Return to Campus: Baldwin School Program Guide
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Dear Baldwin Community,

I hope you are having a safe and healthy summer. We are carefully planning the safe return of our students, faculty and staff to campus this Fall. We are excited to see your children again and to continue their educational journey in person. In this brochure, you will find a detailed overview of our various program contingencies for sy2020 -21.

We will reopen as a socially-distanced campus in August 2020. In preparation for reopening, we spared no effort or expense so as to create a safe learning and working environment. Our spacious 23-acre campus allows us to adapt efficiently to implement all necessary social distancing measures. We have measured classrooms, removed excess furniture, added portables and hand washing stations, and purchased an array of protective equipment, including custom acrylic shielding, UV sterilizers for AC units, air cleaners with HEPA filters, and personal protective equipment. We have added automated hand cleaners in a number of areas, and hands-free garbage cans to bathrooms. Movement through campus will be coordinated and monitored throughout the school day. We have developed explicit protocols for mitigating the spread of COVID-19 (see the Campus Re-opening and Safety document, published June 5).

Our priority is to provide as normal a campus experience as possible in sy2020 -21. We have added portables, modified preexisting classrooms, and repurposed all other available spaces for classroom usage, all students will return to campus in August for daily instruction. This brochure describes what our daily offering will look like for OECC, Elementary, and MUS students.

Town Halls, Advisory, and other important campus activities will be offered, albeit with appropriate modifications, e.g. virtual or physically-distanced versions. Co-curricular activities will be offered so long as they meet hygiene and distancing requirements. We are working with Puerto Rico High School Athletic Alliance (PRHSAA) and Liga Atlética Mini de Escuelas Privadas, Inc. (LAMPEI) to determine how athletics might be safely
offered in the coming year. Athletics may experience modifications of seasons and the reordering of traditional sport offerings.

Due to pre-existing health concerns and other determinations, some families may elect to keep their children home in sy2020 -21. Before the start of the school year, we will install specialty cameras and microphones in all classrooms, and offer a real-time virtual experience for students. This distance learning option will allow for student participation in classroom activities during the school day, including interacting with teachers and peers, asking questions, and sharing thoughts. It will also support students who cannot be at campus due to illness or quarantine requirements.

A spike in COVID-19 cases during the school year may result in another governmental quarantine, and therefore a school closure. The school also reserves the right to close campus as circumstances warrant. For these reasons, we have also included a detailed description of our enhanced virtual programming in this brochure. Revisions to virtual programming reflect our attention to parental feedback and the support of the Ad Hoc parent committee.

Baldwin School will be closely monitoring student progress. While challenges last Spring were disruptive, we prioritized core skills, concepts and content, and minimized any “learning gaps.” As outlined in this brochure, we have a plan to preserve the continuity of learning relative to our curriculum, IB requirements, and best practices for learning and assessment. Your student(s) will receive a full education. Our DP students, most especially our Seniors, will be fully prepared for university admissions.

Finally, to prepare our faculty and staff for reopening, school will begin August 24. To ensure our regular number of instructional days, we will modify the school calendar.

The world has changed, and so must we. We are committed to the health and well-being of all our students and staff. We will ensure that the continuity of learning is preserved—that all core skills, concepts, and content are taught, explored, and thoroughly engaged.

James Nelligan
Headmaster
OUR APPROACHES:

The Baldwin School of Puerto Rico is proud to deliver a high-quality education whether on-campus with physical distancing measures for all students, a Distance Learning option with a live, virtual learning experience concurrent with our on-campus program, or as a last resort, an Enhanced Virtual Learning Program. All approaches are designed to deliver powerful instruction in an environment that allows students to meet curricular goals, expected IB aims and objectives, and be ready for the challenges ahead.

▼ PROGRAM A: ON-CAMPUS - PHYSICALLY DISTANCED PROGRAM

Program A is our regular school program, with modifications that allow for physical distancing and enhanced hygiene. It is a full day campus experience. To accommodate the return of all students, space will be allocated so as to ensure physical distancing. This includes repurposing spaces around campus and the addition of portable classrooms. Additional equipment, including acrylic shielding air filters, UV filters, etc. are used to mitigate the spread of infection. As stated earlier, a series of established health and safety protocols mitigate the spread of COVID-19. Daily schedules and activities will be modified to preserve public health.

▼ PROGRAM A-1: REAL-TIME DISTANCE LEARNING OPTION

This option is available for students unable to return to campus for health reasons, or who may have been exposed to the virus through travel or other personal contact. It will allow students to engage with campus instruction from afar, in real-time, via specialty cameras and two-way microphones installed in each classroom. Families may elect to keep their students home for personal reasons other than those stated, but must do so for a full semester. Students enrolled in this option will follow the on-campus schedule for live instruction and homework.

▼ PROGRAM A-2: HYBRID PROGRAM

Hybrid Programming, which further reduces cohort/group size integrates an on-campus experience with virtual programming components. In this model, classroom groups are divided into two subgroups, A and B, and alternate between campus and virtual instruction on a pre-assigned schedule. This program will only be implemented if stricter physical distancing requirements are mandated.

▼ PROGRAM B: ENHANCED VIRTUAL LEARNING PROGRAM

Baldwin School may need to implement this option if there are spikes in COVID-19 cases resulting in another government mandated closure, or as situations warrant.
OECC & ELEMENTARY SCHOOL

OECC & Elementary Program A: On-Campus Program (with physical distancing)

The recommendations and guidelines for social distancing require creativity and flexibility in the way spaces, resources as well as routines are reimagined. In determining the plan for operating the school under social distancing protocols, the administration considered many factors including the cognitive maturity and socio-emotional needs of the age and developmental stages of our students, in addition to recent experiences with distance learning.

