ISB International School Bangkok

Elementary School
Community Virtual School Handbook

2021

ISB

ISB International School Bangkok

ES Community Virtual School Handbook Content

Revised: August 2021

1. Introduction

At ISB, we believe that high-quality learning experiences are possible in a digital learning environment. We maintain contingency plans for continued learning when extraordinary events may force a closure of the campus. During these closures, ISB will use a combination of online tools and resources to keep student learning moving forward and keep students connected to their teachers and peers. Virtual School can never replace in person learning; however, we strive to ensure that virtual learning experiences are engaging, based on our learning objectives, and as meaningful as possible.

As we design virtual learning experiences for students, we continue to be driven by our Mission, Vision, Definition of Learning and our ISB Learner Attributes. For the delivery of instruction, teachers collaborate to design learning experiences based on best practices for online learning as well as developmental levels. Our goal is for students to have meaningful learning activities (both online and offline) that are aligned with the curriculum.

During times of virtual learning or school closure, ISB will use several methods to communicate with students and families. Important school-wide messages and updates will be delivered through text messages and the eNews. In terms of the learning that is shared with students and families, Seesaw is the primary method of communication.

2. Virtual School vs Virtual Learning

Virtual School is the model for learning when **all** students are learning at home. Students who are not able to participate in virtual school Zoom sessions (ie. in transit or in another time zone) will complete asynchronous learning tasks and assignments.
Virtual Learning occurs when campus is open and a few students are not able to come to campus (ie: in transit from another country, in quarantine). When virtual school ends and classes resume on campus, virtual learning occurs for students who don't return to campus in the form of asynchronous learning tasks and assignments.

3. ES Virtual School

Virtual School is the model for learning when all students are learning at home. It utilizes a combination of online tools and resources to move student learning forward and keep students connected to their teachers and peers. A balance of synchronous and asynchronous activities are used based on developmental levels and learning objectives. Student support services (counseling, Learning Support, EAL, Speech and Language) continue to be available online and ISB will continue to do everything possible to meet the social emotional needs of children in this environment.

Virtual School Key Features

- A strong focus on the social emotional needs of your child by:
    - prioritizing the development of the individual student-teacher relationship and building supportive and inclusive classroom communities
    - maintaining a positive classroom community via daily class meetings
    - social emotional learning lessons taught by counselors
    - ensuring a strong home-school partnership between parents and teachers
- Each student will have access to their ISB iPad, loaded with all necessary applications. If additional materials are needed, they will be distributed through campus pick up points.
- Seesaw and eNews will be the Virtual School communication tools. Links to other platforms such as Google Classroom will be communicated via Seesaw. In addition, families and teachers will communicate via email as needed for more personalized communication.
- A weekly schedule will be provided by homeroom teachers from the hours of 8AM to 1:30PM. Students will be welcome to submit completed learning tasks until 2:30pm daily.
- Homeroom teachers will share a learning tasks overview for core areas via Seesaw daily.
- The schedule will include a mix of synchronous and asynchronous learning experiences daily, chosen purposefully and intentionally.
    - **Asynchronous** learning is when students are engaged in learning at different times and there is no real time interaction such as independently accessing learning resources (video, text, Seesaw post) and completing a learning task or assignment.
    - **Synchronous** learning is when a group of students are learning in real time with live explicit direction from their teacher on a virtual platform such as Zoom.
- There will be a gradual launch and expansion of academic expectations. The first weeks will intentionally focus on building classroom communities, connecting with families, and setting students up for virtual school success. Homeroom class instruction and learning tasks will initially focus predominantly on Reading, Writing and Math. Social Studies and Science learning outcomes will be integrated where possible in weeks 1-3 of virtual

school. Social Studies and/or Science units will be introduced during weeks 4+.

● Principals will be connecting with students and families via weekly admin connection videos sent out through Seesaw.

Virtual School Schedules and Guidelines

A daily schedule will be provided that adhere to the following guidelines:

● Learning posts for the day will be on SeeSaw before 8AM. This will include an overview of the learning provided by the teacher, with approximate time for tasks included.

● The ES school day is from 8:00AM to 1:30PM (with modifications made for PK & KG students).

● Students in Kindergarten through to Grade 12 will have a common lunch time from 11:45AM-12:30PM.

● Students will participate in small group sessions facilitated by their classroom teacher, LS teacher, EAL teacher, and/or Instructional Assistants. Schedules ensure that all students have at least two weekly small group sessions with their homeroom teacher while the other sessions may be offered by an LS teacher, EAL teacher, and/or Instructional Assistant.

