

CAMPUS REOPENING & PROGRAM PLANNING

St. Anne's-Belfield School's main priority is preparing campuses to reopen for in-person learning for the 2020 - 2021 school year. The School established a task force in April to consider the many decisions involved in reopening campuses, including developing plans for multiple scenarios. Components of online learning are incorporated into every scenario and can be used for high-risk students and families or those who choose to opt-in. Numerous factors are being considered for what the School's programs will look like starting this fall. The plan for reopening will be based on Centers for Disease Control and Prevention (CDC) and government recommendations as well what is best for our School community overall.

GUIDING PRINCIPLES:

Safety and well-being
of our students,
faculty, and staff

+

Academic excellence;
continuity of our
value proposition

KEY TERMINOLOGY



Reopening: The resumption of activities on the physical campus



On-Campus Learning: Periods of time when students and faculty are together on campus building understanding, practicing concepts and applying learning



Hybrid: The combination of online learning and on campus learning happening simultaneously; a scenario imposed on schools based on the state of the virus



Blended: An online component undergirds the curriculum all year to allow for consistent and equitable access to the program regardless of one's ability to be on campus



Online Learning: An intentional approach to teaching students and assessing learning through digital, web-based platforms

TEACHING EXCELLENCE & INNOVATION

Beginning the week of June 8, all teachers will participate in robust training through nationally recognized programs throughout the summer. Teachers will be equipped to meet the new learning and on-campus logistical requirements at all age levels, as well as to address the increased social and emotional needs of students. The School is now a member with both One Schoolhouse and Global Online Academy and will participate in these top professional development programs for building hybrid learning environments and teaching online, as a supplement to on campus learning and in the event it should become fully necessary again.

- **Reflect & Grow:** Examine data from student, parent, and faculty feedback on distance learning
- **Design & Build:** Create hybrid learning spaces that are age appropriate, supportive of on-campus and online learning, and focused on academic excellence
- **Focus on the Student Experience:** Prepare to support the wellness of all students - physically, socially, and emotionally

DESIGN PRIORITIES FOR OUR STUDENT-CENTRIC MODEL

The School is planning for and considering implementing the following all-School academic, community, health, and safety procedures across both campuses. Additional measures will be added as needed and required by public health guidelines.



Intellectually vibrant and engaging program that highlights the core curriculum and seeks to maintain and integrate signature programs



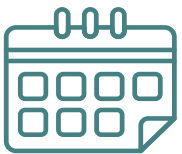
Online learning access to courses for high-risk students and families



Consistent start and end times to the school day



Classes that offer fluidity between online and on-campus experiences for flexible adaptation in the case of mandated school closings



Modifications to on-campus events and programs to ensure safe physical distancing and compliance with CDC recommendations



Continuation of treasured community events modified to ensure safety while prioritizing connection



Clear campus access and quarantine protocols



Full-time nurse on each campus; 24-hour support for Residential Life program; and establishment of a “COVID contact” to serve as a primary resource



New routines for hand washing and hygiene established in the on-campus schedule for every grade level



Updated and increased cleaning procedures and timelines for bathrooms, classrooms, and high-traffic areas



Improved systems of communication between teacher and student and teacher and family



Consistent and continued initiatives in social emotional learning and academic support services

DIVISIONAL CONSIDERATIONS



Pre-School (Twos, Pre-School, & Junior Kindergarten)

- Joyful learning that prioritizes authentic play and exploration
- Hybrid model designed for increased teaching and learning outdoors with indoor time as needed in safe conditions
- Enhanced opportunities in a natural environment for play, creativity, collaboration, critical thinking, and problem solving
- Adherence to CDC guidelines and Virginia Department of Social Services' regulations to include the use of additional spaces contiguous to the Pre-School building if needed
- A highly interactive online curriculum in the event of school closures



Lower School (Grades K - 4)

- Homerooms led by experienced teachers who focus on individual student and whole group academic, social-emotional and class community growth and connection
- Core academic and interdisciplinary curriculum and instruction to guide intellectual, physical, and emotional development and well-being
- Modifications to classroom spaces and schedules to ensure safety and adherence to CDC guidelines
- Predictable weekly schedules for on-campus and online scenarios that prioritize instruction, connection, and feedback
- Partnership with parents to support student growth and family needs, and to seek feedback



Middle School (Grades 5 - 8)

- Grade-specific advisors that support and mentor every child, and nurture a community of belonging at each grade level
- Classroom experiences that prioritize engagement, the intentional development of enduring skills and habits, and meaningful opportunities for students to practice agency
- A consistent weekly schedule for on-campus and online scenarios that ensures a range of curricular experiences and empowers students to be responsible for their learning
- Modifications to classroom spaces and schedules to ensure safety and adherence to CDC guidelines
- Regular parent communication and partnership in support of each child's increasing independence



Upper School (Grades 9 - 12)

- Curriculum designed to encourage authentic academic engagement with our Core Purpose, Core Values, and Philosophy, and that allows for fluid toggling between scenarios
- Classes that feature synchronous and asynchronous instruction and flexible on-campus and online learning modules
- Consistent weekly schedule that prioritizes classes and includes time for critical co-curricular pursuits, such as advisory, clubs, and office hours
- Guidelines for use of larger group spaces such as the Dining Hall, Grisham Hall, and Student Activities Center
- Modifications to on-campus study times and intra-campus student movement to ensure safe physical distancing and protocols recommended by the CDC



Residential Life

- High frequency of room and building cleaning
- Full time access to health services
- CDC-guided quarantine protocols
- Living arrangements and communal meals that maximize community and comply with CDC guidelines
- Enjoyable, enriching, and safe social, physical fitness, and co-curricular programming