

2020-2021 Reopening Guide

July 17, 2020



Spencerville **Adventist** Academy
Love to Learn, Live to Serve, All for Christ

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Spencerville Adventist Academy - Administrative Team

Brittany Thorp, Business Manager
 Ellenor Paul O'Neil, Secondary Principal
 Judie Rosa, Elementary Principal
 Tissiana Bowerman, Head Principal

Letter from the Head Principal



Dear SAA Family:

I would like to thank you for your ongoing support of and continued trust in Spencerville Adventist Academy, specifically as you have partnered with us during these stressful and uncertain times. The complexity of planning for our 2020-2021 school year is only one of the many impacts the pandemic has had on our school community. With challenges still to come, prioritizing the safety and well-being of our students, faculty, and staff remains paramount.

This Reopening Guide outlines the plan for how SAA will operate for the upcoming year with a fall start date of August 17, 2020. As relationships are a central element of our educational program, we prefer to have classes on campus. However, we are also aware that guidelines are likely to continue changing to stay in alignment with new medical understanding. We are committed to providing an outstanding, Christ-centered educational program, one that has the flexibility to adapt and the fluidity to move easily between our available scenarios and remains inclusive and welcoming of all learners.

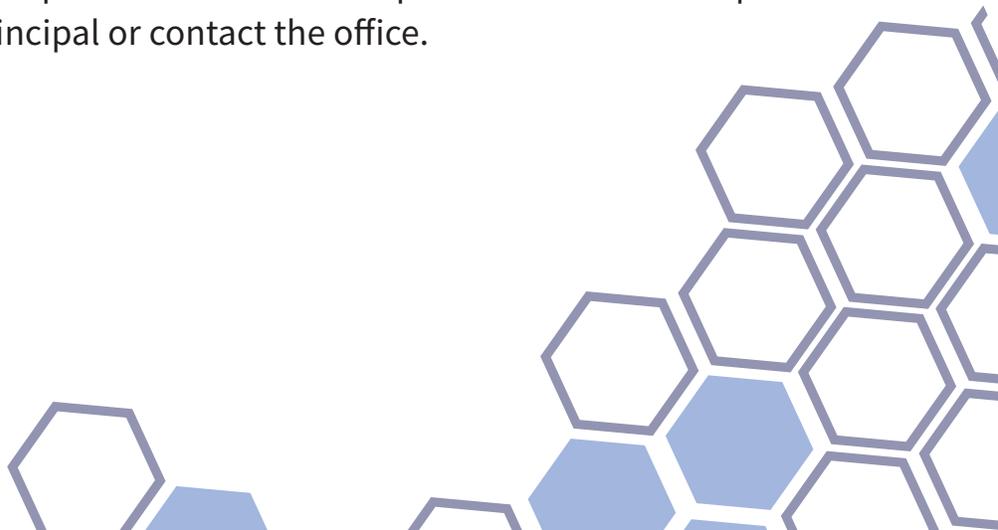
Christian education is more important than ever in today's stress-filled environment. Our children need to hear about Jesus' strength and love from their teachers. It's a comforting reinforcement that goes hand-in-hand with their daily learning. Recognizing the variety of stress and anxiety our families are dealing with, I encourage you to communicate openly. Take the time to talk with your children to see how they are feeling and remind them that they have their teachers and Ms. Gatica, our school counselor, available as valuable resources.

To our parents, remember that Mrs. Banks, our school nurse, is available for school-related medical questions. If you are having financial hardships, reach out to Mrs. Thorp, our business manager, and ask about assistance options. For additional questions or concerns please feel free to reach out to your child's principal or contact the office.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tissiana Bowerman'. The signature is fluid and cursive.

Tissiana Bowerman



Glossary of Terms

Asynchronous Learning:	A method of online learning without real-time interaction.
Blended Scenario:	An educational scenario where SAA students will spend some days attending on campus and some days from home online.
Campus Scenario:	An educational scenario where SAA students will primarily attend school on campus.
Independent Studies:	A part of the learning process where students work independently.
Microsoft Teams:	A communication platform used for announcements, messaging, and for virtual meetings.
Online Scenario:	An educational scenario where SAA students will primarily attend school from home online.
Pedagogy:	The method and practice of teaching, especially an academic subject or theoretical concept.
RenWeb:	Our student information system (SIS) where parents can access report cards, grades, attendance, family information, and more.
Reopening:	The process and plan for beginning school in the fall.
Schoology:	A learning management system (LMS) where assignments are posted for student access and where students return completed work or interact on discussion boards.
Synchronous Learning:	A method of online learning that happens in real-time.
Zoom:	A video communication platform used for virtual meetings.