Applying current guidelines for social distancing (six (6) feet), strictly using personal protective equipment (PPE) and by making program adjustments, all lower school students (PPK - 5th grade) will be able to attend school on campus under a full day schedule. The spaces in the OECC and the Elementary School will be repurposed, and additional classrooms will be acquired to create smaller homeroom class groups. This reduced number of students per classroom allows teachers and students to be properly socially distanced within the indoor spaces. Schedules will be reorganized, resources reallocated, learning spaces recreated, and curriculum reimagined.

LEARNING ENVIRONMENT ADAPTATION FOR (PPK – 5TH GRADE)

The learning spaces will be modified to accommodate social distancing as appropriate, and in the following manner:

- Furniture will be eliminated and rearranged to create more space between students.
- Spanish and Specialists teachers will visit homeroom classrooms to limit interactions between groups.
- Students will use their own individual materials, as sharing classroom materials will be limited. When reusing materials, these will be cleaned and disinfected between uses.
- Elementary students will have with them only the necessary materials, books or notebooks needed at that time, all extra items will be kept at home.
- Elementary students need to use backpacks that can hang on the back of their chair (no Zucas, nor luggage like wheeled book bags will be permitted on campus).
- Common areas such as playgrounds will be limited in use. Homeroom groups will use the playgrounds in separate turns.

OTHER CONSIDERATIONS:

- Students will be permitted on campus from 7:45 am
- Students must be off campus by 3:30 pm
- Students are to wear a mask and remain 6 feet apart when on campus
- AfterCare will not be available until further notice.
- Tutoring will not be available on campus until further notice.
- School calendar and scheduled events, holidays and longer vacations may need to be adjusted.
- Baldwin School reserves the right to adapt this plan further if stricter social distancing norms are mandated; including the possibility that grades PPK - 2nd will have to alter days in groups.
OECC & Elementary Program A-2: Hybrid Scenario

The following option is designed to address the scenario of reopening the campus under stricter social distancing protocols that further limit the number of students and faculty on campus and indoor spaces. In the event that circumstances change, and we are no longer able to effectively house all students to meet revised protocols or additional requirements, it may become necessary to implement stricter physical distancing measures.

This plan accommodates our youngest learners (PPK-3) on campus full time. We acknowledge that an alternating on-campus/at home schedule for 4th and 5th graders is challenging for our students, families, and teachers. Distance learning does not fully replicate the magic that happens when school is in regular session. However, we do contend that quality learning can occur from a distance. Our 4th and 5th grade students have the most experience with on-campus schooling, and have a greater ability to adapt to these conditions if necessary.

GENERAL BREAKDOWN

- PPK – 3rd grade: attend school on campus every weekday
  - PPK may be grouped into one (1) homeroom class*
  - PK may be grouped into three (3) homeroom classes*
  - Kindergarten may be grouped into four (4) homeroom classes*
  - First grade may be grouped into four (4) homeroom classes*
  - Second grade may be grouped into four (4) or five (5) homeroom classes*
  - Third grade may be grouped into four (4) or five (5) homeroom classes*
  - Spanish and Specialists classes may need to be altered to accommodate additional, smaller homeroom groups.

- 4th - 5th grade: attend school on campus on alternate weekdays.

LOGISTICS AND DETAILS FOR 4TH AND 5TH GRADES ALTERNATING ON-CAMPUS DAYS

The basic premise is that the students by classroom or grade would be subdivided into smaller groups that then alternate their time on campus. An alternating on-campus schedule will follow an A/B pattern for two cohorts. Cohorts refer to smaller groups within a homeroom class, these groups are units that will remain together without interacting with the other as they alternate days on campus.
OECC/ELEMENTARY HYBRID CYCLE DAYS A-E

GROUP DAYS:  YELLOW   GREEN

SAMPLE: SEPTEMBER 2020

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<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>27</td>
<td>28 E</td>
<td>29 A</td>
<td>30 B</td>
<td>1 C</td>
<td>2 D</td>
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</table>

● Students will attend school every weekday, however there will be on campus days and at home days, and will follow an ongoing cycle for Specialists classes.

● Families will be organized by group across the school so that siblings will attend school on campus on the same days.

● Students will have assigned tasks to be completed on at home learning days. Teacher Assistants will open office hours time frames in live virtual sessions to be available for students to visit with questions and doubts.

IN CONCLUSION:

The program option that will be put into effect will depend on operating directives for physical distancing and governmental mandates. If directives and mandates are modified, it may be necessary to adapt our programs as required.

By working together, our students thrive.
OECC & Elementary Program B: Enhanced Virtual Program

Our Enhanced Virtual Program will create virtual learning environments that can support effective instruction and meaningful interactions should the campus need to close due to government or school-imposed quarantine. Students will continue working towards meeting the expected grade level standards with the guidance and support of the teachers.

Students will be empowered to make choices about how they reach clearly defined goals; be engaged in collaborative tasks; feel safe to take intellectual risks while persevering through challenges; be supported with modeling, differentiation, specific feedback, and opportunities for reflection and revision; and, will continue to be passionate, intrinsically motivated, and inspired to action.

It is a partnership which is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. This model includes both an asynchronous learning environment as well as synchronous, real-time engagements. An asynchronous learning environment is a learning environment that does not require participants, teachers, and students to be online at the same time. Synchronous engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time.

