



Stamford American  
INTERNATIONAL SCHOOL

# TRANSITION TO CAMPUS LEARNING

for Parents & Students Unable to Access Campus





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# INTRODUCTION

Around the world, everyone is continuing to deal with the unexpected consequences of Covid-19.

At Stamford, we work to ensure the safety, wellbeing, and learning of all of our students. During the 2019-20 academic year, Singapore's Multi-Ministry Taskforce on Coronavirus called for schools to close for eight weeks as part of a 'circuit-breaker' to protect the safety of students and teachers. Teaching and learning at Stamford transformed to support students as they continued to learn from their homes. If necessary, Stamford will take similar measures in the future to help protect student and staff safety. Please see our full Home-Based Learning Plan for more details.

We are also prepared for a situation in which some students are able to be physically present on campus while others are not. This document is a guide for Temporary Transition to Campus (TTC) Learning for those students who are unable to access campus in August 2021.

This guide applies to new students (and returning students with unforeseeable circumstances) who are unable to be on-campus at Stamford due to:

- Inability to enter Singapore in time for the planned start, due to travel restrictions
- Quarantine orders upon arrival into Singapore

As soon as the above students are able to attend in-person classes they will be expected to be on campus and the Temporary Transition to Campus Learning program will no longer be available to them. This plan addresses a specific question: How will we support the learning both of students physically present on campus and of students who are unable to access campus during the Covid-19 pandemic?

It is designed around the possibility that a significant number of students may be unable to be on campus for an extended period of time. If the period of time becomes short term, or the number of students affected is low, then the plan may be adapted as appropriate.

The plan contains a number of elements: the channels we will use for communication; the Learning Management Systems (LMS) we will employ; the roles, responsibilities, and expectations Stamford has for parents and students; and a host of other considerations tailored to make the best of challenging circumstances.

This plan is based on our learnings from offering TTC at Stamford Fall 2020 and the collective 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

Although there are many possible scenarios, for this document there are two key terms:

- **Home-Based Learning (HBL)** - this is the term used by the Singapore Ministry of Education to describe learning during a case of full or partial school closure.
- **Temporary Transition to Campus (TTC) Learning** - as noted above, this applies to students who are temporarily unable to access campus due to circumstances related to Covid-19.

It is important to note that Stamford is not an online or virtual school. We use HBL and TTC to provide continuity in case of school closure, or transitional support in extraordinary circumstances such as the Covid-19 pandemic.

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



## COMPASSION

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.



## INTEGRITY

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.



## COURAGE

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.



## INGENUITY

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.

## OUR VALUES IN ACTION: PARENTS/GUARDIANS

- Check in regularly on your child's well-being and learning
- Allow your child to have free time as well as school time
- Be kind to yourself as well as your kids
- Establish a clear schedule and routine
- Designate a quiet, calm learning space
- Watch for teacher communications
- Help your child balance time online
- Encourage your child to use social media wisely
- Model and support exercise and physical activity
- Set up your home environment to support creative play
- Seek feedback on what's working and what isn't
- Reach out to other parents to find creative solutions to challenges

### For questions about

An assignment, class topic, or feedback



Your child's classroom teacher

A tech related problem or issue



Email IT anytime at [ict.support@sais.edu.sg](mailto:ict.support@sais.edu.sg)  
 During working hours (8am-4pm)  
 - Google chat [ict.support@saisstudent.sg](mailto:ict.support@saisstudent.sg)  
 - Call us at **+65 6602 7260**

A personal or social-emotional concern



Your child's advisor or counselor

Other issues related to TTC Learning



Your child's divisional principal

## OUR VALUES IN ACTION: ES/MS/HS STUDENTS

- Establish daily routines for engaging in the learning experiences (e.g. 8:30am start)
- Identify a comfortable, quiet space where you can work effectively and successfully
- Regularly monitor online platforms (ManageBac, Seesaw, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments to the best of your ability, with integrity and academic honesty
  - Seek out reliable information using Stamford's Online Databases
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or need support
- Collaborate and support your Stamford peers in their learning
- Practice responsible digital behaviors, including expectations for online etiquette
- Proactively seek out and communicate with other adults at Stamford as different needs arise

