

SCHOLASTIC PLAN FOR INTEGRATED DIGITAL TEACHING

Collegio San Carlo

Modalities for realizing and providing Integrated Digital Teaching

Integrated Digital Teaching, an innovative method of teaching and learning, is made available to all San Carlo students as a complementary learning modality that integrates but does not replace the traditional in-school experience, and will be adopted for students of all grades in case of another lockdown, according to the indications contained in this document (Guidelines for Integrated Digital Teaching).

In San Carlo's schools, IDT is planned out and implemented when one or more students must remain at home for a period equal to or longer than two weeks for health reasons, particularly when awaiting test results related to the Covid-19 pandemic, duly documented and certified. It is also implemented in the case that a member of the faculty should find him or herself in an analogous situation but is nevertheless able to teach.

Assessment of requirements

During the lockdown in the past academic year, the resources possessed by our students and their families were surveyed, to make sure they were compatible with IDT or remote learning protocols. Nearly every student and faculty member was found to possess a device suitable to remote connection. Nevertheless, the school Administration completed the i-Pad project for the elementary school, making sure each pupil already had one or could purchase one, both in order to allow the further development of digital teaching projects already under way at the College and to be able to deal with periods of IDT or remote learning during this school year. The Administration has offered an i-Pad to every faculty member of the Nursery School, Kindergarten and Elementary School and a personal computer to Middle School and High School teachers, to be used as a teaching tool and an electronic register, in class and at home.

Remote teaching tools

The College has decided that the Microsoft Teams digital platform is the best tool available for IDT and remote learning, for the following reasons:

1. Stable connection
2. Continuity of connection
3. Adequate storage capacity
4. Registers for transmission and management of lessons
5. Data protection to guarantee privacy
6. Compatibility with a variety of devices
7. Ability to exchange information with the electronic register
8. Spaces for work group organization

Remote learning will be carried out using the Microsoft Teams platforms, using the credentials already issued to families, starting this past March 2020 or at the time of enrollment.

Lesson hours during IDT

For every level of school in the College, connections to the classroom will be carried out using Microsoft Teams, based on the school schedule and the teaching activities planned for each day, synchronous or asynchronous.

Basically, IDT is set up as a synchronous connection with the activities engaged in by the group of pupils present in class. In the case that epidemiological conditions change significantly, we would return to the remote learning protocol. In the case of a return to complete closure, a schedule of classes will be issued each week, specifying the day by day times and activities planned in remote learning for each class.

Test methodologies and grading criteria (SP, SS1, SS2)

Our faculty have been trained to administer and grade tests under conditions of Integrated Digital Teaching or remote learning. During the training sessions, participants were encouraged not to focus too much on a single result, but rather on the overall progress the student is making. It was decided that for written tests, the Microsoft Forms platform would be used, since it can be used both in class and remotely and gives the teacher immediate feedback on the students' knowledge and skills, giving everyone – teachers and students – real time objective results of the students' performance, as well as repositories in which the tests can be saved.

Grading (SP, SS1, SS2)

The evaluation of the progress made by students through IDT and/or remote learning is intended to stimulate students' motivation and engagement, their willingness to learn, their ability to work in groups, overall autonomy, social responsibility and capacity for self-assessment. Evaluations of their performance and their personal growth result in an integrated process that yields a comprehensive picture of the students' learning.

Students with special needs

For students with either an individualized educational plan (IEP) or a personal development plan (PDP), the college, in the case of IDT, draws up a study plan in line with the above-indicated guideline documents for teaching activities, guaranteeing connections, materials and spaces for independent work or tutoring by special education faculty.

Organizational Meetings

Ordinary administrative and scholastic activities such as committee meetings and single or multi-class assemblies, disciplinary departments, oral tests, faculty assemblies and school council meetings will mostly be held online on the Teams platform.

Relations with families

Whether the students are attending class in person or studying via IDT and/or remote learning, all meetings with their family members will occur using the Teams digital platform.