In the event that it should become necessary to implement this learning approach, each homeroom class will have a Parent Orientation session to review and discuss the general program guidelines and grade level expectations and procedures. The Leadership Team will communicate updates weekly, as well as be available to provide additional information as necessary and appropriate.
ASYNCHRONOUS INTERACTIONS: Students will be provided with a clear daily learning target for each class to ensure they know what need to accomplish each day. The daily learning target will ensure continuity that is clearly connected to their learning in prior classes and the classes following.

- Daily learning targets, lessons, and materials required will be posted on a weekly basis by 6:00 pm on the Friday of the previous week.
- Teachers will vary and sequence the tasks according to the grade level and developmental expectations.
- Teachers will provide an estimated duration for all learning activities.
- Teachers will provide a video and/or screencast to introduce the lesson and/or provide instructions.
- Students may be expected to participate in discussion posts.

SYNCHRONOUS INTERACTIONS: Engagements to support learning and socio-emotional well-being of students through real-time engagements; real time class meeting/lesson or in a small group work session.

OECC

- Students will engage with teachers and peers in daily live sessions through Zoom.
- Students will engage with Spanish teachers in at least one (1) live session through Zoom per week.
- Students will engage with Specialist teachers in weekly live sessions through Zoom.
- Students will engage in a social interaction whole class live session at least once a week.
- Teachers will designate small group sessions for academic live sessions as needed.

ELEMENTARY SCHOOL

- Students will engage with homeroom teachers and peers in daily live sessions through Zoom.
- Students will engage with Spanish teachers in at least two (2) live sessions through Zoom per week.
- Students will engage with Specialist teachers in weekly live sessions through Zoom.
- Students may engage in a social interaction whole class live session at least once a week.
- Teachers will designate small group sessions for academic live sessions as needed.
SAMPLE SYNCHRONOUS SCHEDULE (PPK-3RD):

This schedule shows what a small group daily schedule could look like. Teachers in lower grades will determine the size of and the number of small groups needed to effectively teach and learn. Teachers will assess students at the beginning of the school year to determine their readiness for grade level skills in the core subject areas (reading, writing, and mathematics). This will then determine how teachers allocate instructional time to maximize skill development.

FREQUENCY & DURATION FOR GRADES PPK - 3RD:

- **Homeroom sessions**: daily, 30 - 45 minutes as appropriate by grade level.
- **Spanish or SSL sessions**: once (OECC), twice (Elementary) a week, 30-45 minutes, as appropriate by grade level.
- **Specialist sessions**: once a week, 30 - 45 minutes, as appropriate by grade level.

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<tr>
<th>SMALL GROUP 1*</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>9:00 - 9:45 am</td>
<td>Math</td>
<td>Explorations</td>
<td>Math</td>
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<td>Math</td>
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<td>9:45 - 10:30 am</td>
<td>English</td>
<td>Español</td>
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<td>10:30 - 11:15 am</td>
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<td>11:15 - 12:00 pm</td>
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<td>12:00 - 1:00 pm</td>
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*The above schedule is a sample of how the school day will be organized. Schedules may be changed based on the needs of the students.*
SAMPLE SYNCHRONOUS SCHEDULE  
(4TH & 5TH GRADES):

This schedule shows what a whole group daily schedule could look like. Teachers will determine if small groups are needed, as well as the size of and the number of small groups to be formed in order to effectively teach and learn. Teachers will assess students at the beginning of the school year to determine their readiness for grade level skills in the core subject areas (reading, writing and mathematics). This will then determine how teachers allocate instructional time to maximize skill development.

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<th>WHOLE GROUP *</th>
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*The above schedule is a sample of how the school day will be organized.
Schedules may be changed based on the needs of the students.

Teachers will arrange small groups as needed.
DISTANCE LEARNING & ENHANCED VIRTUAL PROGRAM PLATFORMS FOR PPK - 5TH GRADE

The following Online Platforms support both Distance Learning and faculty/student/family collaboration to ensure quality for the student’s learning experience when planning and delivering remotely:

● Baldwin email and Managebac are the communication tools used to contact and communicate with Baldwin families, PPK- 5.

● ManageBac is similar to the student’s agenda. It’s where you’ll find the daily and weekly assignments to complete. Lesson plans will be posted here, as well as results of assessments and summative feedback.

● Seesaw, Google Suite, and Zoom are the online Distance Learning platforms:
  ● Seesaw - Students in PPK - 4th will use it to respond and return work. Younger students (and their parents) will find Seesaw’s features and functions easy to learn and use. The interchange of assignments and completed tasks, as well as the teacher’s corrections and formative feedback are marked right there on the posted work.
  ● Google Suite - Students in 5th grade will use it to respond and return work. Google Suite is part of the 5th grade curriculum as students learn how to interact with their teachers more formally through email, comment on documents, and other forums. This is the start of the transition to middle school grades in which they use these digital spaces with more independence.
  ● Zoom will be used by all students for live sessions. Zoom’s features and functions have worked well for virtual teaching and learning in all grade levels. We use a number of safety features, including the waiting room and other guidelines, that keep our virtual classrooms as private as possible.