# COMMUNICATIONS

Channel	Audience	Description
Email	Parents, Staff, Students	All major announcements and communications will be sent by email, so it is essential that parent accounts are accurate and checked regularly.
Google Workspace	Students Grades 6-12	Google Workspace is our main communication and collaboration platform. Students are assigned school <b>Gmail</b> accounts, and we use <b>Google Meets</b> for daily synchronous lessons, <b>Google Chat</b> for quick communications with teachers and peers, and <b>Google Apps</b> for learning and assignments.
Video chat	Students and parents	Google Meet will be used by teachers for live conversation and instruction with students where appropriate. Note: PCS will use Microsoft Teams.
Seesaw	EY and ES students	Students in EY and ES will receive learning activities via 'Seesaw Activities'.  Students are assigned school Gmail accounts and will sign in to our learning platforms using their <b>Gmail</b> account. We use <b>Google Meets</b> for daily meetings with teachers and <b>Google Apps</b> for learning and assignments.
ManageBac	MS and HS students	ManageBac is our MS/HS Learning Management System, an internal portal, where students will be able to access all their learning resources and will be required to upload their learning assignments. Students can log in with Google, and parents can log in on the mobile app or on the web.
myStamford	Parents and Staff	Information for the Stamford community will be organized and available through the myStamford portal ( <a href="https://mystamford.edu.sg">mystamford.edu.sg</a> )
Public Website	General Public	Information for the public community will be organized and available through the public website ( <a href="https://sais.edu.sg">sais.edu.sg</a> )

# TECHNOLOGY CONSIDERATIONS

Technology and digital learning play an important role at Stamford, and an essential role in TTC. All Stamford students who are able to reach Singapore are provided with an age-appropriate device (an iPad for students KG2-Grade 5, a MacBook Air for students Grades 6-12).

We recognize that there may be some new or returning students who will be doing TTC who do not have access to a school-owned device. For these students, families will need to provide each child attending Stamford with access to a device for at least part of each day.

In addition to a device, parents should ensure that students have access to a reliable internet connection. This is particularly important for older students who are participating in live video chats.

If families live in countries that do not provide access to Stamford's learning platforms (eg. Google), then it is the responsibility of the family to find a way to find access.

	Recommended Equipment	Recommended Time per Child
Early Years	Parents can access learning materials using a <b>smartphone, tablet, or computer</b> (if using a computer, you may need an extra <b>camera</b> to record evidence of student work)	Usually 1-2 hours per day is sufficient. Students will need devices for live and pre-recorded videos. Parents will need them to understand instructions for any off-line activities.
Elementary	<b>iPads</b> are recommended, but smartphones, tablets, or computers may substitute. Families should have access to a <b>printer</b> for off-line work.	Parents should plan to provide ES students with access to a device 3-4 hours each day.
Middle School, High School and PCS	<b>Laptop computers</b> are recommended. At Stamford we use Macs, but for TTC a Windows device, Chromebook, or a tablet with a keyboard will suffice.	Parents should plan to provide MS, HS, and PCS students with access to a device for 4-6 hours each day (partly for live video partly for student work).