● Speech and Language support services (direct and/or indirect) are provided to students who are currently enrolled in the Speech and Language program at ISB. The type of support services that are offered virtually will be discussed with families and determined based on individual student needs.

● Grade level teams will work collaboratively to design learning activities. Teams will provide a menu of optional learning tasks for students/families seeking more virtual school options.

● Monday, Tuesday, Thursday, Friday will begin with a synchronous class meeting at 8AM and end with a short synchronous closure (ex: read aloud, reflection, etc.) Counselors will also be involved in these meetings on occasions.

● Woot Woot Wednesdays begin with a community event and are followed by WL, Art, Music and PE synchronous sessions. Homeroom teachers will not be providing asynchronous or synchronous instruction on Wednesdays; they will be engaged in collaborative team meetings, planning, and professional learning.

- World Language Instruction will occur synchronously on Monday, Wednesday and Friday.
- Counselors will lead a 15-20 minute synchronous lesson with each of their classes each week in addition to supporting small groups of students as needed. Counselors also provide office hours for students and/or families in need of support.
- Students who receive EAP and LS Tier 3 support services will receive individual and/or small group instruction from support teachers.
- Screen free brain breaks will be incorporated into the daily schedule for movement, snacks etc.
- Students are welcome to complete learning tasks after virtual school hours, however students will be asked to only submit work between the hours of 7:45am-2:30pm. Student work submitted after 2:30pm will not be reviewed by the teacher until 1:30pm the next day. This may affect the teachers' ability to plan/prep for groups to support your child the next day.

Virtual School Attendance and Engagement

Student learning and engagement are priorities during virtual school. This is monitored through the completion of learning tasks, attendance & participation in Zoom sessions. Virtual School attendance and engagement will be documented on the report card. Homeroom teachers and counselors will contact families of absent students or those who are struggling to be engaged in order to work towards positive solutions. Students who are not able to attend Zoom sessions due to being in a different time Zone are expected to complete all asynchronous learning tasks. If your child's participation in virtual school is impacted by special circumstances, please contact ES Principal Michael Allen michaela@isb.ac.th

Sample PreK Student Schedule

The following is a **PreK 1 sample** schedule that will be modified to meet the grade level needs and communicated with families.

	Monday	Tuesday	Wednesday	Thursday	Friday
	All learning tasks posted on Seesaw by 8AM				
8AM	**Access Activities** (Asynchronous)	**Access Activities** (Asynchronous)	Woot Woot Wednesday	**Access Activities** (Asynchronous)	**Access Activities** (Asynchronous)
9:00-9:15AM	**Morning Meeting ½ Class** (Synchronous)	**Morning Meeting ½ Class** (Synchronous)	Community Event 8:00 am	**Morning Meeting ½ Class** (Synchronous)	**Morning Meeting ½ Class** (Synchronous)
9:20-9:35AM	**Morning Meeting ½ Class** (Synchronous)	**Morning Meeting ½ Class** (Synchronous)	8:30 Brain Break	**Morning Meeting ½ Class** (Synchronous)	**Small Group Social Emotion** (Synchronous)
10:00 - 10;15	**Small Group Social Emotion** (Synchronous)	**Small Group Literacy** (Synchronous)	9:15 Community HUB Read Aloud	**Small Group Math** (Synchronous)	**Small Group Language** (Synchronous)
10:30 - 10:45	**Small Group Social Emotion** (Synchronous)	**Small Group Social Emotion** (Synchronous)	10:00 Music (SV)	**Small Group Social Emotion** (Synchronous)	**Small Group Social Emotion** (Synchronous)
10:45 -11:30AM	Lunch Brain/Movement Break	Lunch Brain/Movement Break	10:45 PE	Lunch Brain/Movement Break	Lunch Brain/Moveme nt Break
11:30-11:45 AM	**Small Group Social Emotion** (Synchronous)	**Small Group Social Emotion** (Synchronous)	11:15 Asynchronou s Art	**Small Group Social Emotion** (Synchronous)	**Small Group Social Emotion** (Synchronous)
11:45-12:00PM	Break	Break		Break	Break
12:00 - 12:15	**Story Time (Whole Group)** (Synchronous)	**Story Time (Whole Group)** (Synchronous)		**Story Time (Whole Group)** (Synchronous)	**Story Time (Whole Group)** (Synchronous))

Sample ES G1-G5 Student Schedule

Grade 1-5 grade level teams will create a schedule that aligns with the guidelines provided. The following is a **sample** schedule that will be modified to meet the grade level needs and communicated with families.