● Other resources - Teachers will use a variety of websites, apps, and other online resources to create meaningful and productive learning engagements for students. Teachers will provide clear, detailed and organized instructions for parents and students to access these resources. Examples include:
  ● Math: Prodigy, Khan Academy, IXL Math,
  ● Reading & Writing: Get Epic!, RazKids, ReadWorks, Scholastic and Padlet
  ● SSL: Duolingo
  ● General: BrainPop, Youtube Kids

● For Tech related questions or assistance, contact our IT Help Desk at: helpdesk@baldwin-school.org
OECC & Elementary Assessment

In order to observe and monitor each student’s progress towards the grade level outcomes, teachers will use a variety of assessment strategies. It is necessary to be able to gather evidence of the work process, in addition to the work product. Specific details of how each assessment will be carried out will vary depending on the grade level, as well as the particular concept or skill being assessed.

- Students must complete assigned assessments that provide a check for understanding and skill development. These may include (but are not limited to) discussions, forms, polls, reflections, and/or performance tasks illustrating mastery of concepts and/or skills.

- Students must complete assigned assessments to measure progress against learning targets. These may include (but are not limited to) digital portfolios, online quizzes/tests, writing assignments, videos of oral reading and others.

- Clear instructions and expectations on where and how to turn in assignments will be provided to students.

- Rubrics and/or checklists may be provided as appropriate.

Information gathered through the assessment process is used to determine and plan the next steps for individual students and for the class. It is of great importance that each student engage in assessment tasks as authentically and honestly as possible, completing their own work as they would in their classroom at school.

The school will continue to communicate results of assessments on an ongoing basis through Managebac, as well as with the regular reporting intervals with Midterm and Semester Reports. Previously scheduled Parent Teacher Conferences will also be held, specifically when the Midterm Report is published each semester. In addition, if and when teachers or parents have concerns about a student’s progress a Parent Teacher Conference may be requested to discuss observations, recommendations, and next steps.
MIDDLE AND UPPER SCHOOL

In alignment with our mission, students will be engaged in a challenging and diverse learning environment that fosters independent and ethical thinking through critical inquiry, honest reflection, and positive action. The success of our programs is a partnership with our faculty, students, and parents as we carefully plan for the academic, social, and emotional well being of our students.

The Middle and Upper School will offer three learning models:

**PROGRAM A: ON-CAMPUS PROGRAM**

All students will be on campus during the school day. As necessary, larger classes will be divided between our regular classroom spaces, the VPAC, and portables. A rotating schedule between classrooms and additional spaces will accommodate social distancing requirements. Students meeting in alternative instructional spaces will be connected to regular classrooms and their teachers via specialized cameras with two-way microphones so as to support real-time interaction and group discussion. Students will have the benefit of direct connection to their classrooms at all times, and will be able to meet with their teachers as needed. Students meeting in the VPAC or alternative instructional spaces will be supervised at all times.

**PROGRAM A-1: DISTANCE LEARNING MODEL**

We understand that some students with compromised health issues may elect to study full time through a distance learning model. More than ever, we look to carefully partner with our families during times of challenge and uncertainty. We are confident that having worked through the earlier stages of our distance learning protocol, we are ready to offer the best in full distance or hybrid teaching and learning.

M/US teaching and learning will continue through a model of various online and offline protocols to ensure the following:
- Continuity in both learning and teaching.
- Sense of safety and belonging away from the normal learning environment.
- Wellbeing during distance learning.

**PROGRAM A-2: HYBRID ON-CAMPUS SCENARIO**

This program will only be implemented if stricter physical distancing requirements are mandated. Students would be assigned to one of two groups, A and B. Groups will alternate days learning on campus and days learning off campus via distance learning. The hybrid model would allow all DP 12th grade students to learn continuously on campus, while the 6th through 11th grade students are assigned alternating groups. (Scheduling DP Group 2 - 12th grade students to a continuous on campus environment will fulfill the rigorous requirements of the IB Diploma Program and will include fulfillment of academic, creativity, activity, and service hours, lab hours, IB examinations, and other important elements of the program.

(continued on next page)
PROGRAM B: ENHANCED VIRTUAL LEARNING PROGRAM

Should the school need to close due to government mandates or school enforced quarantine; all students will learn online in synchronous and asynchronous platforms.

The technical support needed for any of the learning plans will include the following:

- Enough bandwidth to support online learning;
- Videos and sound system in every classroom so that teachers in the classroom and students online can communicate with each other;
- Teachers well trained in the use of software and online protocols;
- Training for both students and parents in the use of software and online protocols

This learning plan will define the following:

- Implementation procedures to conduct school remotely or through a hybrid/blended platform until resumption of normal operations;
- Details the expectations required of both teachers and families for the successful continuation of student learning and family communication.

The following plan is designed to address the following areas:

- Synchronous meetings to support learning and socio-emotional well-being of students through real-time digital engagements;
- Asynchronous learning to ensure the opportunity for extended learning for all students;
- Limited and/or variable online access to technology and internet for some students;
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

The tools used for monitoring may include, but are not limited to:

- Data on student engagement from digital learning platforms - Managebac, Zoom, and Google Meet.
- Surveys from students, parents, and teachers to help us understand how the plan is impacting the learning experience and to provide data on what improvements we might make going forward.

All of our program options will provide engaging and thorough learning experiences.
Middle & Upper School Program A: On-Campus Program

For the start of the school year in August, the Middle/Upper School division will offer a full on campus program where classrooms and portables, depending on the size, will allow from 10 to 20 students in the classroom. This is in keeping with government regulations that require a protocol of social distancing. As needed, alternative instructional spaces, including the VPAC, will be used to ensure that physical distancing requirements are met. Students will go to the VPAC when a class has too many students to meet regulations. A rotating schedule for learning live in the classroom or online in the VPAC will be arranged to meet the social distancing requirements. The VPAC alternative instructional spaces will have supervision at all times. In addition, students with compromised health issues may elect to study at home using the full distance learning program.