# SAFEGUARDING CONSIDERATIONS

## For Parents

- Review online safety with your children, <https://www.common SenseMedia.org/>
- Ensure appropriate adult supervision for TTC (an adult nearby to observe without hovering)
- For any video chat use appropriate spaces, language, and dress for those in household
- Understand that Teachers, Counselors, and Academic Support Staff will occasionally host one-on-one conversations via Google Meets to ensure learning and well-being needs are met.
- Understand that teachers are also learning how to teach in a new way. The parent's role is not to evaluate teaching methods but to support their children's learning

# EARLY YEARS

## Priorities and Considerations

- Children supported in their Transition to Campus (TTC) will be allocated a dedicated TTC teacher and teaching assistant(s) who will be facilitating the child's learning until such time as they are able to physically join us at school.
- The primary tools for communication between teachers and families will be Seesaw and email. For any synchronous video chat, we will use Google Meet.
- The home tutor would benefit from undertaking the short **Stamford Early Years home-tutor module** that will assist parents/carers deliver TTC at home

## Approximate Time Frames for Learning - Early Years

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. Opportunities are possible in real-time depending on your time zone.
1-2 hours/day	<b>Integrated Inquiry learning</b> - detailed in Homeroom teacher's weekly & daily plans (links provided by teachers) Some small group work will be offered daily synchronously with the TTC teacher or teaching assistant. Attendance is encouraged if your timezone permits you to connect with your teacher and other students.
30 mins/week	<b>Specialist time</b> - It is timetabled for students to do 30 mins per week on selected Specialist activities assigned via Seesaw (eg: PE, library, music or art). Foreign Languages are not covered via TTC. Your TTC teacher will provide this material.
2 hours/week or more	<b>EAL Support (KG2 only)</b> - Mainstream and students needing EAL assistance will receive individualized and/or small group support from an EAL specialist teacher where possible.
30 mins/day	<b>Daily physical activity</b> - Refer to your TTC teacher's weekly plan or feel free to try something new at home with the family.
30 mins/day	<b>Reading enjoyment time</b> with parents/carers using their physical books or teacher recommended e-books.
2 hours/day	<b>Creative play</b>
30-60 mins/week (timing depends on your timezone)	<b>Video chat</b> with the classroom your child will eventually be in when they come to Stamford.
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.



# ELEMENTARY SCHOOL

## Priorities and Considerations

- Students supported in their Temporary Transition to Campus (TTC) Learning will be allocated into their permanent class for the school year on both Powerschool SIS and Seesaw.
- While students are unable to enter Stamford, a Stamford teacher will be providing your child with some school work during this time.
- The primary tools for communication between teachers and families will be Seesaw, email and Google Meet.
- Once students arrive in Singapore and, if they are unable to attend school, they will be invited to call into their permanent classroom 2-3 times a day via Google Meet, which will be facilitated by their homeroom teacher.
- This schedule will operate during Stamford School hours on Singapore Time.
- Parents will be required to update their Elementary School office on all important travel dates, including a clear first day of school date.

### Key considerations for Transition to Campus:

- Establish a regular routine that works for your family and child. Remember that the schedule that the teacher gives is just a recommendation except for any live sessions. During the time your child is learning at home, it is you who must set the expectations and schedule in a way that works for you and supports engaged learning for your child.
- Seek ways to connect the learning activities/engagements given by the teachers to family culture, home and outdoor learning environments that are available to you.
- Remember that anything you do with your child at this time is a learning opportunity – from helping to prepare food, helping with household chores, learning about YOUR day as parents, etc.
- Feel free to explore areas of family and child interest for learning. Collaborating in areas of guided inquiry with your child is a wonderful way to support their interests.
- As you create a daily schedule and expectations for your child, please keep in mind that child development experts state that a reasonable attention span for a child is 2-3 minutes per year of their age. Therefore, for example, a 10-year-old should be expected to maintain focus for 20 to 30 minutes on any given tasks.
- All we ask is that you do the best you can.
- **The work provided during the TTTC program is review work for students and will not mirror the classroom environment.**

Messages from teachers, along with plans for the day will be shared with students via Seesaw. There may also be live Google Meets with the teacher scheduled as well.

Attendance will be monitored using completed work uploaded to Seesaw.