Faculty training

Dedicated training sessions have been scheduled for the faculty. For the Elementary School, a course has been organized, leading to the issuance of the Apple Teacher Certification, focusing on the use of the i-Pad and its application to various subject areas. All the teaching staff also attended a training course on the use of the principal Microsoft software and platforms: Word, Excel, PowerPoint, OneDrive, Teams, Forms, OneNote.

Activation of the IDT

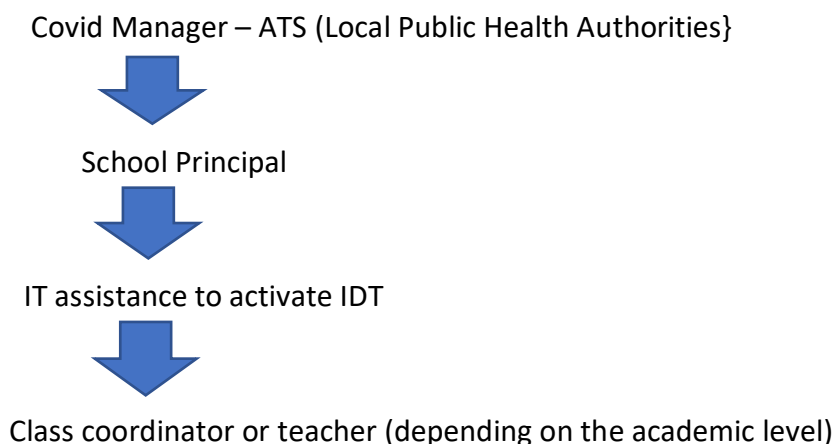
In general, the IDT protocol will be activated in the following cases:

- when a person tests positive for Covid
- when a person has been in close contact with someone who tests positive for Covid
- when a person is in self-isolation prior to receiving swab test results
- in the presence of conditions or pathologies that put the subject at a higher risk of contagion and/or that require an extended period of absence from school

OPERATIONAL PROCEDURES FOR INTEGRATED DIGITAL TEACHING

Procedure for activating IDT

For this procedure please refer to Annex 1 and 2 to this document.



Supplement to the regulations in force issued following an urgent call for a virtual meeting of the (unified) Board of Teachers on 16 March 2020

GUIDELINES FOR REMOTE LEARNING (using the Microsoft Teams platform)

Best practices:

1. Be punctual for the video lessons: the lack of a connection is interpreted as an absence
2. Choose the right place to connect from: if possible, quiet and without other people
3. Set your microphone on “mute”; it should only be turned on when the teacher specifically requests it
4. Always keep your webcam on
5. Make any requests you may have on the chat, without interrupting the lesson
6. Always have the materials you need for the lesson

7. Be punctual in carrying out any exercises you are assigned
8. Participate actively in the video lessons, intervening constructively and in accordance with the best practices indicated above: your interventions (verbal or written in the chat) may be liable to remote disciplinary assessments

It is forbidden to:

1. Deactivate the teacher's microphone or those of other students
2. Write comments in the chat that are unrelated to the lesson
3. Behave inappropriately during lessons
4. Invite others not enrolled in the class to sit in, including family members
5. Record or take snapshots of the lessons
6. Interrupt the teacher if you have not been called on

Best practices for parents:

1. Make sure that your daughter/son is following the weekly learning plan sent by the coordinator/teacher
2. Do not interrupt or intervene during the video lesson
3. Do not write in the chat during the video lesson
4. To communicate with specific teachers, please send an email or wait for further instructions from the Administration
5. Contact technical assistance at the email address below for any malfunctions (assistenza@collegiosancarlo.it)

Every violation of the above rules of behavior will be recorded in the register and will be taken into consideration when assigning the Conduct grade. In the case of serious violations of these rules, the Administration reserves the right to temporarily suspend the student(s) involved from participating in e-learning activities.