Planning Process

SAA Mission Statement:

To provide a distinctly Seventh-day Adventist Christian education preparing the whole person for service to God and man and for eternal life.

The planning process for our fall reopening began with our guiding principles; the fundamentals that we value most about who we are and what we offer. While we are being intentional about creating a program that allows for the flexibility necessary to accommodate the demands of a pandemic, we are committed to keeping Jesus as our guiding light and staying true to our course.

Guiding Principles

- Our mission, values, and vision
- The health and safety of our students, staff, and faculty
- An inclusive and equitable community
- A strong academic program



Knowledge Base

There are many differences between online and campus learning. They do not function the same way even though they share the fundamentals required for a solid educational program. In an on-campus class, our students spend face-to-face time with faculty who are actively instructing, they have time to engage in educational activities, work together in small and large groups, and focus on independent studies. While it may seem easy and even practical to duplicate the on-campus environment via a full day of online streaming, it does not align with effective distance learning teaching practices.

In preparation for reopening, we have created a schedule that can be followed by all students in all three of our scenarios to allow for deeper learning and content mastery. The schedule is designed to allow for a blend of synchronous and asynchronous class time that provides opportunities for students to have live, virtual interaction with teachers and classmates, as well as time for independent study.

Moving to an online program late last school year provided many opportunities for us to learn about delivering education in a digital format for our SAA community. We were able to compare true distance learning best practices to the emergency remote learning situation we faced. Additionally, we were able to collect valuable feedback from our students, parents, and teachers to help us better understand the needs of our community.



Knowledge Base

During post-school week in June, our faculty began working on modifications to our original online program. Three of our primary goals were to:

1. Allow more synchronous interaction between teacher and students
2. Reduce the amount of parent facilitation
3. Limit screen time

This summer we have researched, attended webinars, and held discussions to expand our knowledge base of the best digital teaching practices. Topics have included building community in online spaces, online pedagogy, tools for effective asynchronous learning, and the social-emotional needs of today's students.

August 3rd begins two weeks of pre-school meetings where we will be engaging in many additional hours of professional development to better prepare us for the upcoming year. This includes classes through Global Online Academy (GOA), a leading organization for showing teachers how to help students thrive in an online environment.



Reopening Scenarios

While considering various reopening options, we reviewed our family surveys and continued to monitor both the State of Maryland and Montgomery County plans. We realize that Montgomery County has been more restrictive than the state and recognize that SAA opens two weeks before our local public schools do.

SAA's program strategy is based around three scenarios, each of which offer an online option for families who are unable or uncomfortable sending their children to school during this time. We have built in flexibility to move between scenarios and will continue to re-evaluate our plans, anticipating changes in government requirements. Below is an overview of our three scenarios:

Online: A fully online program that combines synchronous, asynchronous, and independent learning.

Blended: A program where students have two days working under the online plan and two days on campus that combines synchronous, asynchronous, and independent learning.

Campus: A fully on-campus program, including a simultaneously offered online option, that combines synchronous, asynchronous, and independent learning.