- **Daily focus on numeracy and literacy**
- **Reading enjoyment time with parents**
- **Daily physical activity** - feel free to try something new at home as a family.
- **EAL Support** – Level A and Level B students needing EAL assistance will receive individualized and/or small group support from an EAL specialist teacher where possible, approximately 2 hours/ week or more.

# ES SAMPLE STUDENT SCHEDULE

Depending on TTC Enrolment numbers, students will be either grouped by grade level or by colored columns.

<b>Groups:</b> Low Numbers	<b>Blue</b>		<b>Red</b>		<b>Green</b>
<b>Groups:</b> High Numbers	<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>
8:30 - 8:45	<b>Google Meet Call with Teacher</b>	<b>Google Meet Call with Teacher</b>	Self Planning Your Day	Self Planning Your Day	Self Planning Your Day
8:45 - 9:00	Self Planning Your Day	Self Planning Your Day	<b>Google Meet Call with Teacher</b>	<b>Google Meet Call with Teacher</b>	<b>Google Meet Call with Teacher</b>
9:00-9:40	<b>Independent Math Work</b>	<b>Independent Math Work</b>	<b>Specialist 1</b> Art Drama PE Music Languages	<b>Specialist 1</b> Art Drama PE Music Languages	<b>Specialist 1</b> Art Drama PE Music Languages
9:40-10:00	<b>Snack</b>	<b>Snack</b>	<b>Snack</b>	<b>Snack</b>	<b>Snack</b>
10:00-10:40	<b>Specialist 1</b> Art Drama PE Music Languages	<b>Specialist 1</b> Art Drama PE Music Languages	<b>Independent Math Work</b>	<b>Independent Math Work</b>	<b>Independent Math Work</b>
10:40-11:20	<b>Independent Language Arts Work</b>	<b>Independent Language Arts Work</b>	<b>Specialist 2</b> Art Drama PE Music Languages	<b>Specialist 2</b> Art Drama PE Music Languages	<b>Specialist 2</b> Art Drama PE Music Languages
12:00-12:40	<b>Specialist 2</b> Art Drama PE Music Languages	<b>Specialist 2</b> Art Drama PE Music Languages	<b>Independent Language Arts Work</b>	<b>Independent Language Arts Work</b>	<b>Independent Language Arts Work</b>
12:40-1:20	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
1:20-1:30	<b>Google Meet Check Ins</b>	<b>Google Meet Check Ins</b>	<b>Google Meet Check Ins</b>	<b>Google Meet Check Ins</b>	<b>Google Meet Check Ins</b>
1:30-2:30	<b>Independent UOI Work</b>	<b>Independent UOI Work</b>	<b>Independent UOI Work</b>	<b>Independent UOI Work</b>	<b>Independent UOI Work</b>
2:30 - 2:45	<b>Google Meet Call with Teacher</b>	<b>Google Meet Call with Teacher</b>	Self Reflection on Daily Task	Self Reflection on Daily Task	Self Reflection on Daily Task
2:45 - 3:00	Self Reflection on Daily Task	Self Reflection on Daily Task	<b>Google Meet Call with Teacher</b>	<b>Google Meet Call with Teacher</b>	<b>Google Meet Call with Teacher</b>

# MIDDLE SCHOOL

## Priorities and Considerations

### The Middle School TTC program:

- Is a home based online program providing academic learning in specific core subjects parallel to campus based learning. These core subjects include English Language & Literature, English Language Acquisition for EAL learners, Mathematics, Science, Individuals & Societies.
- Does not fully emulate campus based learning in the classroom. Not all school based subjects are offered in TTC, and there is no formal assessment in TTC.
- Includes an advisory and orientation program similar to that of school based learning, while tailored to the unique needs of students joining Stamford through a virtual environment.
- Provide students with a sense of belonging at Stamford from an early stage;
- Allow students opportunities to connect with their peers both in the TTC program and in the classrooms.
- Is intended to be a substitute for campus based learning.