OPERATIVE GUIDELINES FOR MANAGING INTEGRATED DIGITAL LEARNING IN THE NURSERY SCHOOL AND KINDERGARTEN

The health emergency we are experiencing has affected and will continue to impact the didactic modalities employed in the preschools at the start of the 2020-2021 school year. This is clearly the case if we consider the very real possibility that single cases and/or clusters of cases of SARS-CoV-2 may occur, both among the children and the teaching and non-teaching staff. It is therefore necessary to set up an Integrated Digital Teaching modality, so as to guarantee, even in the case of “quarantine”, continuity of the child’s educational and pedagogical progress. This document is therefore intended to provide operative instructions for the management and application of teaching modalities designed to meet the needs imposed by mandatory public health measures requiring isolation.

The table below contains some guidelines for applying Integrated Digital Teaching techniques to the Nursery School and Kindergarten:

		CHILDREN		
		ALL PRESENT	ALL AT HOME	SOME ABSENCES DUE TO COVID
TEACHERS	2 PRESENT	In class lessons	Integrated Digital Teaching IDT (online)	In class lessons / IDT for those absent in quarantine
	1 PRESENT-1 ABSENT	In class lessons / led by substitute teacher	-	In class lessons / IDT for those absent in quarantine
	2 ABSENT	In class lessons / led by substitute teachers	-	In class lessons / led by substitute teachers
	1 TEACHER ABSENT IN PRECAUTIONARY ISOLATION	Online teaching	IDT (online)	Online teaching
	2 ABSENT	In class lessons / led by substitute teachers	-	In class lessons / led by substitute teachers

GENERAL OPERATIVE INDICATIONS FOR SCHEDULING INTEGRATED DIGITAL TEACHING MODALITIES IN THE NURSERY SCHOOL AND KINDERGARTEN

Both **synchronous** and **asynchronous** activities will be included in the daily agenda, as follows:

- **2/3 yrs. old (Nursery School/Kindergarten): 2 hours, from 10 a.m. to 12 noon, every day**
- **4/5 yrs. old (Kindergarten): 2 hours, from 10 a.m. to 12 noon, and an hour and a half, from 1:30 p.m. to 3 p.m., every day**

The activities will include both the regular class curriculum, divided in the various projects carried forward by the Italian teachers and the mother tongue English teachers, and the activities led by the specialists assigned to the class.

Age	DAILY LESSON SCHEDULE for the 5 day school week	L1 / L2	SYNCHRONOUS activities	ASYNCHRONOUS activities	ASYNCHRONOUS activities led by Specialists
2 Years	2h. daily*	1h. L. 1 (Italian) 1h. L. 2 (English)	½ h. + ½ h. on L.1 (Italian) ½ h. + ½ h. On L.2 (English)	½ h. + ½ h. on L.1 (Italian) ½ h. + ½ h. On L.2 (English)	-
3 Years	2h. daily*	1h. L. 1 (Italian) 1h L. 2 (English)	½ h. + ½ h. on L.1 (Italian) ½ h. + ½ h. On L.2 (English)	½ h. + ½ h. on L.1 (Italian) ½ h. + ½ h. On L.2 (English)	15 min. Music 15 min. Religion 15 min. physical education 15 min. Psychomotor activity
4 Years	3h. ½ daily*	1h. ½ L. 1 (Italian) 1h. L. 2 (English)	½ h. + ½ h. on L.1 (Italian) ½ h. + ½ h. On L.2 (English)	½ h. + ½ h. + ½ h. + ½ h. on L.1 (Italian) ½ h. + ½ h. + ½ h. + ½ h. on L.2 (English)	30 min. Music 30 min. Religion 30 min. Physical education 30 min. Psychomotor activity
5 Years	3h. ½ daily*	1h. ½ L. 1 (Italian) 1h. ½ L. 2 (English)	½ h. + ½ h. on L.1 (Italian) ½ h. + ½ h. On L.2 (English)	½ h. + ½ h. + ½ h. + ½ h. on L.1 (Italian) ½ h. + ½ h. + ½ h. + ½ h. on L.2 ½ (English)	30 min. Music 30 min. Religion 30 min. Physical education 30 min. Psychomotor activity

*= hours of integrated digital teaching chosen based on the child's concentration and communication skills, which vary and change over time. (Lachaux J.P., 2015).

