishlearning #educationbeatscovid



2:41 PM · Mar 13, 2020 · Twitter for iPhone



Heritage International School-Moldova, Europe
@HIS_Moldova

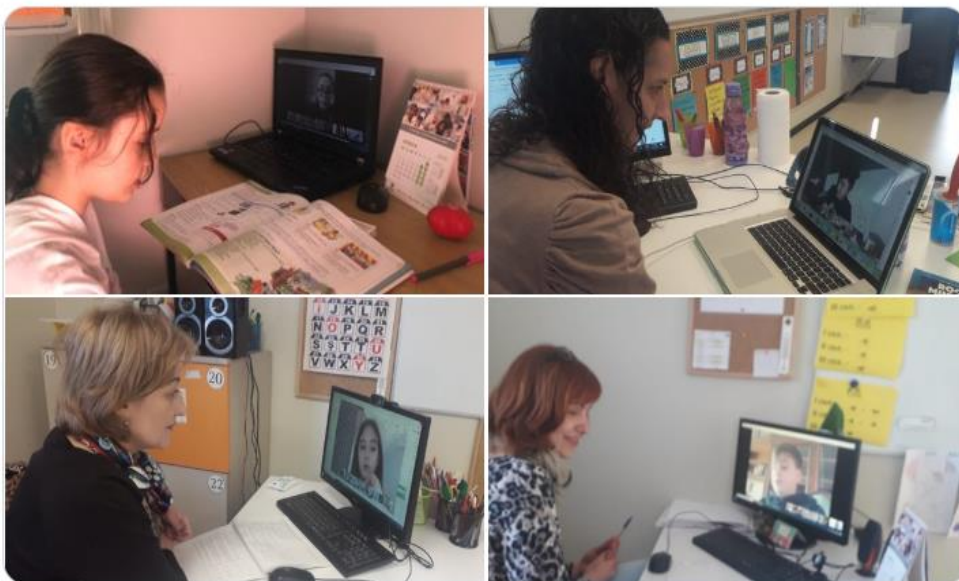
#EducationBeatsCovid Our #SureStarters learning intensely with Miss Luiba. @tes @BBCWorld @RFERL @jon_severs @ProTVChisinau @UNMoldova @USembMoldova @SchoolsWeek @eu_schoolnet @Schools_British





Heritage International School-Moldova, Europe
@HIS_Moldova

Education 1 Coronavirus 0 Day 3 of our [#DLP](#) now in full school daily schedule & our brilliant school community are ensuring our high quality learning continues in the [#Covid19](#) school closures. We can find solutions always! [@tes](#) [@jon_severs](#) [@BBCWorld](#) [@RFERL](#)

