

STAMFORDAMERICAN  
International School

# **Continuity of Learning Plan**

## **Early Years**

**COGNITA**

An inspiring world of education

Stamford American International School, Singapore  
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# Introduction



The foundation of every school is the safety and wellbeing of our school community.

When safety considerations necessitate school closure, Stamford will work with students and parents to support Continuity of Learning (COL).

Most scenarios that involve school closure can appropriately be called crises. During a crisis situation, the wellbeing of the community is of primary importance. Well-being begins with physical safety, but also extends to social and emotional dimensions. Our intention is for the COL Plan to restore a level of calm and normalcy to an otherwise difficult situation. In addition, we seek to help students continue their learning throughout the disruption.

We recognize that a wide variety of circumstances could lead to school closure, so this plan is designed to be a flexible framework that could be adapted as necessary. In some cases a sudden event, such as hazardous level air quality, may necessitate closure with little warning. In other cases, such as a viral pandemic, the school may have time to prepare and communicate to students, parents, and teachers. Depending on the stability of the situation, there may be a period of time when the campus is closed but the COL Plan has not yet begun.

In all cases, the Superintendent will communicate with parents and teachers the start time for students to begin COL. Where possible, the staff will be given one or two days to prepare for the beginning of COL. This time is designed to help support teachers during the transition. In any case, students will begin COL on the date determined and communicated by the Superintendent.

The Superintendent will periodically send email updates to parents and staff apprising them of any pertinent information about when SAIS might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made with close consultation with Cognita and Stamford leadership teams.

Stamford hopes that implementation of this Continuity of Learning Plan will never be necessary. However, in the event of a serious crisis or emergency, it is important that this plan describes our approach to COL: the channels we will use for communication; the Learning Management Systems (LMS) we will employ; the roles, responsibilities, and expectations SAIS has for faculty, parents, and students; guidelines for how parents/guardians can support their children's learning; and a host of other priorities and considerations tailored to make the best of challenging circumstances.

This plan is based in part on the work and experience of our colleagues at other Cognita Asia schools, as well as the Global Online Academy, International School of Kuala Lumpur, Hong Kong International School, American School in Japan, Shanghai American School, International School of Beijing, and Western Academy of Beijing. Our thanks goes to all our colleagues around the world for their help and support.

# Stamford Values

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We choose the term Continuity of Learning intentionally, rather than online, virtual, or distance learning. We believe that finding a balance between online and offline learning is important in both normal and unusual circumstances. We also acknowledge that Stamford is not designed as a distance learning school, but when necessary we will use distance learning to provide continuity for our students.

During difficult circumstances, we turn to our core values for guidance.

<p><b>Compassion</b></p> <p>We seek to empathize with and care for one another, especially in difficult circumstances. We know that the biggest challenges may be emotional rather than logistical, and we support each other as a community.</p>	<p><b>Integrity</b></p> <p>We believe it is important to communicate with students, parents and staff honestly and with transparency. At times when life is disrupted and people may be fearful, trust is essential.</p>
<p><b>Courage</b></p> <p>We recognize that difficult times require us all to be courageous through actions both big and small. This may simply be the act of restoring a sense of calm and normalcy throughout the community.</p>	<p><b>Ingenuity</b></p> <p>When faced with new challenges, we rely on our resilience, resourcefulness, and ingenuity to solve challenges. During crises we do not seek to try out the latest innovation, but we find ways to be adaptive.</p>

# Stamford Learning

At Stamford we believe that every day brings valuable opportunities for learning. This is reflected in our principles and practices document for high quality learning which states:

## **Learning: Everyone, everyday, everywhere**

We recognize that Continuity of Learning is different from the normal classroom routine. In particular, teachers, students and parents will need to consider how to support quality learning environments and purposeful communication & collaboration - two of our principles of high quality learning.

We are also confident that Continuity of Learning can bring new opportunities for enriched and engaged learning through increasing empowerment of students - one pillar of our Stamford mission. As such, we will approach Continuity of Learning with optimism and will work together to design high quality learning and assessment opportunities.

High Quality Learning	Continuity of Learning Consideration
Learner-centered	<i>How might I continue to use my knowledge and understanding of my students to plan for learning? How will I continue to connect with my students one-on-one to support their wellbeing and learning? How will I work with parents to support student wellbeing and learning?</i>
Purposeful communication & collaboration	<i>How will I plan for learning that contains numerous opportunities to connect and communicate in partners, small groups and as a whole learning community (class)?</i>
Quality learning environment	<i>How might I support parents &amp; students to design quality home-learning environments? Giving safety considerations, how will I encourage students to use a variety of learning environments to enrich their learning (outdoors, etc.)?</i>
Personalizing learning	<i>How might I empower learners to develop agency and use their own interests and strengths to drive their learning?</i>
Clear & modeled expectations	<i>How might I ensure that I clearly model the learning outcomes and quality expectations on tasks to support student excellence and success?</i>
Culturally and linguistically responsive practice	<i>How might I engage students in using their cultural and linguistic attributes to enrich their learning at this time? How will I scaffold language to support student success?</i>
Teaching for understanding, application & transfer	<i>What are the most important understandings and skills for application and transfer at this time?</i>
Metacognition	<i>How might I encourage students to reflect on their learning and agency as a learner?</i>
Feedback	<i>How will I empower further learning through frequent, actionable feedback? How will I provide avenues for students/parents to feed back about their experience?</i>