Baldwin School is dedicated to providing a nurturing and safe learning and working environment.
Whether students are on-campus full time or in the full distance program, teachers will meet students following the new modified bell schedule with minor changes:

- Periods will run 40 minutes and double periods will run 80 minutes.
- Time between classes has increased to 5 min.
- Specific walkways will be marked with arrows to guide students to walk in areas that provide greater social distancing during passing time.
- Students will enjoy a 15 min. morning break and a 35 minute lunch break for Middle School, and a 35 minute lunch break for Upper School.
- Students will take break and lunch within the Homeroom-classroom environment.
- Students may be asked to bring snacks to school for break time.
- Prepared lunches will be delivered to the homeroom during lunchtime.
- Students are asked to bring their own water flasks and label them with their name.
- Outdoor recess will be allowed with social distancing protocols in place.
- Club meetings, class meetings, project meetings, college meetings, and Town Halls will all be scheduled to compliment either a full distance or hybrid model so that students can continue to be engaged in extracurricular activities yet maintain social distancing.
- Advisory will meet both live and online once per cycle to meet the academic, social, and emotional needs of the students.
- Teacher office and conference hours are scheduled throughout the week. Students can join office/conference hours to ask questions or discuss learning with their teachers and classmates during the assigned times.
- Water stations will only be open for filling up water bottles.
- All classrooms will be fitted with socially distanced desks and clear dividers between students.
- Air purifiers will be added to every classroom.
- All air conditioning units will be cleaned and fitted with UV filters.
- Students will carry all items in their backpack. Lockers will not be used during this time. Backpacks must fit under the classroom desk.
- Anyone including students coming to campus must have a temperature check at the gate and wear a mask.
- Students will be permitted on campus from 7:45 am.
- Students must be off campus by 4:00 pm.
- Students are to wear a mask and remain 6 feet apart when on campus.
**M/US BELL SCHEDULE FOR THE 2020-2021 SCHOOL YEAR**

(Classes are 5 minutes shorter with longer break/lunch/passing time).

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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</thead>
<tbody>
<tr>
<td>8:15 – 8:25</td>
<td>HR</td>
</tr>
<tr>
<td>8:30 – 9:10</td>
<td>1st period</td>
</tr>
<tr>
<td>9:15 – 9:55</td>
<td>2nd period</td>
</tr>
<tr>
<td>9:55 - 10:10</td>
<td>Break</td>
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<tr>
<td>10:15 - 10:55</td>
<td>3rd period</td>
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<td>11:00 – 11:40</td>
<td>4th period</td>
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<tr>
<td>11:45 - 12:25</td>
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<tr>
<td>12:30 – 1:40</td>
<td>Lunch (MS: 12:30 - 1:05 / US: 1:05 - 1:40)</td>
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<tr>
<td>1:45 – 2:25</td>
<td>6th period</td>
</tr>
<tr>
<td>2:30 – 3:10</td>
<td>7th period</td>
</tr>
</tbody>
</table>

**SAMPLE OF AN M/US GROUP A/B SCHEDULE FOR HYBRID LEARNING**

**CYCLE DAYS: A–F**

**GROUP DAYS:**

- GREEN = GROUP A
- YELLOW = GROUP B

**SAMPLE:** SEPTEMBER 2020

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>9</td>
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<td>D</td>
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</tr>
</tbody>
</table>

**RETURN TO CAMPUS: BALDWIN SCHOOL PROGRAM GUIDE**
Middle & Upper School Program B: Enhanced Virtual Learning Program

These learning models require synchronous and asynchronous learning environments. Examples of synchronous learning include: teacher instruction, teacher-student discussions, student presentations, collaborative group work in online break out rooms, conference time - any learning format that requires students and the teachers to be online at the same time. Examples of an asynchronous learning include: webinars, blogs, discussion forums, flipped classroom, videos - any learning format that does not require students and the teachers to be online at the same time.

MIDDLE & UPPER SCHOOL ONLINE LEARNING PLATFORMS

The following online platforms support both the Distance Learning and Enhanced Virtual Program, and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely or through a hybrid format:

- **Baldwin email and Managebac** are the communication tools used to contact and communicate with M/US Baldwin families.
- **Zoom and Google Meet** are the online distance learning platforms used in the Middle and Upper division.

In addition to the above resources, faculty, students, and parents may contact the Help Desk at helpdesk@baldwin-school.org for any tech related question and should expect a response within 24 hours. This email account is managed by our online Tech Support Team.

All students will be instructed on how to use each platform during school orientation. Information will be sent out to families before school starts with regards to orientation and the start of school.
MIDDLE AND UPPER SCHOOL DISTANCE LEARNING AND ENHANCED VIRTUAL PROGRAM
CURRICULUM AND TIMING

SYNCHRONOUS INTERACTIONS:
Students will engage in synchronous engagement with their teachers and classmates using Zoom or Google Meet.

ASYNCHRONOUS INTERACTIONS:
Students will engage in asynchronous engagement as assigned by each teacher.

Students may be expected to participate in discussion posts, blogs, videos, labs, etc. as assigned by each teacher.

The Full Distance or Enhanced Virtual Program will include engaging experiences for each class students have on their regular school schedule for that day. With multiple lessons to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in full distance or blended learning.

- Students will be provided at least two learning engagements within the timeframe of a regular class.
- Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work.
- Students will also have off-screen tasks that are designed to engage the learner and attend to their age appropriate needs.