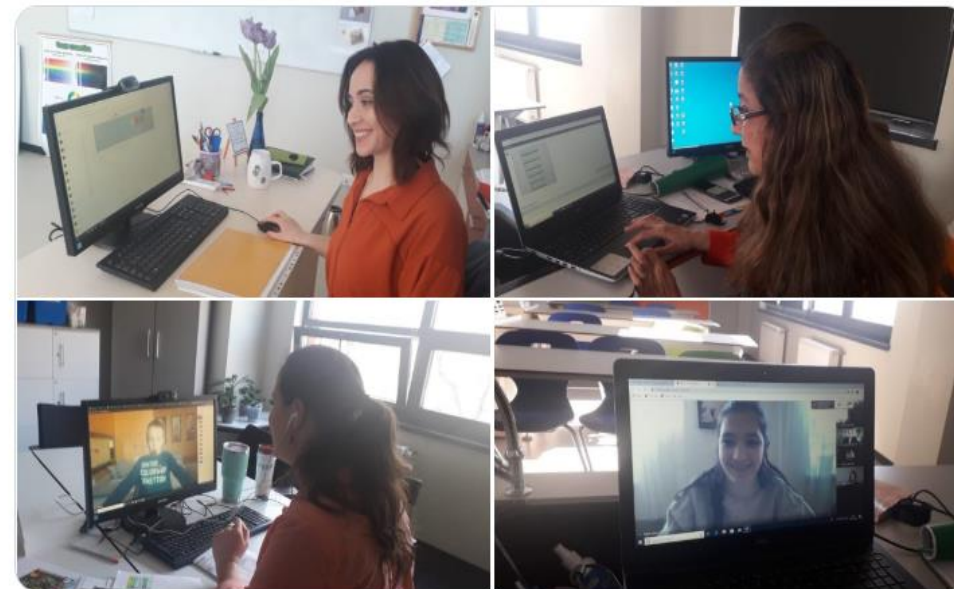


9:00 AM · Mar 13, 2020 · [Twitter for iPhone](#)



Heritage International School-Moldova, Europe
@HIS_Moldova

The "New Normal" [@HIS_Moldova](#) as we have taken our entire school online & our Distance Learning Plan to respond to [#Covid19](#) school closures. Our students are thrilled that their hard working teachers have planned & prepared so schedules continue [@tes](#) [@BBCWorld](#) [@un](#)



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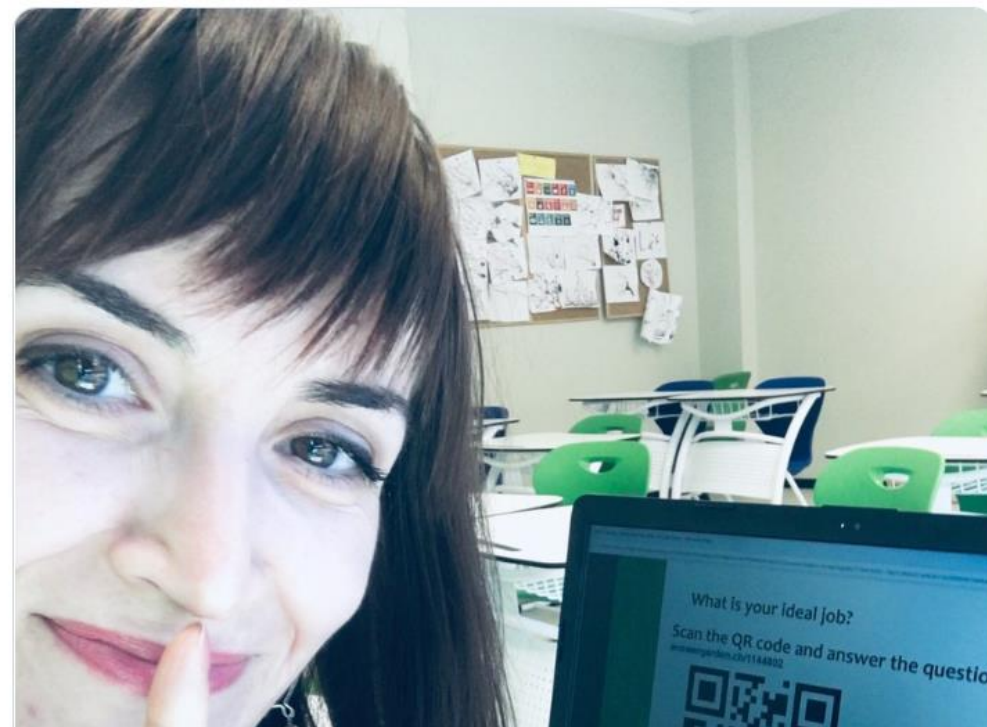
Larisa
@HIS_larisamirza

@HIS_Moldova #RevolutionaryLearning
#DistanceLearning The technologies of the internet and the Web are reshaping when, where and whom we learn- and even how we think about learning.
#reflectivelearners



Tatiana Popa
@Tatianapopab

Shhh...somebody is going to play with QR codes in some minutes. Full presence and total engagement from my students for #onlinelearning as we are on #Quarantine these days at @HIS_Moldova @GoogleForEdu @EducationHis #Moldova



7) How to train staff effectively – how to train staff remotely. Getting your DLP group of eduTech champions to lead



