

LOVE
EXPECT
BE

MORE

2020-2021

Valley Christian Schools Reopening Plan

We are certainly living in unprecedented times with the Coronavirus pandemic. The pandemic has affected each and every person in our school community in many different ways. No matter your personal perspective, it has impacted the way we live, work, and educate our children. There is so much information and misinformation, making it difficult to discern what is the best way to reopen schools. We have been using the phrase “careful but not fearful”, knowing that John 4:18 says, “There is no fear in love, but perfect love drives out fear.” In addition, Philippians 4:7 says, “And the peace of God which surpasses all understanding, will guard your hearts and minds as you live in Christ Jesus.” Finally, we have also been researching best practices, watching what other schools have announced, and collaborating with a consultant to help us devise the right plan for our school. Proverbs 15:22 says, “Without counsel, plans go awry, but in a multitude of counselors they are established.”

At Valley Christian School, our mission is to transform lives through Christian Education using our *Love More, Expect More, Be More* model. Relationships are a core value at VCS. As such, relational teaching is critical to the life-transforming educational experience we strive to offer our families and students. Love is also a core value, and love requires that we put the safety and welfare of our students, families, and staff above all else. With our mission, core values, collaboration with local health officials, and input from the VCS community in mind, we believe we have developed the most comprehensive and measured approach possible to provide two safe, consistent, and quality educational options moving into the 2020-2021 school year. ([Slide Deck](#))

Contents

Vision.....	2
Community Feedback.....	2

Reopening Plan.....	3
Priority 1: Health and Safety Protocols	3
Priority 2: Clear Expectations and Support for Distance Learning	4
Expectations:	5
Schedules: 100% Distance Learning.....	5
Priority 3: Supporting Transitions for Students	5
The First 9 Weeks.....	5
Family Support Plan:	6
Priority 5: Support staff to design authentic learning experiences in distance learning	7
Fall Reopening Plan: A Phased Approach.....	8

Vision

VCS is a flourishing, faith-based educational system transforming the lives of students through love, scholarship, and mission. VCS is committed to providing our students with the best possible educational experience while implementing safety protocols that reduce the risk of exposure to the Coronavirus within the VCS school community and providing consistency in learning. VCS also recognizes the ever-changing climate and the need for families to have a place where information will be readily available. Therefore, all school updates and information will be posted on the VCS website.

Community Feedback

Family input was solicited through a survey. Below is a brief summary of the data from our school community survey that has informed our plan:

- 60% of respondents prefer students return to face-to-face learning with health and safety protocols in place.

- 40% of respondents prefer students engage in distance learning until the virus is under control.

Feedback from the school community has also informed the development of the following priorities for both face-to-face and distance learning:

- Priority 1: Health and Safety Protocols
- Priority 2: Clear Expectations and Support for Distance Learning
- Priority 3: Supporting Transitions for Students
- Priority 4: Family and Student Voice
- Priority 5: Provide Professional Learning for Staff

Reopening Plan

Priority 1: Health and Safety Protocols

Goal: Schools have clear protocols and guidance on how to open and keep students, teachers, and staff safe.

The safety and health of our students and staff is our top priority. The VCS Health & Safety Plan will provide a more comprehensive explanation of VCS safety protocol and procedures. The general principles below outline this plan and will guide VCS as we move forward with reopening our schools utilizing a phased approach. We will follow the guidelines below for Phase 2 and beyond:

- To the best of our ability, VCS will implement recommended safety protocols to minimize risk.
- VCS will continue to work with the Youngstown Health Commissioner to promote safety protocols in each school building that keep our staff, students, and families safe.
- VCS will provide the personal protective equipment, general cleaning supplies for classrooms, and extra manpower in the custodial department to ensure surfaces and high touch areas are cleaned frequently.
- VCS will be transparent with all stakeholders and communicate possible risks associated with students and school district employees occupying school district facilities.
- VCS will regularly revisit the safety guidelines to ensure safety protocols are met and continually evaluate the ability of the protocols to meet the current safety needs of the students and staff.