**GENERAL OPERATIVE INDICATIONS FOR SCHEDULING INTEGRATED DIGITAL TEACHING
MODALITIES IN THE ELEMENTARY SCHOOL**

Both **synchronous** and **asynchronous** activities will be included in the daily agenda, as follows:

ELEMENTARY SCHOOL TABLE

		PUPILS		
		ALL PRESENT	ALL AT HOME	SOME ABSENT DUE TO COVID
TEACHERS	2 PRESENT	In class lessons	Online lessons	In class lessons /IDT for those absent in quarantine
	1 PRESENT-1 ABSENT	In class lessons + Substitute teacher for absent teacher	Online lessons	In class lessons /IDT for those absent in quarantine
	2 ABSENT	In class lessons led by Substitute teachers	Online lessons	In class lessons /IDT for those absent in quarantine
	1 TEACHER ABSENT IN PRECAUTIONARY ISOLATION	Remote teaching	Online lessons	Remote teaching

**GENERAL OPERATIVE INDICATIONS FOR SCHEDULING INTEGRATED DIGITAL TEACHING
MODALITIES IN THE ELEMENTARY SCHOOL**

Both **synchronous** and **asynchronous** activities will be included in the daily agenda, as follows:

- **FIRST GRADE: 3 hours, from 9 a.m. to 12 noon, every day, and 30 min. with rotating specialists from 2:30 p.m. to 3 p.m. 1 reading laboratory in Italian or English once a week.**
- **GRADES 2,3,4,5: 3 hours, from 9 a.m. to 12 noon, and 1 hour, from 2:30 p.m. to 3:30 p.m., every day. Specialist lessons will be distributed over the course of the week.**

Class	DAILY LESSON SCHEDULE for the 5 day school week	Italian/English	SYNCHRONOUS activities	ASYNCHRONOUS activities	ASYNCHRONOUS activities led by Specialists
1	4 hours (plus three hours of specialist lessons per week)	2 Italian 2 English	1 hour 1 hour	1 hour 1 hour	3 hours per week
2	4 hours	2 English 2 Italian	1 hour 1 hour	1 hour 1 hour	3 hours per week
3	6 hours	3 English 3 Italian	2 hours 2 hours	1 hour 1 hour	3 hours per week
4	6 hours	3 English 3 Italian	2 hours 2 hours	1 hour 1 hour	3 hours per week
5	7 hours	3,5 English 3,5 Italian	2 hours 2 hours	1,5 1,5	3 hours per week

**GENERAL OPERATIVE INDICATIONS FOR SCHEDULING INTEGRATED DIGITAL TEACHING
MODALITIES IN THE MIDDLE SCHOOL**

The tables and guidelines for scheduling Integrated Digital Teaching in the Middle School follow below:

PUPILS		
ALL PRESENT	ALL AT HOME	SOME ABSENT DUE TO COVID
IN CLASS LESSONS	REMOTE TEACHING on Teams	IDT on Teams for students in quarantine; IN CLASS LESSONS for students in attendance.

INTEGRATED DIGITAL TEACHING (IDT)

(each class will have at least 5 hours of synchronous lessons every day, following the lessons being held in classroom by the faculty and students; some subjects will be offered asynchronously, in order to facilitate productive learning by adjusting to the rhythms of digital teaching, attention spans and the special demands of the subject in question)

1	5 HOURS (daily average)	Italian, History, Geography, Mathematics, Technology, Religion, Art History, English, French, Spanish, Latin, Science, Music and Computer Science.	Visual arts, Phys. ed.
2	5 HOURS (daily average)	Italian, History, Geography, Mathematics, Technology, Religion, Art History, English, French, Spanish, Geography, Latin, Science, Music and Computer Science.	Visual arts, Phys. ed.
3	5 HOURS (daily average)	Italian, History, Geography, Mathematics, Technology, Religion, Art History, English, French, Spanish, Geography, Latin, Science, Music and Computer Science.	Visual arts, Phys. ed.