## Program Details

- The primary tools for communication between teachers and families will be ManageBac, email and Google Hangouts. Google Meets will be used for video chat.
- Students will be notified of their classwork and the link for the Google Meet through ManageBac Assignments.
- Student schedules should roughly reflect their normal school schedule for the day: learning from 8:30 until 3:30 in the student's local time. There are daily live meetings that occur on a Singapore time schedule
- Students will be supported by Academic Advisors, who act as liaisons between the students and their subject teachers. The Academic Advisor also hosts live office hour sessions to support student understanding, engagement and completion of tasks.
- Academic advisory sessions will allow teachers to take attendance for your child each day.
- For each week, students are expected to complete a task or set of tasks as outlined in the weekly learning plan and submit their task as directed by 4pm (student's local time) on Fridays. If they have questions or need help they should reach out to the academic advisor via Google Hangouts.
- Teachers will respond by 8:30am the following morning to emails and messages sent during working hours between 8am and 4:30pm Singapore time.

# MS SAMPLE STUDENT SCHEDULE

Times	Grade 6		Grade 7		Grade 8	
	A Days	B Days	A Days	B Days	A Days	B Days
8:40 - 9:00	Live meeting with academic advisor A	Live meeting with academic advisor B	<i>EAL students only:</i>	<i>EAL students only:</i>	Independent Learning time	
9:00 - 10:00			Live meeting with English Language Acquisition teacher	Live meeting with English Language Acquisition teacher		
10:10 - 11:30	Independent Learning time		Live meeting with academic advisor A	Live meeting with academic advisor B	<i>EAL students only:</i> Live meeting with English Language Acquisition teacher	<i>EAL students only:</i> Live meeting with English Language Acquisition teacher
11:40-1:00			Independent Learning time		Live meeting with academic advisor A	Live meeting with academic advisor B
1:10 - 2:30	<i>EAL students only:</i> Live meeting with English Language Acquisition teacher	<i>EAL students only:</i> Live meeting with English Language Acquisition teacher	Independent Learning time		Independent learning time	
2:35 - 3:55, daily excluding Tuesdays	Office Hours with Advisors		Office Hours with Advisors		Office Hours with Advisors	
Tuesdays at 2:35pm	Weekly onboarding sessions: Academic Counselor, HPC, MYP Coordinator, Director of Digital Learning Campus tour, buddy catch up,					
Fridays at 4:00 pm student's local time	Weekly evidence of learning due to the subject teacher via or alternative means determined by the subject teacher.					

# HIGH SCHOOL

## Who is able to access High School TTC?

The High School TTC program is accessible to new and returning students, who are temporarily unable to join us on campus due to unforeseeable and extenuating circumstances related to CoVid travel conditions and restrictions.

## How do I sign up to gain access to High School TTC?

All students, new and returning, are able to sign-up for a place on our High School TTC program with proof that an entry to Singapore has been temporarily denied or delayed. Once formally registered with the division, families will receive a welcome letter and details on how to access the program. This letter will be sent out from August 16th, 2021.

## How long is High School TTC accessible for?

The High School TTC program will be available from August 18th, 2021 to new and returning students. Students will have access until December 17th, 2021. Grades 11 & 12 who are on IB Full Diploma or taking AP courses will have access to the program till October 8th, 2021: these cut off dates are to ensure that students have the opportunity to meet our graduation requirements and to be successful in their external examinations, whilst attending our school through TTC and on campus.

Should the entire school be on Home Based Learning, rather than physically on campus, then TTC students will be expected to join their peers with our Home Based Learning program.

## What will learning look like for High School TTC?

The High School TTC program is a pared-down program from what students will be able to access once on campus. Students will be expected to focus primarily on four of their eight subjects, with the option of still accessing all eight via ManageBac.

Learning via TTC will primarily be an **independent** learning approach for all students.

Do note that resources and assignments may vary from class to class within a grade level.

Students will be expected to complete all synchronous lessons and assignments for **English, Humanities (MYP I&S), Science and Math**.