Follow up homework or flipped classroom work may be expected in addition to the dedicated learning time for each class. Flipped classroom work is work assigned that requires students to fully and actively engage in the content independently and then reflect, summarize, and/or demonstrate newfound understandings of the content within a more collaborative online setting.

To maintain consistency with on-campus learning, faculty who teach the same courses will plan full distance or hybrid learning collaboratively to ensure students have comparable experiences.

Teachers in the classroom will be able to present all material at the same time to both the students in the classroom and students at home.

Teachers will be able to see and hear all distance learning students during the class period.
M/US ASSESSMENT AND PROGRESS MONITORING

NON-GRADED FORMATIVE EVALUATION AND PRACTICE TASKS:

- Students will provide evidence of learning for each lesson as a check for understanding.
- Students will have the opportunity to provide feedback to each other.
- Teachers will provide students with ongoing and regular feedback (formative evaluation) regarding their evidence of learning.

GRADED SUMMATIVE TASKS:

- Students will participate in graded summative tasks at the end of a unit. (A graded summative task could be a test, a project, a presentation, a paper, or any other assessment that would evaluate what a student understands, knows, and can communicate.)
- Graded summative tasks will include a rubric and/or checklist shared with students as part of the task overview. (A rubric or checklist is a guide to evaluate academic performance.)
- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
- Students will have the opportunity to revise their tasks following reflection and/or relearning tasks designed by the teachers when submitted work does not meet distance learning expectations.

IB & AP SPECIFIC INFORMATION

All members of our upper school community connected with externally-assessed courses - IB and AP language teachers, students, and parents of IB and AP language students - are aware of the additional pressures related to this unexpected transformation of in-school instructional time to distance learning. A team of Baldwin administrators, Coordinators, Subject Area Leaders, and College Counselors has been in regular contact with officials from the College Board and the IB, and have developed plans to mitigate the impact of the current situation on students and their exams, as well as measuring possible future circumstances and our choices.

For clarity, our understanding from communications with the College Board and the IB, together with our general recommendation and other possible options have been made available to IB and AP language students. We will keep the community updated on this topic should our recommendations change as the situation evolves.

We thank you once again for your consistent and unwavering support as we work together to deliver continuity of learning during this challenging time. Please use this document as well as the Parent and Student Handbook, the MYP and DP Handbooks for guidance of protocols and expectations. Your M/US Principal will be communicating weekly through the online Campus Connection. Do not hesitate to reach out to our administration and faculty if needed.
ROLES AND RESPONSIBILITIES

OECC & Elementary Students

- Be ready for learning.
- Identify a comfortable and quiet space to study and learn away from distractions.
- Attend and be on time for the synchronous sessions offered by all your teachers.
- Be present and visible at all times during synchronous sessions.
- Dedicate appropriate time for learning and working, comparable to a school day and/or as guided by your teacher(s).
- Screen backgrounds are not to be a distraction for the other students in the synchronous sessions.
- Dress appropriately in a Baldwin uniform shirt for synchronous engagements.
- Check appropriate online platforms for information on courses, assignments, and resources daily.
- Engage in all learning and work posted with academic honesty.

- Submit all assignments in accordance with provided timeline and/or due dates.
- Students are expected to follow teachers’ instructions for participation and working on tasks as appropriate.
- Ask questions and seek teachers’ help when you have doubts about assignments and classwork.
- Ensure your own social and emotional balance by keeping healthy habits.
OECC & Elementary School Staff

LEADERSHIP TEAM
(PRINCIPALS & COORDINATOR):

- Develop, together with faculty, programmatic as well subject and grade level plans for distance learning.
- Communicate with and support faculty, staff and parents during Distance Learning with weekly updates as well as additional information provided on needed basis.
- Ensure effective implementation of Distance Learning plan and accountability of student learning.
- Create screencasts, videos, podcasts or other how-to resources for teachers, staff and parents.

HOMEROOM, SPANISH & SPECIALIST TEACHERS:

- Collaborate with colleagues to design Distance Learning experiences for students in accordance with grade level plans.
- Develop interactive, meaningful student learning experiences.
- Collaborate with colleagues to redesign assessment opportunities that provide needed evidence to recalibrate the learning experiences needed to develop grade level skills and concepts.

- Daily learning targets, lessons, and materials will be posted in advance on ManageBac on a weekly basis by 6:00 pm Friday of the previous week.
- Provide a clear daily learning target for each class to ensure students know what learning they need to accomplish each day. The daily learning target will ensure continuity of learning that is clearly connected to work done in prior classes and upcoming lessons.
- Review and provide feedback for all student work completed in synchronous and asynchronous learning time.
- Analyze and evaluate assessment results to determine what next steps individual students and the class are ready for and what skills require more practice.
- Take attendance at each synchronous session.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.
- Schedule Office Hours: Students can join live session office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.
**TEACHER ASSISTANTS:**

● Provide support and assistance to grade level or subject area teachers as needed.

**SCHOOL PSYCHOLOGIST/COUNSELORS:**

● Provide developmentally appropriate guidance that includes resources regarding self-regulation, anxiety, isolation, health, and wellbeing particular to grade level(s).

● Respond to counseling needs of students, parents and faculty.

**PYP COORDINATOR:**

● Remain in contact with the International Baccalaureate Organization.

● Communicate information from the IBO to teachers, parents and students, as it becomes available.

● Continue to support teachers with unit and planning, designing learning engagements and assessments, as well as overall program development.