Communication

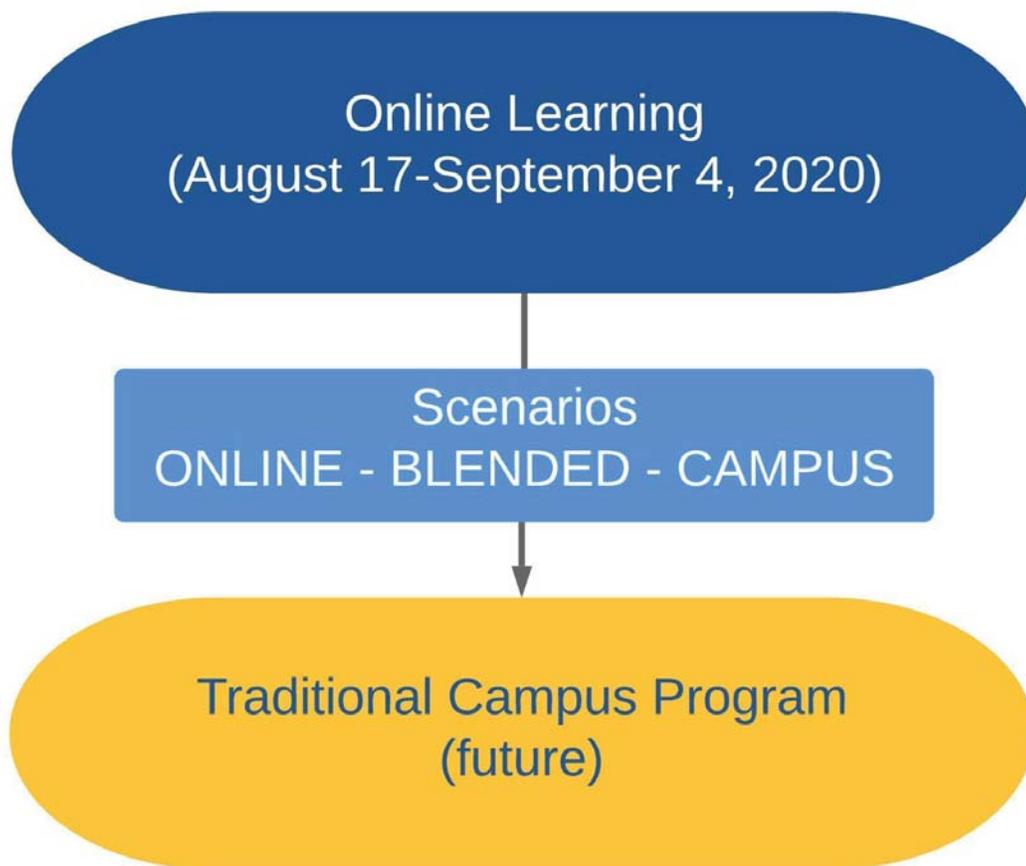
As we move between these three scenarios, communication will be a critical element to success. SAA will be using Schoology, Zoom, Microsoft Office 365, Microsoft Teams, and RenWeb as our primary software programs.



Three-Week Plan

We plan to have the first three weeks of school (August 17-September 4) with our PK and K classes on campus Monday through Friday and our 1st-12th grades following the Online scenario. This approach allows time for Montgomery County to update their policies while providing an adjustment period for everyone to become familiar and comfortable with the modified online structure and to work through any initial technology challenges. Our preference is to move to the Blended scenario for 1st-12th grades as of September 8, 2020.*

**Decisions will be based on a variety of factors including guidelines from Columbia Union Conference of Seventh-day Adventists, Chesapeake Conference of Seventh-day Adventists, state and local government, and the CDC.*



PK-5th Grade Overview

We are committed to providing an educational program for our elementary students that supports their need for direct interaction with their teacher and is built around developmentally appropriate practices. Students will have individual needs assessed and have opportunities to master standards. Our highly dedicated team will be facilitating the learning process in each of our scenarios outlined below.

	Online	Blended	Campus
Scenario	Using our established communication platforms, students will experience a wide variety of engaging interactions that foster learning. Our teachers will facilitate the learning process through core classes, STEM activities, games, and special lessons.	Students will have 2 days per week in our online program and 2 days per week on our campus.	Core classes will be held during 2-hr blocks each morning and afternoon where our teachers will facilitate the learning process through core classes, STEM activities, games, and special lessons. Additional time in the day allows for one-on-one and small group instruction.
Schedule	Core academic classes M-TH Rotation of special classes (music, art, read-alouds, virtual field trips, show and tell, etc.) M-TH Free blocks for home activity (lunch, bathroom breaks, etc.) M-TH Physical education M-TH Recess M-TH		
Support	Providing one-on-one help Assignments checklist shared weekly Tutoring times available Progress reports and teacher feedback to guide learning Teacher office hours Resource teachers available		