Heritage International School-Moldova, Europe
@HIS_Moldova

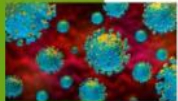
Really impressed to see the way the @HIS_Moldova school community has responded to the #COVID issue. Prevention, Crisis Management Plan & a Distance Learning Plan. Teachers training this afternoon for online distance learning. Education & high quality learning continues



Teaching and Learning briefing

Response to the Covid 19 issue, Crisis Management and Distance Learning Plans

Wednesday 11th March 2020



4:40 PM · Mar 10, 2020 · Twitter for iPhone

g) Action Points for Leaders:

- 1) Under the new societal lockdown (16th March) in Moldova it is now impossible to get staff in school. If like Heritage, you were able to anticipate and train staff, you at least got a head start:
- 2) Appoint or allocate the specific role of Distance Learning Coordinator. At Heritage, it is Lynda Smith (an American but we find ways of translating in an international school in Moldova) who is able to work with your staff. We have amazing colleagues here in Moldova who have worked with Etwinning or the Innovation Academy. Use our networks
- 3) Think about recording training sessions to share with staff, or skype or similar like Google Hangouts – or least create a Word, PP or Google doc training instruction.
- 4) Your first training session should be on the basic principles of your DLP. Go through online safety
- 5) Your second training session should be the distance learning platform and how to use it.
- 6) If you are using online platform, make sure everyone has the basic equipment of a mic, camera and screen.



8) Issues to think about for the Leadership Team – reassuring parents, staff and STUDENTS.

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THE INTERNATIONAL
HERITAGE HERALD

March 13, 2020

THOUGHT FOR THE WEEK

"Our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change"

Martin Luther King Jr.



GENERAL

This has been an extraordinary and unprecedented week in the life of our young school. I write this completely without hyperbole and with 25 years in education; half of these as a senior leader leading schools and working with schools and their communities around the World. The entire school community has responded in a calm, positive and constructive approach to ensure we have planned for all eventualities, and our shared Crisis Management Plan has helped guide us through a very uncertain week in which changing

FAQ (Frequently Asked Questions):

These are the most common questions asked of school by parents this week and we will answer them here as the answers are important to all of us

Q1: Can we come and collect books and things from the lockers/classroom?

A1: Yes, if the visit is managed and reception is advised in advance. The time in the school has to be minimal and it cannot be in groups of children or families.

Q2: Is this likely to be longer than the 23rd March?

A2: We monitor regularly official announcements from the Government, Ministries of Health and Education. As a school we have planned a response for this situation for the medium term based on the experience and advice of international schools already affected. If we are allowed to resume normal school on the 23rd March we will all be shouting for joy but we are not allowing a "false summit" mentality to be in our strategy and the Distance Learning Plan is based on a longer period scenario. This is our "New Normal"

Q3: What if we cannot connect from home? Who is checking?

A3: Any connection issues/hardware access then email the Distance Learning Coordinator, Lynda Smith (email address in the contacts below). The classroom teacher checks attendance daily from students logging into Google Hangouts. If a student does not log on and is therefore "absent" the teacher will contact home. The key principle of distance learning means "school hours" need to be adhered to by both students and staff. Facetime will not be for every lesson but it will be daily and regular and schools affected and closed for nearly 3 months advise that Facetime for lessons and the principle of this daily routine and structure of school is crucial for good wellbeing and making sure students continue to learn and make progress. The online school day is 8:30am until 3:10pm. And we are still setting homework! No clubs officially but as the model develops we can consider how we can make this work.

Q4: I know of schools who are doing this differently.

A4: We are Heritage International School. Our Distance Learning Plan (DLP) fits our school culture and community. Our Crisis Management Team have worked with and taken advice from international schools who are making distance learning successful as a way of combating schools closures during this global pandemic. The schools that have taken the "snow day" approach by setting work without interaction, lessons and more to occupy time of students at home, are not successful models for this situation.

Q5: I am worried about so much time online and at a screen.