**IT (TECH SUPPORT):**

● Provide ongoing and timely response to student, family, and faculty requests regarding technology issues.

● Provide training and support to faculty and staff in the different online platforms and resources used for Distance Learning.

● In addition to the above resources, faculty, students, and parents may contact the Help Desk at helpdesk@baldwin-school.org for any tech related question and should expect a response within 24 hours. This email account is managed by our online Tech Support Team.
OECC & Elementary Parents

As OECC and Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and access online resources.

We ask parents for the following support:

- Provide an environment conducive to learning (access to technology, safe and quiet space during daytime) so your child can work independently on his/her assigned tasks.
- Read the Managebac posts and updates from your child’s teachers.
- Increase your familiarity with the online platforms used for Distance Learning.
- View with your child the daily and/or weekly videos and posts in which teachers will explain and provide details on that day or week’s learning tasks.
- Help your child log into synchronous Zoom sessions for interactive lessons and activities with teachers and classmates. **Attendance will be taken at each synchronous session.**
- Monitor time spent engaging in online and offline learning.
- Keep track of your child’s calendar and support them in submitting assignments according to the established due dates.
- Allow your child to do their own assignments and assessments with the appropriate grade level independence.
- Support emotional balance and well-being by providing ample space and time for reflection, physical activity, conversation, and play.
- Email your child’s classroom teacher if you or your child has questions and/or if your child needs extra help and support. Expect responses in a timely manner.
- Ensure your child is following the Distance Learning guidelines for students as outlined above.
- Homeroom parents will be allies in providing support and encouragement to other parents. Effective communication of needs or concerns will be carried out through the appropriate channels.
Middle & Upper School Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by teachers.
- Check Managebac for information on courses, assignments, resources daily.
- Attend the regular synchronous engagements offered by each teacher.
- Identify a comfortable and quiet space to study/learn.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with provided timeline and/or due dates.
- Ensure one’s own social and emotional balance by keeping healthy habits.

An online classroom has the same protocols as being in the classroom

Students should NOT be participating in the following activities during lessons:

- Learning with their video camera off. During a lesson, students should be seen by the teacher.
- Chewing gum, food, etc.
- Reclining in their bed, couch, floor, etc. They should be sitting upright at a table with their device. They should have their notebooks, journals, pens, pencils, etc.
- Looking at their cell, texting, etc. No cell phones. Every student should have a laptop or iPad of some sort.
- Dressed inappropriately. No hoodie covering a face. All students must be in the proper school uniform whether learning on campus or off campus.
- Showing up late.

Students should understand that an online classroom has the same protocols as being in the classroom. We are all here to teach/learn. We will follow the handbook rules of conduct and honor code as we continue to create a culture of ethical behavior.
Middle & Upper School Staff

LEADERSHIP TEAM

● Develop divisional plans for distance learning.
● Communicate with faculty/staff and parents.
● Support faculty/staff and parents during distance Learning.
● Ensure effective implementation of distance learning plan and accountability to student learning.

HOME ROOM ADVISORY TEACHERS:

● Communicate with parents the first week of school and share information about the advisory program.
● Provide support to students in partnership with classroom teachers.
● Communicate with parents, as needed.

SUPPORT STAFF OF PSYCHOLOGIST AND INCLUSION SPECIALIST

● Communicate with parents of support students the first week of school to go over plans for online support.
● Partner with classroom teachers to accommodate the online learning curriculum they are providing.
● Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of distance learning.
● Provide developmentally appropriate information that includes resources regarding anxiety, isolation, health and wellbeing particular to grade level(s).
● Respond to counseling needs of students, as needed.
● Communicate with parents, as needed.
MYP AND DP COORDINATORS

- Remain in contact with the International Baccalaureate Organization (IBO).
- Communicate information from the IBO to teachers, parents, and students, as it becomes available.

COLLEGE COUNSELORS

- Ensure continuity of the processing of student files for college applications.
- Support school advocacy with colleges, College Board, IB and other external bodies to ensure virtual learning and its effects are understood.
- Ensure that seniors engage with colleges through online college fairs and interviews.
- Provide a workshop for seniors on how to interview well via online meetings.
- Provide virtual college counseling meetings throughout the year for grades 9 through 12.

LIBRARIAN

- Curate resources for teachers to support the development of high-quality online learning experiences for students.
- Support teachers in the development of distance learning experiences, as needed.

ONLINE TECH SUPPORT TEAM

- Create screencasts, videos, podcasts or other how-to resources for teachers.
- Support teachers in the development of distance learning experiences, as needed.
- Create how-to resources for parents.
- Provide timely responses to student, family, and faculty requests regarding technology issues.
Middle & Upper School Parents

Support child/ren in their learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Monitoring time spent engaging in online and offline learning.
- Monitoring attendance, as much as possible, to the regular synchronous engagements offered by each of their child’s teachers.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Class liaison parents will be allies in providing support and encouragement to other parents. Effective communication of needs or concerns will be carried out through the appropriate channels.

ROLE OF PARENTS IN MORE DETAIL:
As Middle School students are still developing their independence, and Upper School Students are still practicing independence, a teacher-parent partnership is necessary for students to engage in full distance or hybrid learning tasks and, in some cases, to access online resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parent involvement.

As a parent, we ask you for the following support:

- Monitor Managebac updates and be sure to check in with your child daily about the distance learning tasks, activities, and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Monitor your child’s deadline calendar on Managebac and support them in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support within 24 hours.

