PRIMARY SCHOOL REOPENING PLAN PARENT AND STUDENT GUIDE

2020 COVID-19 Response

DEFINITION OF LEARNING	LEARNING SCENARIOS	EXPECTATIONS DURING ONLINE LEARNING			HEALTH AND SAFETY
	SCENARIO CHARACTERISTICS	STUDENTS	TEACHERS	PARENTS	

› DEFINITION OF LEARNING

At Keystone Academy, learning is a life-long journey rooted in heritage, outward in perspective and framed by our five shared values. Learning encompasses the discovery of new knowledge, skills, and understanding, allowing for creativity and connections in a local and global context. This journey empowers our learners to develop character and fosters a joy of learning in experiences that occur both inside and outside the classroom.

In line with the our Definition of Learning, and in response to COVID-19, effective learning in the Primary School is:

Excited about Learning
Positive interactions between students and teachers in the face-to-face and online classrooms where students feel comfortable learning and communicating with other students and with their teacher.

Supported through their Learning Journey
Teachers can support learning by nurturing student interaction through rich content which might be text, audio visual resources, graphics and static visual representations, scenarios, simulations, and/or quizzes, etc.

Accomplishing Goals and Challenges
Students find identity, meaning, and purpose through connections in each subject, using their creative skills to develop their psychological, social, and emotional growth.

Taking Risks
Teachers and students interact in new synchronous and asynchronous platforms to engage in rigorous learning activities. Face-to-face and online learning enhance collaboration and presents new learning for students.

Taking Ownership of their Learning
Students are the champions of their own learning, facilitated by the teachers who support self-discovery and self-efficacy.

Making Positive Connections
Students continue to be a part of the Keystone community through ensuring that they connect curriculum concepts to our current world situation.

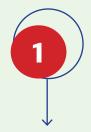| DEFINITION OF LEARNING	LEARNING SCENARIOS		EXPECTATIONS DURING ONLINE LEARNING			HEALTH AND SAFETY
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› INTRODUCTION

Keystone Academy's initial response to COVID-19 focused on acting promptly after the school's closure to continue the teaching and learning process for students. Our faculty and staff responded creatively and resolutely in support of learning, taking advantage of our robust technological infrastructure.

No one could have predicted at the time that the situation would continue for this long. We have come to the realization that online learning will likely be a reality for some time to come. With this in mind, we need to continue thinking about the quality of our program and to make decisions about what will define online learning at our school now.

Not surprisingly, the dedication and professionalism of our teachers have resulted in phenomenal growth. Colleagues are sharing strategies and tools, making the experience for students much more valuable.

Because it is highly likely that the 2020-21 school year will be impacted by COVID-19, we are contemplating three scenarios: Distance Learning, Blended Learning, and Conventional Learning.

The strategies implemented for each scenario follow these principles:

1 We are committed to keeping our community safe and healthy.

2 Our decisions are guided by our Mission and Five Shared Values.

3 Learning is rooted in our Definition of Learning.

4 We will comply with regulations from local education and governmental authorities.

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› THREE LEARNING SCENARIOS

Keystone Academy anticipates three scenarios each with its own mode of operating. Planning with the three scenarios in mind is crucial to making any transitions as seamless as possible for students, teachers and parents as circumstances change. The three scenarios are:

Distance Learning

Distance Learning serves several key functions within the recent reality, providing a platform for education when the school campus is closed. In this scenario, students and teachers work remotely from home and connect virtually by using the platforms established for this purpose. Teachers meet students online during the regularly scheduled classes on Live Lessons and at additional times as needed. This scenario is typically associated with higher levels of risk of virus transmission (levels 1 & 2).

Blended Learning

The Blended Learning model is a combination of on-campus face-to-face interactions with teachers who are in Beijing, and virtual Live Lessons from teachers not currently in Beijing. In this scenario, the campus is open, and many students and teachers are on campus. However, some teachers and students might be outside of Beijing or China due to government and travel restrictions. Teachers not in Beijing work with a Teacher Partner who supports learning face-to-face in the classroom. This scenario is typically associated with a medium risk of virus transmission (levels 2 & 3).

Conventional Learning

When students and teachers are all able to be on campus, we are able to deliver our program in our customary manner or with varying degrees of modification. These modifications are based on the level of risk of virus transmission. Essential elements of Distance Learning are used to support and enhance our program. This scenario is typically associated with lower levels of risk (levels 3 & 4).

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› SCENARIO CHARACTERISTICS

The following chart outlines program characteristics for each scenario.

	CAMPUS	MODIFICATIONS	PROGRAM	SCHEDULE
Scenario 1 DISTANCE LEARNING	• School campus is closed. • Teachers and students work remotely. • No KAP/OEP.	• Use virtual platforms and tools for teaching and learning- SeeSaw and Teams. • 100 % synchronous lessons. • Classes are 40 minutes with varied activities. Consideration is given to students' screen time, therefore some lessons will be project-based and offline. • Balanced homework. • Homeroom– online.	• Assessments -online. • Student Council Activities- online. • CSD program provided online. • Participation monitored via the Care Plan to support students. • Library program provided online. • CLA program online.	• Normal 5-day schedule for G2-G5. • FY & G1 modified.
Scenario 2 BLENDED LEARNING	• Campus is open • Most students have returned to campus. • Not all teachers have returned to Keystone • Modified KAP/OEP. • Some possible weekend events. • Possible arts events depending on government guidelines.	• Teachers unable to return will teach and connect remotely. • Teachers, Leaders, Teacher Partners and Learning Assistants will provide face-to-face support. • 100% synchronous lessons.	• Assessments in class / online. • Possible Grade Level Morning meetings. • Library program embedded. • CSD program and Care Plan face-to-face and online. • CLA face-to-face or online. • Student Council face-to-face or online.	• Normal 5-day schedule. • All activities subject to change according to government regulations.
Scenario 3 CONVENTIONAL LEARNING	• Fully open. • All teachers and students have returned. • KAP and OEP/ELP resume as safety allows.	• Teachers and LAs teach face- to- face. • Morning Meetings weekly in person	• Assessments in class. • Student-Led Conferencing. • CSD Program and Care Plan face-to-face. • Student Council Activities- face to face.	• Normal 5-day schedule. • Follow government guidelines for safety and social distancing. • All activities subject to change according to government regulations.