	Monday	Tuesday	Wednesday	Thursday	Friday
	All learning tasks posted on Seesaw by 8AM				
8:00 - 8:15AM	Class Meeting	Class Meeting	Woot Woot Wednesday	Class Meeting	Class Meeting
8:15 -9:00AM	Math Workshop	Math Workshop	Community Event 8:00 am	Math Workshop	Math Workshop
9:00- 9:15AM	Screen Free Snack/Brain Break	Screen Free Snack/Brain Break	8:30 MUSIC	Screen Free Snack/Brain Break	Screen Free Snack/Brain Break
9:15- 9:55AM	Writing Workshop	Writing Workshop	9:15 PE	Writing Workshop	Writing Workshop
9:55- 10:00AM	Zoom Transition Time	Zoom Transition Time	10:00 WL + LS + EAL	Zoom Transition Time	Zoom Transition Time
10:00- 10:30AM	World Language LS + EAL	Specials Art/Music/PE	10:45 Brain Break	Specials Art/Music/PE	World Language LS + EAL
10.30 - 10.45AM	Screen Free Brain/Movement Break	Screen Free Brain/Movement Break	11:15 ART (KH)	Screen Free Brain/Movement Break	Screen Free Brain/Movement Break
10:45 -11:45AM	Reading Workshop	Reading Workshop	11:45 LUNCH	Reading Workshop	Reading Workshop
11:45- 12:30PM	SCREEN FREE LUNCH	SCREEN FREE LUNCH	12:30 Work on Art	SCREEN FREE LUNCH	SCREEN FREE LUNCH
12:30- 1:10PM	Small Groups &/or Finish Up Time	Small Groups &/or Finish Up Time	1:15 Community HUB Read Aloud	Small Groups &/or Finish Up Time	Small Groups &/or Finish Up Time
1:10- 1:30PM	Class Meeting	Mr Will's Counselling Lesson		Mr Whitman's Read Aloud	Class Meeting

Sample Weekly World Language Synchronous Schedule

	Monday	Wednesday	Friday
8AM	Morning Class Meetings / Weds Community Event		
8:30AM - 9:00AM	Grade 3 (30 Mins)		
9:15AM - 9:45AM	Grade 5 (30 Mins)		
10:00AM - 10:30AM	Grade 4 (30 Mins)		
10:45AM - 11:10AM	Kinder (25 Mins)		
11:15AM - 11:45AM	Grade 1(30 Mins)		
11:45AM - 12:30PM	G1-5 LUNCH		
12:30PM - 1:10PM	Grade 2 (30 Mins)		

Sample KG-Gr5 Art, Music PE Teacher Synchronous Learning Schedule

Students participate in Art, Music, and PE sessions on Tuesdays and Thursdays in addition to Woot Woot Wednesdays each week.

		VS WEEKS 1/4/7/10		VS WEEKS 2/5/8/11		VS WEEKS 3/6/9/12	
		TUESDAY	THURSDAY	TUESDAY	THURSDAY	TUESDAY	THURSDAY
8AM	KG-G5	Class Meetings					
8:30AM - 9:00AM	G3	PE	ART	MUSIC	PE	ART	MUSIC
9:15AM - 9:45AM	G5	ART	MUSIC	PE	ART	MUSIC	PE
10:00AM - 10:30AM	G4	MUSIC	PE	ART	MUSIC	PE	ART
10:45AM - 11:10AM	KG	PE	ART	MUSIC	PE	ART	MUSIC
11:15AM - 11:45AM	Grade 1	ART	MUSIC	PE	ART	MUSIC	PE
11:45AM - 12:30PM	KG-Gr12 LUNCH						
12:30PM - 1:00PM	Grade 2	MUSIC	PE	ART	MUSIC	PE	ART

Virtual School for LCE (Life Centered Education) Students

Students who participate in the LCE Classroom will be guided by the LCE teacher during virtual school. Students and parents can expect the following:

- LCE students will follow a customized schedule designed to meet their needs; at minimum each student will attend a daily 30-minute lesson with the LCE teacher and/or LCE instructional assistants on Mondays, Tuesdays, Thursdays, and Fridays, and participate in Woot Woot Wednesday sessions. Optional opportunities to connect with other students will also be provided.

- The daily schedule will align with the ISB schedule (8AM to 1:30PM for Grades 1-5). The LCE teacher will share a learning tasks overview via Seesaw daily with direct links to all the suggested learning tasks; the focus of the selected learning tasks is on each child's focused IEP goals. To avoid an overload of Seesaw activities posted to the LCE students, the LCE teacher may remove the students from some Seesaw classes.

- The LCE teacher will coordinate with homeroom and specialist teachers to make needed accommodations to learning tasks as needed.