PK-5th Grade Sample Schedule

Time	Applicable Scenarios	CLASS
8:15 – 10:15	Online Blended Campus	<p style="text-align: center;">Morning Core Session</p> <p>Depending on the grade and day, a morning core session could include:</p> <ul style="list-style-type: none"> • Math • Movement Break • Reading • Snack • Writing • Specials • Centers
10:15-11:45	Blended (campus days only) Campus	<p style="text-align: center;">Morning Extras</p> <p>Depending on the grade and day, morning extras could include:</p> <ul style="list-style-type: none"> • Small Groups • Independent Practice • Library
11:45-1:00		LUNCH & RECESS
1:00-3:00	Online Blended Campus	<p style="text-align: center;">Afternoon Core Session</p> <p>Depending on the grade and day, an afternoon core session could include:</p> <ul style="list-style-type: none"> • Science • Social Studies • Bible • Spelling • STEM Activities • Read Aloud
3:00-3:15	Blended (campus days only) Campus	Afternoon Wrap Up

6th-12th Grade Overview

Our Commitment

Our educators will continue to support students in accomplishing academic, spiritual, and personal goals in a learning environment that is diverse and inclusive of all learners. This will be accomplished by engaging students in meaningful learning activities and experiences that foster critical thinking, real-world connections, and a love for God.

Teacher-Facilitated Instructional Time (In Class)

This time will consist of teachers being present virtually or in person to guide meaningful learning with a balance of live instruction, recorded instruction, group work, and other student-centered opportunities. The class periods will be divided into two parts, 30-minutes of instructional focus and 15-minutes of independent study.

4-6 hours per day, 4 days per week = approximately 16-24 hours per week of teacher-facilitated instructional time

Self-Directed Learning and Review (Outside Class)

Individual work outside of instruction time allows students to focus on the curriculum and advance their learning based on guidance from teachers.

Student Engagement & Support

- Teacher Office Hours
- One-on-One/Group Reviews
- Instructor Facilitated Study Halls
- College & Career Readiness Sessions
- Counseling Services
- Chapel
- Extracurricular Activities
- Student Association Programs

**SAA will
adhere to the
traditional
grading system
as outlined in
our student
handbook.**

6th-12th Grade Sample Schedule

Our 6th-12th grade schedule is designed to work in each of our scenarios (Online, Blended, Campus) allowing for easy transitions and accommodating students who are working from home.

Time	Period	CLASS	
8:15 - 9:00	1 st Period	Fine Arts	
		30-Minutes Instructional Focus	15-Minutes Independent Study
9:03 - 9:53	2 nd Period	Computer	
		30-Minutes Instructional Focus	15-Minutes Independent Study
9:56 - 10:41	3 rd Period	Mathematics	
		30-Minutes Instructional Focus	15-Minutes Independent Study
10:44 - 11:29	4 th Period	History	
		30-Minutes Instructional Focus	15-Minutes Independent Study
11:32 - 12:02	LUNCH		
12:05 - 12:51	5 th Period	English	
		30-Minutes Instructional Focus	15-Minutes Independent Study
12:54 - 1:39	6 th Period	Bible	
		30-Minutes Instructional Focus	15-Minutes Independent Study
1:41 - 2:27	7 th Period	Science	
		30-Minutes Instructional Focus	15-Minutes Independent Study
2:30 - 3:15	8 th Period	Physical Fitness	
		30-Minutes Instructional Focus	15-Minutes Independent Study
		Examples of Instructional Focus Activities: <ul style="list-style-type: none"> • Student Check-in • Whole and Small Group Instruction • Student-led Discussion/Presentations • Virtual Field Trips/Guest Speakers/Labs • Hands-on Demonstrations 	Examples of Independent Study Activities: <ul style="list-style-type: none"> • Independent Practice • Follow Up Research • Review of Key Concepts • Reflection

Health & Safety

Maintaining a healthy school environment and preventing the spread of illness is a shared responsibility of all members of our school community. SAA, after consulting with medical specialists and industry professionals, has installed a new air purification system that significantly reduces airborne pathogens, placed hand sanitizer units at each school entrance and in each classroom, and is implementing facility management strategies to maintain a healthy environment in accordance with government guidelines.

