[SCHOOL NAME]

ACSI's Planning Matrix for Reopening: Guidance for Christian School Leaders (ver. 1.0) https://community.acsi.org/coronavirusres
Planning Matrix for Reopening: A Guide for Christian School Leaders is unique among the plethora of resources available through the Internet today regarding reopening. First, this is not a template nor a static document. It is a matrix for decision making. It will help leaders make decisions about reopening based on their students' needs and their school's capabilities. Those include the physical plant as well as their financial and human resources. Secondly, this is for private Christian schools. That means that it takes into account the different decisions that private schools may make that might be different than their public school counterparts. Where guidance from state, local, and federal entities apply, those resources are mentioned and certainly respected. It also recognizes that there are some differences. Also, there are some aspects that Christian schools can and want to consider such as how to look after the spiritual aspects of the students, the staff, and the families involved. That has most likely become more complex in this COVID-109 environment. There are three big goals for this planning matrix. To produce a **CONTINUITY OF LEARNING PLAN** for your school. That has become known as the term for a working document that guides decisions about teaching and learning in the event of school closure or other significant disruption in the school program. While the term "plan" sounds more like a blueprint, in reality, most plans are a living document with a series of considerations, guidelines, information, and resources that help schools make appropriate decisions at various points along the way. While the matrix itself is a tool, the goal is to help each school craft a plan that fits them. Recognizing that this will most likely be needed in the event of something rather complex and lengthy, this tool assists a school through the decision making process and is flexible enough to consider various options. It allows adjustments toward more restrictive and less restrictive options as the conditions change.
In some states, a Continuity of Learning Plan is required. Recently, in South Dakota the governor made it mandatory that schools have a plan in place for instruction of all students, including special needs students. In other states, having such a document releases the school from having to keep track of attendance or seat time.
FLEXIBILITY - Regardless of who is requiring the plan, the use of this matrix will assist schools to move from Emergency Online Learning which was experienced in the spring to thoughtful preparation for Reopening School. This will help schools look at the most important issues for online learning for the long-haul, and analyze additional options such as hybrid and staggered schedules through to modified brick and mortar school. If conditions should change suddenly in the school or in the local community, this tool can help a school move back through the stages and find a solution that works for the current changing conditions.
To use this matrix, 1) Create a Task Force that is made up of leaders, educators, business people, legal, technology, facility personnel, and those who can speak to the health needs of the school community. Hopefully some of those are also parents. That would help with two-way communication going forward. 2) Put the device in a collaborative environment like Google Docs and allow Task Force Members to add ideas and resources. It provides space for team members to draft responses and react to the ideas put forward by others.

3) You will notice that the spreadsheet has multiple tabs. Go through the various tabs and decide what your plan would be for the various levels... Column 1 - 100% Online Learning 2 - Staggered Schedule (M, W, F, or T, TH, Alt F), 3 - Split Schedule AM/PM, 4 - Modified Full Schedule. Your school may find another schedule works better for Column 2 or 3. Because of how your building is laid out, transportation needs, etc. it may be that Elem. may need to run Mon-Thurs. and MS/HS runs in person on Friday. Whatever the split schedule, you can add a column between Column 2 and 3 and use ideas from those columns to create your own plan. (See ideas off the right for another option.)

4) Ask yourselves the questions (prompts) in the cells on the left side of the gray column (F) for each tab. As you work through each of those, you will come up with answers, or plans. You can use Column G to DRAFT what you want to write in one of the cells. When you have formulated a plan, copy that into the cell (and that will remove the prompt). Then change the shading to a particular color, which will signify that you are done with that cell. Color code your plan to something that visually shows the level of re-entry or re-opening that you want to communicate to your families. For example, you might want to use Red shading to show high alert (100% online) for Colum 1. Use Yellow shading (see example at the bottom of this sheet), to show medium alert (split schedules) for Columns 2 and 3 and Green shading to show that the plan is getting back to normal Column 4. In order to make the decision in the four columns, you will need to stay in contact with local health and state officials. Requirements may change quickly and you may have to work your way back through the matrix if the virus numbers in your area spike. The decisions need to be able to flow toward the modified full scheduled (green) column and back again toward

COMMUNICATION - At some point, the selected ideas will be chosen and edited, and the color will be changed for all the cells as you finish the task. Once the plan has decisions in the various boxes, it will become a <u>communications device</u> for families, staff, and students. When you are ready to share it with your community, it will be a color-coded chart that shows your school's CONTINUITY OF LEARNING PLAN. to the left of the vertical gray bar. (All columns from the gray bar in Column F to the right will have been removed by then.) Put your school's name in where it says SCHOOL NAME.