- The LCE teacher will act as each child's case manager and will be the direct contact for parents. Parents and the LCE teacher will work together to define the schedule that best meets the student/family needs.

- Speech and Occupational Therapy sessions will continue while in virtual school. The SLP, OT and LCE teacher will partner with parents to define the schedule within the ISB school day.

4. Asynchronous and Synchronous

Synchronous Learning	Asynchronous Learning
Students learn at the same time.	**Students learn at different times.**
Benefits ● Communication happens in real time ● Instant feedback, clarification and support ● Students can interact with their teacher and classmates ● Supports with connection and social emotional learning ● Live direct instruction can be responsive ● Decreases planning and content creation for many teachers	**Benefits** ● Communication is not live, at a fixed time ● Students can work at their own pace, on their own schedule ● Opportunities for choice and student self-management ● Lessons can be used multiple times and shared with colleagues
Challenges ● Being present from different time zones ● Fixed times may disrupt family schedules at home ● High degree of teacher comfort needed managing students on the tool ● Offering individual support may be challenging with meeting in groups ● Pace of the learning is set by the teacher	**Challenges** ● May require significant planning and content creation for teachers ● Feedback is not in the moment ● Less collaborative opportunities for students ● Student motivation and engagement in learning may be lower ● Lack of personal connection
Examples: Video conferencing on Zoom, live chat in Google Docs, live stream videos	Examples: Seesaw post, screencasts, email, Flipgrid video, Padlet wall

5. How to Support Your Child At Home

- Ensure students have access to a reliable internet connection so they can connect with their ISB iPad.
- Choose a dedicated learning space, allowing students to self-manage and focus on their learning
- Engage with Seesaw learning experiences and communicate with teachers to support your child's engagement and growth.
  - PK-Grade 1: Parents will need to oversee and facilitate learning activities assigned by teachers. Students in the early years will need ongoing parent presence, guidance and coaching.
  - Grades 2-5: Our aim is for students to take ownership of self-managing their learning, going to their parents for support when necessary. For example, parents may be asked to read with their child, talk about their learning, or support them in completing a task.
  - Ensure your child and your family understand the ISB Virtual School Safeguarding Requirements for Parents linked here.

6. Parent Feedback

In addition to ongoing communication with parents, feedback will be formally solicited on an ongoing basis during Virtual School:
- During week 1, PK-G1 teachers host 25-30 minute "meet the teacher" meetings prior to the start of school. Grades 2-5 teachers will host 15-minute Student-Parent Connection Calls.
- During weeks 4 and 5, homeroom or EAL/LS teachers (or counselor) will make a personalized connection (email, phone call, Zoom call, etc)with a parent of each student to gather and record feedback based on the parent/child experience. Note: Classroom IAs are welcome to call Thai families where language support is needed; families and teachers are asked to contact the ES office anytime other language support may be required (ie. Korean, Japanese, Chinese etc)
- During Week 8, Student-Parent Teacher Conferences will held (October 7/8).
- During weeks 12 and 13, all parents will be invited to complete the ES Virtual School Parent Survey to share additional feedback.

7. Digital Platforms & Tools

All students will have access to a school iPad, which supports learning across all learning models. These devices have been pre-loaded with a core suite of apps that students can use. An overview of the most commonly used apps is provided below.

ISB International School Bangkok

ELEMENTARY SCHOOL
Platforms and Tools used in Virtual School

Seesaw and Zoom

Seesaw is our core platform for Virtual School and Zoom is the tool we use for video conferencing with students.

What is it? A virtual classroom and online learning journal.

What is the purpose? Seesaw is our "core" Virtual School tool. It is used to communicate with students and families, to post work for the day, for students to share their learning and for teachers to offer feedback.

What is it? A video conferencing tool that allows people to interact in real time.

What is the purpose? Teachers use Zoom for synchronous learning. It is a tool to connect and build community, as well as offer live direct instruction.

Other Digital Tools

Students will use additional tools to support their learning as needed. The following are some that are commonly used:

What is it? A collaborative and interactive tool for video discussions.

What is the purpose? Flipgrid is a tool for formative assessment and for supporting interactive class video dialogue. Teachers pose a question over video, and students can respond, as well as connect with each other.

What is it? A collaborative and interactive virtual bulletin board.

What is the purpose? A padlet is a way for a group to contribute to a blank canvas by adding text, images, documents, or video. Participants are able to comment on the contributions of others. A Padlet can also be set up as a "live" experience, so participants can watch as the canvas takes shape.

What is it? Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and assessing assignments in a paperless way.