Health Policy - The health policy is under revision to be in alignment with government recommendations addressing COVID-19 practices. Full revisions will be sent once finalized. Below are some of the key policy revisions:

Illness - Students who have been sick are not to be sent to school. If a student gets sick during the school day, they will immediately be moved to an isolation room and the parents will be notified. **Students who are sick must be picked up within 30 minutes of the initial call. It is critical that all contact information in RenWeb is up-to-date and that two or more emergency contacts are provided.**

Quarantine - Upon notification of a student or employee testing positive for COVID-19, the school nurse will consult with the Montgomery County Department of Health regarding next steps. The process will take into consideration contact tracing and appropriate quarantining of those infected and/or exposed.

Reporting Process - If your child or someone in your household tests positive for COVID-19 or has known exposure to COVID-19, you must notify the school nurse as soon as possible.

Backup Plan - There are many factors that could impact our ability to be on campus. Our community must be prepared to pivot and change direction quickly. We have streamlined scheduling between each scenario to help maintain consistency, but our families, especially those with young children, are encouraged to have a backup plan in place for childcare.



Maintaining a safe and healthy community is a collaborative effort!

Life on Campus



Closed Campus will permit family, friends, and guests to enter the office by appointment only. There will be no before or after school care, field trips, or third-party after-school enrichment programs. Athletic programs are currently being reviewed



Daily Health Questionnaire and Temperature Checks for all students and employees are required and must be submitted via RenWeb prior to entering the building.



Face Masks are required for everyone while on campus. Students will receive one school-branded mask. Additional masks may be purchased. Personal masks may be worn in place of school-branded masks, but they must be fully closed. Bandana-style masks, face shields (in place of masks), scarves, gaiters, etc., are not permitted. Mask patterns and styles must be in harmony with the mission of the school. Masks with messages that are out of harmony or otherwise offensive are prohibited.



Social Distancing procedures will be implemented to provide maximum spacing between students, classrooms are being adjusted to have 6 feet between desks, and movement between rooms will be limited as much as possible.



Enhanced Cleaning procedures, including classroom disinfecting, will be followed.



Increased Hand Cleanliness will be encouraged. Hand sanitizer units are available at school entrances and in individual classrooms.



School Cafeteria will be temporarily closed due to the reduced number of students in the building. Students are expected to bring lunch from home.



COVID-19 Policies regarding travel and exposure will be implemented. These policies will be regularly reviewed and updated.

Tips for Parents

With a lot of unknowns in our world today, providing our children with security and structure and helping them find ways to stay organized can be challenging. A healthy part of the learning process is the struggle and varied recall, they help us move information into long-term knowledge, but we want to protect students from being pushed into an unhealthy level of frustration. Here are some suggestions on ways to approach learning:

Learning Space

Your children will achieve their best work in a quiet, comfortable, distraction-free space dedicated to learning. Ideally, this will be a different set-up than where they normally play games or watch television. Be careful to have it open enough for a family member to provide encouragement and allow them to monitor what is on the screen.

Physical Movement

Make sure that your children take plenty of breaks in order to get physical activity and time away from screens. Set alarms similar to those they would encounter at school and encourage them to get up, get some fresh air, go for a walk or bike ride, or have a snack so that they are not sedentary for the entire day.

Focused Expectations

Even though staying home from school might feel like a holiday, remind your children that they do still have accountability for good citizenship and technology use as well as school responsibilities. Assignments, grades, requirements, and tests may look different, but they are not going away.

Organized Schedule

Schedules are important to help set expectations and maintain a sense of normalcy. They should work for your family's unique situation and do not need to match what other families are doing. The goal is to promote positive mental health by helping them know what is coming next.

Accessible Supplies

Have your children get all of the supplies they need ahead of time, before sitting down to work. This will help minimize distractions. Materials may include pencils, paper, art supplies, as well as a computer or other device. Headphones can also be helpful for those who are doing online learning.

Spencerville Adventist Academy's

**REOPENING
TIMELINE**

3 Teachers begin pre-school week

17 First day of school

21 Parent deadline for choosing
a full online option

31 Re-evaluate program to
decide on the next stage

8 Begin next stage of education

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