DIGITAL TEACHING DURING A LOCKDOWN (Remote learning)

(every class will have at least 5 hours of synchronous lessons per day; some subjects will alternate synchronous and asynchronous weeks, in order to facilitate productive learning by adjusting to the rhythms of digital teaching and attention spans)

Class	DAILY LESSON SCHEDULE for the 5 day school week	SYNCHRONOUS activities	ASYNCHRONOUS activities	SYNCHRONOUS/ASYNCHRONOUS activities (alternate weeks)
		Italian, History, Geography, Mathematics, Technology, Religion, Art History, English, French, Spanish	Computer Science, Physical Education	Geography, Latin, Science, Music, Visual arts
		Italian, History, Geography, Mathematics, Technology, Religion, Art History, English, French, Spanish	Computer Science, Physical Education	Geography, Latin, Science, Music, Visual arts
		Italian, History, Geography, Mathematics, Technology, Religion, Art History, English, French, Spanish	Computer Science, Physical Education	Geography, Latin, Science, Music, Visual arts

**GENERAL OPERATIVE INDICATIONS FOR SCHEDULING INTEGRATED DIGITAL TEACHING
MODALITIES IN THE HIGH SCHOOL**

The tables and guidelines for scheduling Integrated Digital Teaching and the various possibilities are shown below:

Students:

ALL PRESENT	In class lessons
ALL PRESENT With teachers at home	<p>IF THE TEACHER IS IN self-ISOLATION: activation of IDT WITH A SUBSTITUTE TEACHER PRESENT IN CLASS AND STUDENTS CONNECTED ONLINE WITH THEIR PERSONAL DEVICES; the teacher may be absent on the day of the scheduled swab test</p> <p>IF THIS IS NOT POSSIBLE: a substitute will be present for in class lessons</p>
ALL AT HOME With teachers at home	<p>Remote teaching Modalities approved by the Faculty Committee (art.1.16 Regulations for the Faculty, see below)</p>
ALL AT HOME With teachers at school	<p>IDT: synchronous activities as per daily schedule (including breaks) Teachers in class</p>
SOME STUDENTS ABSENT DUE TO COVID With teachers at school	<p>IDT for those absent in quarantine, following the indicated procedure</p>
SOME STUDENTS ABSENT DUE TO COVID With teachers at home	<p>AT THE TEACHER'S DISCRETION: activation of IDT WITH SUBSTITUTE TEACHER PRESENT IN CLASS AND STUDENTS CONNECTED ONLINE WITH THEIR PERSONAL DEVICES IF THIS IS NOT POSSIBLE: substitute teacher in class and remote teaching for absent students</p>

Regulations for the Faculty

Article 1.16 Remote teaching

Along with the teaching modality applied with students present, the faculty are also obligated to offer remote teaching to substitute for or integrate classroom activities.

Remote learning is organized using the Microsoft Teams platform; it is not possible to choose other digital channels for online lessons.

Faculty members will plan teaching activities utilizing the specific procedures indicated, taking care to propose both synchronous and asynchronous interventions, following the guidelines issued by the Administration; in addition, he or she must draw up a specific weekly lesson plan, which will be sent to the Coordinator, who will collate the entire weekly plan and send it to the students during the weekend, giving the students and the Administration sufficient time to view it. This facilitates the students, who can view in advance the full list of activities scheduled for the upcoming week.

During each lesson hour, the faculty member will alternate the standard lecture format with other, more interactive modalities, favoring student participation, dialogue and the exchange of ideas. Faculty members are asked to record their lessons, so that they can be saved and listened to again by students at a later time, making the learning process even more personalized and responsive to the needs of individual students.

In remote teaching modality, the faculty member, using the device provided by the school, must keep his or her videocamera on (unless he or she is sharing the screen with the students for didactic reasons) and must make sure that all the students remain connected from the beginning to the end of the lesson, with their videocameras on. The possibility of seeing each other, even on a digital screen, indubitably favors interaction and a more effective engagement of the students.

Insofar as testing and evaluation, when using remote teaching modalities, the faculty member must rely mainly on oral tests, but at his or her discretion may also use various forms of written testing, for example by using Microsoft Forms. Testing, both oral and written, will be scheduled and announced in advance to the students, allowing them to prepare adequately for a successful performance.