A5: The DLP parents section specifically advises of the need for students to be active, mobile (PE lessons will continue so be prepared for Keep Fit and Zumba in your living room online) and to take breaks away. Schools in Hong Kong say families have devised their own "school bells" in the home to structure the day.

h) Action Points for Leaders:

- 1) This is going to be emotional, uncertain, frustrating and unprecedented. All the evidence from affected areas shows how important it is to think of everyone's wellbeing. The new normal means we have to perhaps think differently and remember to allow our colleagues time to find their feet with this. Our experience at Heritage shows people take to it quickly.
- 2) Communicate regularly – we are continuing our weekly newsletter and including in their a section for FAQs (Frequently asked questions)
- 3) Keep celebrating good learning and make sure you keep the community together
- 4) Ensure your school community networks look after all colleagues. They may have children to look after at home, elderly relatives who are worried. Don't send too many emails – and late at night! Plan a big community celebration for when it is over. And tell colleagues this so we have an end in sight even if it is not clear now.



9) How do we establish “off-line learning” if taking the entire school online to learn is not easy or possible?

This is an extremely difficult challenge especially with the new restrictions announced on the 16th March.

i) Action points for leaders

- 1) What are the ways you communicate with your colleagues remotely? Most have a telephone and therefore establish clear instructions about setting work for children. Accept that without any facilitating technology that the work set will be paper based and still relies students having materials like text books, and this being communicated to students. In remote areas of affected areas in the World, the administration/director have physically driven to villages and homes to deliver work and instructions to continue learning.
- 2) If there is some limited technology but a poor connection then some educators have recorded their lessons to share and be experienced not at real time. There are also a lot of online learning available that teachers can search for. Most libraries in the World allow some online access.
- 3) Think practically about setting tasks around the home and on the next slide there is a great example being shared by educators around the World
- 4) Without technology our students, colleagues and families are more isolated and school leaders need to think of ways to connect the community and provide cohesion under the restrictions of social distancing.