Staff will:

- Self-assess their health conditions prior to coming to school
- Wear a face mask
- Perform a temperature check upon arrival at school
- Utilize discretion to determine the necessity of face shields during small group sessions with students
- Engage in proper hand-washing throughout the school day
- Perform daily sanitization of high traffic touch points (doorknobs, desks, tables, etc.)
- Minimize multiple adult interactions with students as much as possible

Students will:

- Self-assess (with the help of a parent or guardian) their health conditions prior to attending school
- Wear a face mask
- Perform a temperature check upon arrival at school with the help of an adult
- Engage in proper hand-washing or sanitizing throughout the day
- Maintain six feet of social distancing to the best of their ability

Cafeteria Protocol:

- Breakfast provided to students in the classroom
- Assigned seating
- Utilization of other spaces to ensure social distancing (classrooms, mezzanine, eagles nest, and stage)
- Boxed lunches will be available to students (eliminate self serving)
- Sanitization of tables between and after lunch period

Priority 2: Clear Expectations and Support for Distance Learning

Goal: 100% attendance and engagement in daily learning experiences

Students will be provided a Chromebook and teachers will use Google classroom to organize the weekly learning experiences and communicate with students. Teachers will also receive training on additional strategies necessary to create an effective and engaging distance learning environment. Effective distance learning blends both asynchronous (student-paced) and synchronous (live sessions) learning experiences allowing teachers to maximize virtual time with students to build community and learn collaboratively, while also providing autonomy for learners to engage in content, read, investigate and demonstrate mastery at their own pace. We are focused on authentic learning and outcomes rather than time on tasks or activities, and

teachers will use the backwards design approach to create authentic distance learning experiences.

Expectations:

- Learning community with a focus on connection, health, and well-being
- Predictable daily and weekly schedule for distance learning
- Daily structured attendance, instruction, and completion of learning experiences
- Focus on defining and teaching priority standards
- Students will receive regular feedback and grades from the teacher based on the priority standards
- Students will have a variety of asynchronous and synchronous learning experiences to guide their learning path.

Teachers will:

- Determine what content, knowledge, skills, and habits students need most and prioritize desired learning outcomes that arise from this determination.
- Identify assessment strategies for the desired outcomes (authentic tasks, demonstration of learning, creation of media or other content)
- Design learning experiences and curate resources for students that include multiple opportunities to learn (whole group, small group, 1:1, asynchronously)

Schedules: 100% Distance Learning

Teachers will report to campus daily and have access to their classrooms. Teachers will be provided with professional learning and design instruction and weekly schedules based on the above expectations.

Schedules for distance learning will be distributed to students and families during the first week of school.

Priority 3: Supporting Transitions for Students

Goal: Develop relationships and routines to support students in their learning and development

The First 9 Weeks

Week 1: Families will meet with teachers to get materials (schedules, supplies, computers, and wifi), share goals, and build relationships.

Week 2: Students will connect with the class remotely and learn routines and schedules. The focus will be on student well-being. Students begin working on community building and academic assignments.

Week 3: Students will connect with the class and continue with routines and schedules. Teachers will continue to focus on student well-being. All students will complete academic benchmark assessments including readiness assessments from the Ohio Department of Education, teacher-made assessments of priority standards, iReady for Math, and Fountas and Pinnell for literacy.

Week 4: Students will connect with the class and continue with routines and schedules and academic assignments. Students will complete their learner profiles (academic + SEL).

Week 5: Checkpoint to determine if conditions are right to move to phase 2 of the phased approach option (see Fall Reopening Plan: A Phased Approach p. 8)

Week 6 -9: If conditions permit moving into phase 2, some students needing additional support will begin in-person small groups (see Fall Reopening Plan: A Phased Approach p. 8). As in previous weeks, all other students will work with their teachers and peers to continue academic assignments while also connecting with and contributing meaningfully to the distance learning community.

Additional Support for Students: An SEL (Social Emotional Learning) team will support teachers and students at each campus. Possible support includes, but is not limited to, phone calls, virtual meetings, home visits, and virtual or in-person small groups.

Priority 4: Family and Student Voice

Goal: Ongoing Action Planning- Monthly Cycles of Review and Refinement

Following reopening in fall 2020, the district, schools, families, and students will engage in ongoing reflection on and recalibration of the reopening plan at each phase. In order to be flexible and responsive, feedback will be solicited from students, families, teachers, and administrators to evaluate and develop practices to meet the current and evolving needs of students, families, and communities.

Family Support Plan:

Families will have the opportunity for:

- Choice:
 - Option 1 will allow families to choose 100% distance learning for the first semester.

- Option 2 will provide families with a phased reopening plan which reintegrates students safely and slowly as VCS assesses the stability of our school community and seeks guidance from local health officials before bringing students back on campus.
- A back-to-school meeting with the teacher
- Completion of a feedback survey
- Participation in a support group or community to connect with others
- Utilization of the ECMSI hotline to troubleshoot technical issues
- Technology: Chromebooks and reliable internet

Priority 5: Support staff to design authentic learning experiences in distance learning

Goal: Provide a professional learning experience that models the learning environment we want to create for students. This environment will blend social-emotional well-being with a focus on priority standards.