What is the purpose? The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

What is it? An online collection of thousands of digital texts (free until June 30th).

What is the purpose? Students have access to digital texts for independent reading as well as for practicing reading strategies.
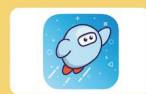
What is it? Sora is an online collection of digital texts and audiobooks purchased by ISB.

What is the purpose? Enables students to access a large collection of ebooks and audiobooks for independent, self-directed, or teacher-assigned reading.

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Please note that Zoom sessions are recorded. These recordings are archived for Safeguarding Purposes and will be kept behind a user log-in.

8. Assessment & Communicating Learning

At ISB, we believe in assessing throughout the learning process, offering feedback to students to support growth. Ongoing assessment allows teachers to appropriately differentiate practices. Virtual assessment practices include verbal feedback, comments on Seesaw posts, and opportunities for peer to peer feedback as well as self-reflection.
Learning posted in the late afternoon and/or evening may receive a response the next day. Our goal is to provide timely, meaningful and intentional feedback; please note that not all learning posts will receive feedback. Opportunities will also be provided for students to provide feedback on their Virtual School experience.

9. Supporting Families

- Counselors will continue to be available to support students as needed, please reach out if you have a concern.
- All students are expected to participate in Virtual School. In exceptional circumstances, parents of students who are unable to participate should notify the school and will be given special consideration.
- Parent partnership during Virtual School is vital, as we know parents are deeply involved in supporting their child's learning. As a result, ISB will be offering multiple opportunities for parent education through Webinars, unit overviews and sharing resources.

10. Three Models for Learning

We have three models for learning that can be implemented based on the risk level. Regardless of the model that is in place for providing the learning opportunities to students, the foundation of our academic program remains the same. Our learning standards provide a consistent target for students and teachers, effective teaching practices engage learning, and assessments are used to inform and reflect.

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a consistent target for students and teachers, effective teaching practices engage learning, and assessments are used to inform and reflect.

a) On Campus Face-to-Face Learning

This is our desired state as students attend school normally and follow regular schedules. Strong safety and hygiene protocols are in place as well as physical distancing measures.

b). Virtual School

Virtual School is the model for learning when all students are learning at home. It utilizes a combination of online tools and resources to move students learning forward and keep students connected to their teachers and peers. A balance of synchronous and asynchronous activities are used based on developmental levels and learning objectives. Student support services (Counseling, Learning Support, EAL, Speech and Language) continue to be available online and ISB will continue to do everything possible to meet the social emotional needs of children in this environment.

c). Hybrid Learning Model: On Campus and At Home Learning

If we need to have a managed number of students on campus, we would move to a hybrid learning delivery model, with students alternating between learning on campus, and learning virtually at home. This model is subject to adjustment based on the conditions and student learning needs.

Key Features

- ES students would operate on an A/B Schedule. One day on campus with face to face learning would be followed by one day at home where the learning is continued based on the previous day of in-class lessons. This could be virtual, project-based, or other forms of engagement.
- Half of the students from a grade level would be on campus at the same time, allowing for appropriate distancing, staggered breaks, reduced traffic, and fewer students in common spaces.
- Students will each lunch in their learning spaces.
- Students will have Specialist learning in their classroom learning spaces, either by teachers coming into the classroom, or live Zoom instruction.
- When students are learning virtually at home, the instruction is asynchronous follow up from the face to face classroom learning.

Sample Hybrid Learning Model Schedule: On Campus and At Home Learning

DAY A On Campus Face to Face	DAY B At Home Asynchronous Activities
On campus schedule as usual. Student to teacher ratios reduced to ensure physical distancing.	At home asynchronous activities and practice and specialists' choice boards.

11. Frequently Asked Questions

How do I get technical help?
For technical assistance, emails can be sent to help@isb.ac.th or call 02 963 5800 ext. 1151. For help with class work, students/parents should contact their teachers through email.

How do we communicate with teachers, counselors and administrators?
All ISB faculty and staff are available through email, see links below for staff directory:
ES Staff

How does my child join a Zoom call?
Teachers will inform students/families of an upcoming Zoom call. The communication will include a link. Linked here is a tutorial that will provide you additional details.

How do we get access to the learning teachers are posting for students?
Elementary students/parents should go to their class Seesaw. Seesaw is our primary tool for communication during Virtual School.

How do students submit their learning?
Individual teachers will give the details of how students submit their learning. Possible methods include: emailing, sharing a Google Doc, a post on Seesaw, interactive digital tools etc.

What if my child cannot participate?
At the earliest possible time, parents should contact their school administrator, and the relevant teachers.