77 (MORE) Simple STEM Activities for Families

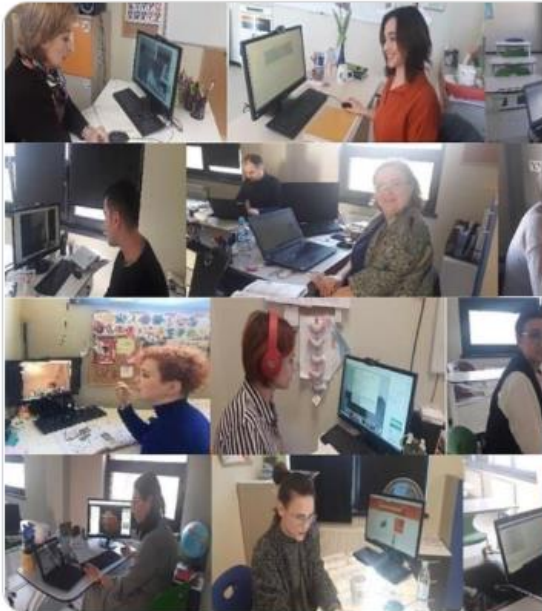
- ☒ Create a treasure hunt with a map & clues
- ☐ Learn to identify trees by their leaves
- ☐ Read a book with a STEM theme
- ☐ Make the alphabet from sticks or other natural items
- ☐ Make your name or words out of recycled materials
- ☐ Interview a relative using storycorps.org
- ☐ Take your bike apart and put it back together it
- ☐ Make something from old puzzle pieces
- ☐ Watch *Hidden Figures*
- ☐ Make a LEGO maze
- ☐ Test objects in your house to see if they float or sink
- ☐ Write instructions to make a sandwich & let someone follow them exactly
- ☐ Use the cards A-10 & play War, but see who can add, subtract, or multiply fastest
- ☐ Play Battleship
- ☐ Build a paper airplane launcher
- ☐ Build a fort using couch cushions & blankets
- ☐ Plant some flowers
- ☐ Make something useful from duct tape
- ☐ Invent something to solve a problem in your home
- ☐ Make "rubber stamps" out of cardboard & pasta
- ☐ Learn to solve a Rubik's Cube
- ☐ Write your own book, including drawings & cover
- ☐ Rearrange furniture in a room to improve function & movement in the room
- ☐ Track & graph your high score in a game
- ☐ Make ice cubes from various liquids & see how long each takes to freeze
- ☐ Make dinner for your family
- ☐ Determine how much waste there is from cooking a meal
- ☐ Invent your own musical instrument
- ☐ Try making gears using the website gearsket.ch
- ☐ Create a secret code using a shift or "Caesar" cipher
- ☐ Pick a word & see how many other words you can make from the letters
- ☐ Measure & graph temperature or rain totals
- ☐ Draw your own comic book
- ☐ Make a time capsule to open in 10 years
- ☐ Make artwork using shaving cream, food coloring, & a toothpick
- ☐ Plant a butterfly garden
- ☐ Invent a toy for your pet
- ☐ Watch *Cloudy with a Chance of Meatballs*
- ☐ Freeze a small toy or coin in water & make a time-lapse video of it melting
- ☐ Put different amounts of water in glass containers & tap gently to make music
- ☐ Make paper airplanes using foldnfly.com
- ☐ Try sprouting a carrot top, dried bean, or fruit seed
- ☐ Put some dirty pennies in vinegar
- ☐ Put celery or flowers in water that contains food coloring
- ☐ Learn bird calls
- ☐ Build the tallest tower with 1 piece of paper & tape
- ☐ Turn an old book into a secret hiding place
- ☐ Learn to cook a new recipe or invent your own
- ☐ Observe the moon each night & take pictures to make a time-lapse video
- ☐ Measure things with a tape measure
- ☐ Build a model city with items in your house
- ☐ Make a bird feeder using a pinecone, suet, & birdseed
- ☐ Count how many & what type of birds come to your birdfeeder
- ☐ Make a mini-golf course
- ☐ Read a book & make a "book trailer"
- ☐ Paint rocks with encouraging words
- ☐ Weave a bracelet
- ☐ Learn about a STEM career
- ☐ Write a story, act it out with your family, & record it
- ☐ Make a sundial
- ☐ Invent a board game using bottle caps or other small items as pieces
- ☐ Draw something with isometric dot paper
- ☐ Make a slow-motion video of something in nature
- ☐ Learn to fold cloth napkins
- ☐ Make bread using yeast
- ☐ Draw 20 circles & turn each into something (pizza, planets, wheels, etc)
- ☐ Build something using toothpicks or straws
- ☐ Practice coding using Scratch or code.org
- ☐ Learn to crochet or knit
- ☐ Make your own tangrams
- ☐ Learn how cellphones work
- ☐ Draw a detailed map of a room in your home
- ☐ Learn to sew
- ☐ Make something from an empty toothpaste tube
- ☐ Look at the clouds
- ☐ Learn about the history of technology in your area
- ☐ Make cardboard automata (movable sculpture)

10) Leading the community – the role and importance of the administration to respond to an unprecedented global crisis.



Heritage International School-Moldova, Europe
@HIS_Moldova

"Human history becomes more and more a race between education and catastrophe" HG Wells. I am sorry #COVID19 you chose the wrong school and country. We are not about to go into meltdown. Want to know the absolute best thing about #Moldova ? 🇲🇩 It's greatest assets are its people!



j) Action Point for leaders:

Our job is to lead and to create the “new normal” in an unpredictable crisis right now. Our job isn’t to be negative or critical. We need our positive game faces on and we need to lead our colleagues in a positive way so they can deliver the distance learning plan and quality learning continues for our young people.

The administration needs to respond to all concerns. Make sure questions, calls, emails are answered. Meetings are not face to face but we continue as normal. **The school is open, only the campus is closed.** Don’t make promises we cannot keep or try to tackle questions we don’t know the answers to.