# Guidelines for Parents

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## Compassion

- **Check in regularly on your child's well-being and learning** - At the beginning and end of each day, check in with your child on how he or she is doing. This will likely be a stressful time for everyone, so it is important for kids to know that we care and that we notice. Also help your child prepare for the classes or activities for the day by asking them about their learning targets, activities for the day, schedule, and what sorts of resources and support they might need. Consider using a daily planner, like [this one developed](#) by educators at ISB Beijing.
- **Allow your child to have free time as well as school time** - Those who have gone through a COL experience say that oftentimes kids end up being overscheduled. There is a temptation to try to create a sense of order by planning out every minute of the day. Allowing kids time to play and to do things they simply enjoy is an important part of maintaining continuity.
- **Be kind to yourself as well as your kids** - Most parents are not trained educators, and are simply doing the best they can in a difficult situation. Do your best to take care of yourself as well as your children, keep a positive outlook, and recognize that the situation is temporary.

## Integrity

- **Establish a clear schedule and routine** - At school, teachers work with students in the beginning of the year to establish clear expectations, schedules, and routines. During Continuity of Learning, students should continue to wake up early enough to begin their learning at the normal school start time. They should be sure to change out of pajamas and into school appropriate clothing. It is important for parents to ensure every child has a typed or handwritten schedule clearly on display on the wall of the space the child does their daily school work.
- **Designate a quiet, calm learning space** - Depending on the situation this can be difficult, especially if there are adults working from home or multiple kids in the house. Consider having your kids use noise canceling headphones if the space becomes too noisy. Children should work in a public space like a living room, where adults can keep an eye on them, rather than by themselves in their bedrooms.
- **Watch for teacher communications** - Without teachers being physically present, it is critical that parents and older children pay active attention to teacher communications. Be aware of the LMS system (Seesaw, Unified Classroom) that teachers are using. Check your email for individual communications. If you need to message a teacher, you are encouraged to do so but be sure that your communication is succinct and self-aware. Teachers may be receiving messages from dozens, if not hundreds, of other parents as well.

## Courage

- **Help your child balance time online** - Part of the reason that Stamford has chosen the term Continuity of Learning rather than eLearning or Online Learning is because we want kids to have a balance of online and offline activities. This is particularly important to support student well-being. [Take a look at these guidelines](#) developed by the Western Academy of Beijing.
- **Encourage your child to use social media wisely** - Social media and virtual play dates can help kids continue to stay connected with their friends, but they can also create challenges and distractions. Consider tools like [Cold Turkey](#) to help limit distracting sites. Review the [Common Sense Media Family Contracts](#) with your children to help create agreements on digital usage.
- **Model and support exercise and physical activity** - Finding creative ways to keep physically active is particularly important in situations where students are not able to leave their homes. Use body break tools like [GoNoodle](#), [Seven Minute Workout](#), or [MindYeti](#) to break up the day and have a fun exercise or mindfulness break with your kids.

## Ingenuity

- **Set up your home environment to support creative play** - If kids are forced to stay home all day, you can help them stay mentally active by setting up creative materials and [supporting creative play](#). At school students have access to innovative spaces like our J3 Makerspace, but at home there are still lots of activities you can do with kids in the [Early Years](#), [Lower ES](#), or [Upper ES](#).
- **Seek feedback on what's working and what isn't** - Ask your children what they need in order to be successful throughout Continuity of Learning. By making success a group effort you help support your children's ability to reflect on their own learning, a key skill.
- **Reach out to other parents to find creative solutions to challenges** - You are not in this alone. Draw on the support of the community and look for what works for you and your kids, which may or may not be the same as what works for others. We want our kids to ask for help when they need it, so it is important for us to do so as well.

# Early Years

## Priorities and Considerations

- After receiving initial notice from the Superintendent about school closure, families will receive an email from the Early Years Principal with division-specific information.
- The primary tools for communication between teachers and families will be Seesaw and email.
- For any synchronous video chat, we will use Google Meet.

## Approximate Time Frames for Learning - Early Years

Link: [Detail for SAIS Continuity of Learning Plan for EY](#)

Approximate Time Per Day	Subject Area
10-20 mins/day	<b>Every Morning</b> - view a daily pre-recorded video from your Home Room (HR) teacher outlining the plan for the day.
1-2 hours/day	<b>Integrated Inquiry learning</b> - detailed in Homeroom teacher's weekly & daily plans (links provided by teachers)
30 mins/week	<b>Specialist time</b> - It is timetabled for students to do 30 mins per week on each of the Specialist activities assigned via Seesaw (eg: PE, library, music, Suzuki, Art).
20- 30 min/s daily	<b>Foreign Languages (Mandarin or Spanish)</b> 20- 30 min asynchronous working through the new vocabulary, songs, or activities.
30 mins per day	<b>Daily physical activity</b> Refer to your Homeroom teacher's weekly plan or feel free to try something new at home with the family.
40 mins- 1 hr per day (PreN- PreK)	<b>Nap time</b> for younger PreN/Nursery/PreK children
30 mins / day	<b>Reading enjoyment time</b> with parents/carers using their physical books or teacher recommended e-books.
10 mins check in	<b>Weekly 1:1 check in time</b> with HR teacher via Google Meet
1 hour/day	<b>Lunch and Snacks</b>
2 hours/day	<b>Creative play</b>
Individualized	If your child receives student support services including Early Intervention, Occupational Therapy, Speech and Language Therapy, and/or Special Education Services your child's case manager will be in contact with you to create a regular schedule of support.