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› WHEN DISTANCE LEARNING OR BLENDED LEARNING OCCURS, THERE ARE SPECIAL CONSIDERATIONS TO NOTE

As a community of learners, our Keystone shared expectations during our online program are as follows:

STUDENTS

» Identify a comfortable, quiet space in your home where you can work effectively and successfully.

» Regularly monitor Seesaw to check for learning tasks and feedback from your teachers.

» Be a good 'Digital Citizen' by logging into your synchronous lessons on time and linking to the meeting via SeeSaw, Teams or an email from your teacher.

» Participate positively in your Live Lessons, dressed appropriately. Be active in the discussions and be prepared to turn on your camera to facilitate communication.

» Complete the activities and work with integrity and academic honesty.

» Communicate with your teachers if you cannot complete the work or if you require more support.

» Collaborate with and support your peers where possible.

» Improve your time and self-management to develop your own independence.

» Uphold our Keystone Shared Values, including your teachers' expectations of being 'Digital Citizens'.

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TEACHERS

» Communicate with individual parents and students through email, or direct messages via Teams and Seesaw.

» Check you schedule and duties to make sure you follow them on time.

» Give clear, step-by-step instructions to students when creating an activity or project and provide an exemplar if needed.

» Design activities that are connected to the curriculum and to the world.

» Check student participation with your Learning Assistants and monitor the Care Plan. Communicate with parents about their child's participation individually if necessary.

» Provide feedback on all student academic work, submissions/creations and products in audio, video, or textual format.

» Share your ideas and successes with your colleagues.

» Prepare the synchronous lessons with your team and send the invitation links to parents and students in advance.

» Provide support and assistance to parents if needed.

» Uphold our Keystone Shared Values and face challenges with a positive attitude.

PARENTS

» Check the Class schedule and read all school emails.

» Create an open, quiet and safe space for your child's learning.

» Oversee the daily communications from your child's teachers.

» Take an active role in helping your child process their learning and reflections.

» Encourage your child to participate in physical exercises at home.

» Monitor your child's screen time online.

» Communicate questions, queries and concerns via email to your child's homeroom teacher.

» Pay attention to the emotional and psychological state of your child. Our Center for Student Development (CSD) can support you at any time.

» Uphold our Keystone 5 Shared Values and face challenges with a positive attitude.

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› HEALTH & SAFETY IMPLICATIONS

Beijing and China classify the risk of spread of the virus by levels ranging from 1 to 4 with level 1 denoting a high health risk and level 4 signifying a normal situation. Keystone Academy is prepared to maintain the health and safety of our community by adjusting our school practices based on the current health risks levels assigned by the Chinese Center for Disease and Prevention Control (CDC), and relevant Beijing and Shunyi authorities. Below are safety implications that vary depending on the level of threat. **Keystone Academy always follows instructions from authorities regarding the opening of our campus.**

The table below is a summary of a much more detailed Health and Safety Plan.

LEVEL	SAFETY IMPLICATIONS ON A SLIDING SCALE	
1 MOST RESTRICTIVE	• Campus Closed – Distance Education is in place.	• Parents take precautions at home.
2 MORE RESTRICTIVE	**Student Density and Distancing:** • Classroom layouts are adjusted to accommodate physical distance requirements. • Activities in classrooms and public area may continue as usual based upon the government regulations. • Dining is controlled as needed through seating arrangements, use of additional dining areas, and scheduling changes.	• Bus density is adjusted from full capacity to 50% as needed to allow for separation of students. • PHE and recreational activities may be limited to accommodate for physical distancing, including the restriction of contact sports.
	Health & Hygiene: • Temperatures are taken on a regular basis during the academic day to monitor anything above 37.3 degrees. • Cleaning protocols by facilities are adjusted with increased frequency and robust protocols that reduce chances of infection. • Frequent and thorough handwashing.	• Hygiene protocols for students are widely disseminated through a student education process. External enforcement by teachers and staff is put in place at the higher risks. • Cleaning protocols for students in residence are strengthened and closely monitored when needed. • Health reporting protocols will be put in place as required by the authorities. Isolation facilities are available and put in use when needed in order to follow requirements.
	Masks & Ventilation: • Wearing of masks may be required. • When masks are required, specific guidelines are provided as to when these must be worn (indoors, indoors and outdoors).	• Ventilation bell warnings are put in place when needed to remind the community to open windows. • Gyms may need to be closed and PHE occur outdoors.
	School Programming: • Morning Meetings and Head of School meetings may be conducted remotely even when on campus.	• KAPs may be restricted or suspended as needed.
4 LEAST RESTRICTIVE	**Entrance Control & Gate Clearance:** • Travel information from Students, Teachers and Staff is collected before returning to school and at times required by the authorities. • Depending on the level of risk, parents and visitors may not be allowed on campus.	• Depending on risk level, parents may not be allowed to enter campus except if they have special needs. • Depending on risk level, visitors may not be allowed to enter campus.

THANK YOU!