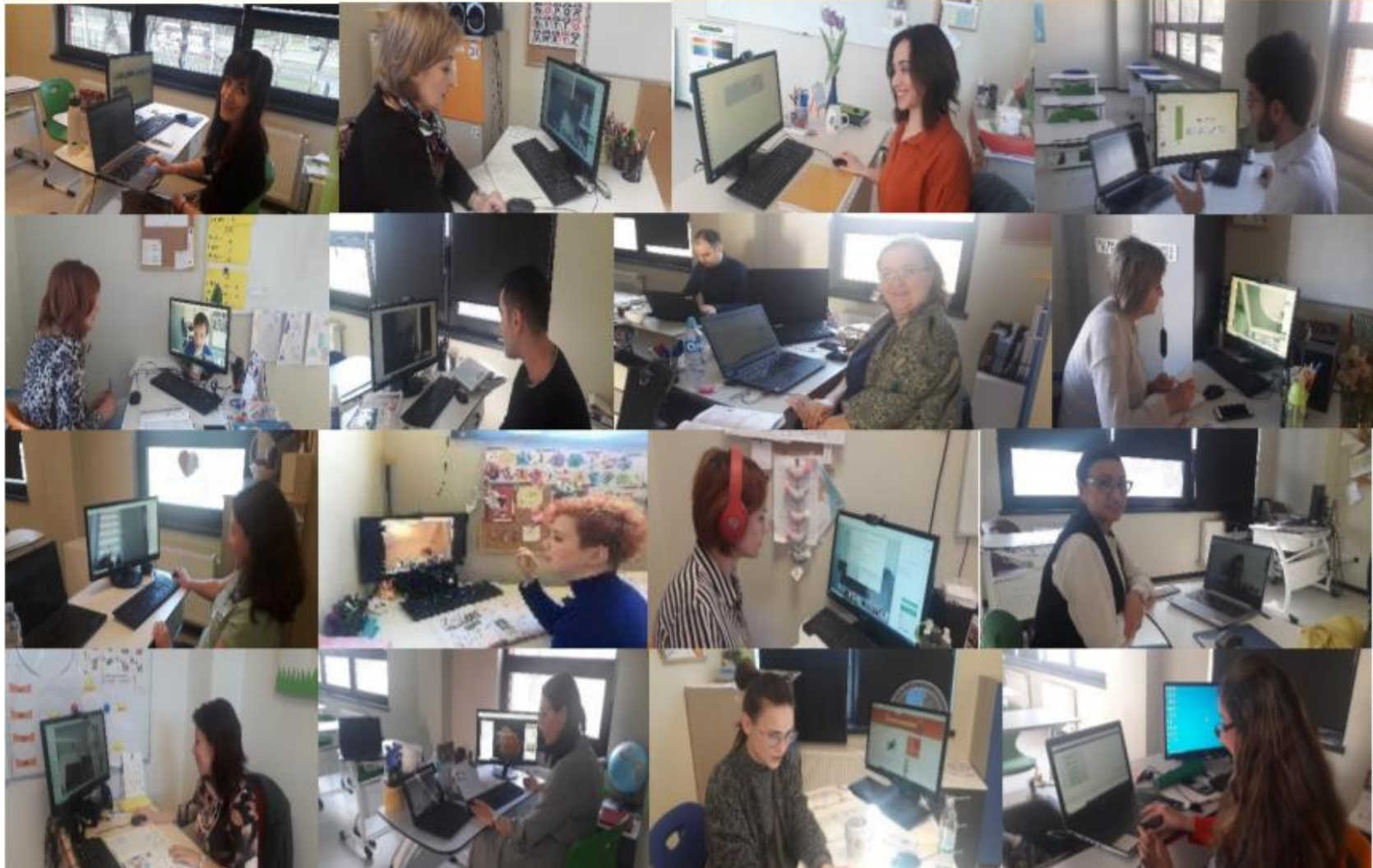
Keep the messages positive and hopeful and keep the focus on learning continuing, our schools functioning and our education system working despite Covid-19. Our national education system!



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“Our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change”

Martin Luther King Jr.



“In times of uncertainty, it is our duty as teachers to make sure we provide certainty for our students” Rob Ford, Director of Heritage of International School



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“ALONE, WE
CAN DO SO
LITTLE;
TOGETHER,
WE CAN DO
SO MUCH”

HELEN KELLER



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