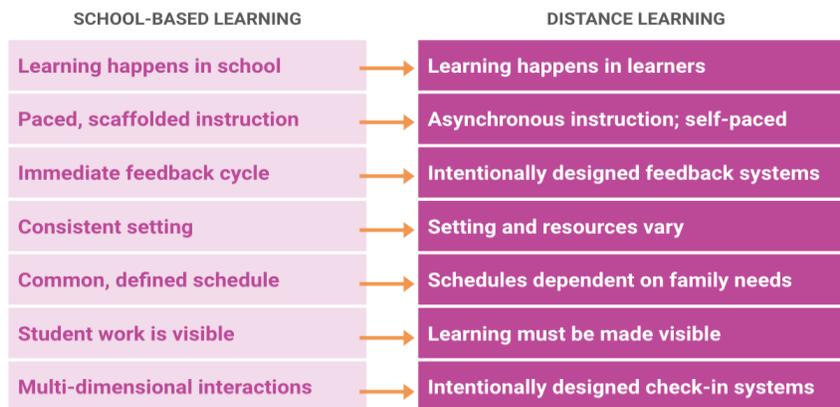
- **Before School Begins:** *All teachers will attend two days of professional learning that include a distance learning 101 workshop. Teachers will also be provided additional resources and opportunities to engage and learn in a variety of mini-workshops based on their needs.*
 - Distance Learning Guide And Resources (self- paced)
 - Distance learning 101 (6 hour workshop)
 - Creating an online community
 - Designing effective distance learning experiences in your LMS
 - Providing guidance and feedback
 - Mini workshops (2 hours)
 - Making the most of synchronous and asynchronous learning experiences (creating a predictable and flexible schedule)
 - Creating an inclusive and equitable online community
 - Competency based assessment in remote learning environments
 - Increasing student engagement in distance learning
 - Creating authentic learning experiences in distance learning
 - Creating the conditions for learning agency
 - Meeting the social and emotional needs of learners any time, anywhere
 - Collaborating with families as partners

- Learner variability and meeting the needs of all students
- Self-paced course = all workshops

Fall Reopening Plan: A Phased Approach

Option 1: 100% distance learning for families choosing to keep students at home. Families can change their option at the semester. Please refer to The **What to Expect** for a detailed plan of the expectations for our distance learning plan.

Key Shifts and Considerations for Distance Learning



Altitude
LEARNING

Option 2: Phased Approach: Students in families who choose the phased approach will all reintegrate with their peers. If for any reason students won't be able to follow the approach outlined for phased reintegration to campus, families should choose the distance learning option (Option 1).

Guidance from the local health department along with monitoring the stability of our school community will be used to determine if we are ready to move to the next phase.

	Phase 1 <i>100% Remote</i>	Phase 2 <i>Small Groups</i>	Phase 3 <i>Hybrid</i>	Phase 4 <i>In Person</i>
Health Conditions and Guidance	Guidance from our local health department in conjunction with an assessment of the stability of our school community suggests this is the best learning platform at the time. Health mandates may be given by the state.	Guidance from our local health department in conjunction with an assessment of the stability of our school community suggests conditions support the integration of in-person small groups.	Guidance from our local health department in conjunction with an assessment of the stability of our school community suggests conditions support the integration of larger in-person groups. .	Guidance from our local health department in conjunction with an assessment of the stability of our school community suggests conditions support the return of all students.
School Phase	100% distance learning to begin the year	Small groups of the most at-risk students will return to campus in groups of five or fewer.	Students will be divided into two separate groups that attend school two days a week.	Full day in-person instruction
Safety Protocols	All students will stay home and only staff will be allowed in buildings	Face masks required Social distancing with five or fewer students in a group Increased sanitizing and hand washing	Face masks required Social distancing with 12 or fewer students in a group Increased sanitizing and hand washing	Face masks required Social distancing when possible Increased sanitizing and hand washing

Summary of Option 2: Phased Approach

Phase 1: VCS reopens with all students engaged in distance learning.

Phase 2: Small groups of the most at-risk students will return to campus in groups of five or fewer.

Phase 3: All students choosing the phased approach option will be divided into two learning

cohorts (groups) with each group attending school in-person two days a week. Students will spend the other three days engaged in distance learning.

Phase 4: All students choosing the phased approach option will return to full day, in-person instruction.

Checkpoints for Assessing Transitions:

- Checkpoint #1: Week of October 12th
 - VCS will seek guidance from our local health department in conjunction with an assessment of the stability of our school community to determine the feasibility of transitioning to Phase 2 on October 19th.
- Checkpoint #2: Week of November 2nd
 - VCS will seek guidance from our local health department in conjunction with an assessment of the stability of our school community to determine the feasibility of transitioning to Phase 3 on November 9th.

Plans that informed this document

[NSD WA](#)

[Cajon Valley CA](#)

[Hillsborough FL](#)

[MiddleTown School District OH](#)