Definitions: The four options in every tab of this spreadsheet are **#1** 100% online, also known as Virtual Learning or Distance Learning. This could be synchronous (students all watching the same thing at the same time) or asynchronous, (where students interact with the material at different times), or a combination of both of those. The teacher is generally charting the instructional path while the student is learning interactively from video, text, eBook, research selections, discussions, recorded or live lectures, group work, or other types of media.

#2 and #3 Staggered and split schedules are usually known as "Hybrid" because learning occurs both in the classroom and in seats on a rotational basis. This typically involves some parent support for younger children and the parent is seen as a "co-teacher" as they receive directions from the teacher and implement the lesson plan, to some degree in their days at home. Older students may be more independent and can function without the parent if the directions are clear and follow logically from what was taught the previous day. "Blended Learning" *is a combination of learning that occurs at least in part through online learning, with some element of students control of time, place, path, or pace* . For our discussion, it usually means that the learning done at home is provided <u>online</u>, thus relieving the parent of that co-teacher role. For really young children, "hybrid" and "blended" models tend to blur because the school is less likely to expect young children to spend a lot of time online. They tend to limit expectations for screen time and encourage the parents to be more involved. **#4** A Modified Full Schedule is really as close to normal as schools can get with the virus still present (pre-vaccine) and the changes that requires. There will definitely be some modifications needed in order to keep students, families, and staff safe. However, that column (column #4) represents a brick and mortar school, with the basic modifications a school feels is necessary. Finally, a "Flipped" classroom can be used in most of these environments described above. It involves the teacher recording their instruction and having the student watch it ahead of time. Then actual class time is used for the students to interact, discuss, do labs, simulations, projects, solve critical thinking problems, complete assessments, etc.

There are directions for using this matrix off to the far right on every tab.

When the matrix is filled out, it will be color-coded and ready to be used as a communication device. Red will denote the most restrictive, yellow is medium, and green is least restrictive, READY TO GO!

Below is an example of what the matrix will look like when it is filled out and color-coded. However, the school would have put specific information in each cell, and replaced the prompts.

Physical Plant	**1 - Online Learning - 100% at home**	**2 - Staggered Schedule (M W F), (T, TH, Alt F)**	**3 - Morning/Afternoon, Split Schedule**	**4 - Modified Full Schedule**
Parent Transportation	None	Determine safe drop-off and pick-up routines to minimize contact from outside.	Determine safe drop-off and pick-up routines to minimize contact from outside.	Determine safe drop-off and pick-up routines to minimize contact from outside.
Signage				
Inside Building		Establish highly visible, clear rules of where to walk, social distancing, wearing PPE	Establish highly visible, clear rules of where to walk, social distancing, wearing PPE	Establish highly visible, clear rules of where to walk, social distancing, wearing PPE
Exterior	highly visible, so no one enters	highly visible, clear rules	highly visible, clear	highly visible, clear rules

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Needed Purchases				
Technology and other Supplies	Determine what needs to be purchased to get through this 1-2 year period that will be utlized effectively in the future	Determine what needs to be purchased to get through this 1-2 year period that will be utlized effectively in the future	Determine what needs to be purchased to get through this 1-2 year period that will be utlized effectively in the future	Determine what needs to be purchased to get through this 1-2 year period that will be utlized effectively in the future
Security				
	Determine security needs while the building is virutally empty.	Determine security needs when building is reengaged.	Determine security needs when building is reengaged.	Determine security needs when building is nearly fully functional once again.

ources/home