Students are expected to also engage with the resources and assignments for Foreign Languages, Design, Arts and Physical & Health Education, in their own time, via ManageBac.

Students will have three synchronous sessions every day, to connect with their pastoral advisor and two subject tutors. Please see below the daily learning schedule.

**TTC Advisor** - every morning, TTC students are expected to connect with their TTC Advisor, who is the main person of contact whilst in the program. They will be hosting team bonding activities, checking on social-emotional wellbeing and ensuring that students are generally prepared for a smooth transition onto campus.

**TTC Subject Tutor** - every day, TTC students are expected to connect with two of their subject tutors. These tutors are there to facilitate and support the learning within the respective subject area, based on the resources and assignments provided by the in-class subject teacher via ManageBac.

**The schedule will be shared with enrolled TTC students via their High School divisional by August 16, 2021**

## How will students be formally assessed for High School TTC?

**Formative Assessments** - High School TTC students are expected to complete all assignments and will be assessed and given feedback on all the tasks and assignments that they submit via ManageBac.

**Summative Assessments** - these are assignments that count towards formal report cards. Due to the nature of this temporary online learning opportunity, no summative assessments will be assigned.

As summative assessments are unavailable through the TTC program, students may find that their progress report cards for Quarter 1 and Quarter 2 will include "Insufficient Evidence" marks, rather than criteria or subject grades.

**Grade 11 & 12 students enrolled in our IBDP and/or AP classes, who are unable to submit their assignments and complete attendance graduation requirements due to being on TTC for an extended period, will need to adjust their pathway to our IBDP certificate and US High School Diploma route, in discussion with our Academic Dean and Program Coordinator.**

## What are the attendance requirements and how will attendance be recorded?

All High School TTC students are expected to attend all synchronous online sessions. A 90% attendance rate is required to remain on the TTC program as well as to meet school and graduation requirements.

Should a student be unable to attend their synchronous session, an email from parents/guardian to the respective advisor or subject tutor is required prior to the lesson.



## Who are the key staff members to connect with for technical and academic support?

> **Hardware & School Account Support:**

[ict.support@sais.edu.sg](mailto:ict.support@sais.edu.sg)

> **ManageBac & Google Support:**

[noah.katz@sais.edu.sg](mailto:noah.katz@sais.edu.sg)  
Mr Noah Katz, HS Digital Learning Leader

> **Admissions Questions:**

[admissions@sais.edu.sg](mailto:admissions@sais.edu.sg)  
(or contact your Admissions Manager)

> **General School Questions:**

[help@sais.edu.sg](mailto:help@sais.edu.sg)  
Parent Help Desk

> **High School Administrative Questions:**

[highschool@sais.edu.sg](mailto:highschool@sais.edu.sg)  
Ms Yuan Gibbons - High School Secretary



# PREPARATORY COURSE FOR SECONDARY (PCS)

## Priorities and Considerations

- Children supported in their Transition to Campus (TTC) will be allocated a dedicated TTC advisory teacher, plus a dedicated TTC teacher for each of their subjects, until they are able to physically join us at school.
- TTC students will attend the Online PCS Program and can attend for the first two weeks of school only (until August 6), before they must attend class on campus or continue online for the duration of the semester.
- The primary tools for communication between teachers and families will be email, Office 365, Microsoft Teams, and ClanEd.
- PCS student schedules will be emailed to parents and students at the start of the semester.

## Daily Schedule

Time	Day 'A' (Synchronous)	Day 'B' (Synchronous)
8:30-8:40	Advisory	Advisory
8:40-10:00	Block 1	Block 1
10:00-10:15	Break	Break
10:15-11:35	Block 2	Block 2
11:35-12:30	Lunch	Lunch
12:30-1:05	Advisory	Advisory
13:10-2:30	Block 3	Block 3
14:35-3:45	Block 4	Block 4