CONTACTS: For answers to questions in relation to any of the following, please reach out to the appropriate contact:

- **Course, assignment, or resource**: Relevant teacher - use school email or Managebac.
- **Technical issue or support**: Tech support Department at helpdesk@baldwin-school.org
- **Any other divisional concern**: M/US Office – Use school email: musoffice@baldwin-school.org
GUIDELINES FOR DISTANCE LEARNING

Oecc & Elementary Faculty

When designing online lessons and learning experiences, faculty will consider the following:

**FEEDBACK:**

- Timely feedback is essential to student learning; this is especially so in online learning environments when and where students are unable to ask questions as they normally would in a classroom setting. Offering office hours and working with small groups in live virtual classes will facilitate this process.

- Clear communication is important to establish where and how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines. This includes continuous active monitoring of email and online communication platforms to address questions and communications to and from students and families.

**SYNCHRONOUS & ASYNCHRONOUS WORK:**

- Avoid requiring printing. All tasks should be, whenever possible, completed on a device and uploaded.

- Include offline activities in lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

- Daily learning targets, lessons, and materials required will be posted on ManageBac on a weekly basis by 6:00 pm Friday of the previous week.

- Recordings of live classes and resources used (such as notes, presentations etc) will be posted on ManageBac for students to be able to refer to after the sessions.

- Follow the divisional guidelines for routines, time frames and schedules.

- Plan for small groups and whole class lessons as appropriate to develop thinking, research, communication, self-management and social skills. Breakout rooms (as small groups are referred to on Zoom) may be used to facilitate small group work.

- Vary activities to adjust for Distance Learning circumstances, including adapting time frames, quantity and type of tasks.

- Offer alternative opportunities and choices for reading, research, online discussions, peer-feedback, and producing written work.
DUE DATES:

- Provide students sufficient time to complete assignments. More time than usually provided in class may be necessary.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

TECHNOLOGY (BANDWIDTH & FILES):

- Consider the size of the files to be downloaded by students.
- Verify with the IT Department the correct procedures for creating and sharing screencasts, videos, and other large files.
- Post only PDF files as they are universal and are often easier to convert.
- Avoid email submissions. Require all submissions to take place through ManageBac, Seesaw, or Google Suite as appropriate.
**Middle & Upper School Faculty**

The M/US Faculty will participate in rigorous professional development through support from the Baldwin Technology Department, through webinars focused on distance learning, and through the guidance of the IBO (Online learning, teaching and education continuity planning for schools) to prepare for the distance learning program.

A notice will be sent out to all families before the start of school giving information pertaining to the learning model, scheduling, general information, and instructions on how to log onto Zoom for the first orientation meeting. All students will be instructed on how to use learning platforms.

**When designing online lessons and learning experiences, faculty will pay attention to the following:**

**FACULTY AND USE OF MANAGEBAC:**

To ease the use of Managebac, teachers will make posts in the same place for students to find.

- MUS teachers **create events** for the class material/videos/meeting invitations so that students can use their calendar to organize themselves and have a better timeline of the work they have to complete. In the case that students are required to submit work, a task can be created, which provides the capacity to activate the dropbox to receive student’s work to be assessed.

- Teachers may also use the **messages** tab on Managebac.

- Teachers will create **events** with the link to their live meetings on the calendar on Managebac.

- Synchronous classes will be programmed as **events** in the ManageBac calendar, complete with the link to the Zoom or Google meeting. Teachers should put the following information when posting: Title of class, Period, Last name of teacher.

- Students will be trained on how to access and use Managebac, Zoom, and Google Meet during orientation the first week of school.
FACULTY GUIDELINES FOR POSTING UNITS AND LESSONS:

- The unit theme or topic, the aims and objectives, along with the statement of inquiry will be posted at least 24 hours before the new unit begins.
- By Sunday at 8:00pm, lesson objectives, and other information will be posted for each week and through the following Monday.
- By Sunday at 8:00pm, all assignments and assessments will be posted for each week and through the following Monday.
- When posting assignments to Managebac, teachers will post on the day the assignment is due.
- Any changes to due dates will be immediately posted and both students and parents will be notified via email through Managebac.
- Teachers will pay attention to the internal Faculty Assessment Calendar. There should be no more than two graded formative assessments and one graded summative assessment per day for any grade level.

PLANNING FOR LESSONS:

- Learning goals, daily lessons, and materials for the week will be posted by 8:00 a.m. every Monday (Puerto Rico Time).
- Teachers will post powerpoints and the recorded lesson to Managebac after each lesson.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.
- Teachers will plan for whole group learning and also allow for student collaboration in groups (Zoom online groups are called Breakout Rooms).

GUIDELINES FOR OFFICE AND CONFERENCE HOURS:

- Office and DP conference hours will be provided throughout the regularly scheduled cycle for students to contact teachers if they need help. Teachers will post their office/conference hours on Managebac.
- DP teachers will schedule students for conferences during their regularly scheduled conference periods.

Teachers will design learning in multiple tasks that complement each other in the development of understanding.
FREQUENTLY ASKED QUESTIONS (FAQs)

Will my child need to wear a mask?
As per guidance for school reopening from the CDC, Johns Hopkins University, and Harvard University, students, faculty, staff, and service providers will wear masks during the period of concern. Students are expected to bring their own properly fitted mask(s) to school each day. The school will keep a stock of both child-sized and adult masks in case mask(s) are soiled, damaged or misplaced during the school day. All faculty and staff will be provided PPE, including masks.

What will happen if a student or teacher tests positive for COVID-19?
If a student or any member of the staff tests positive for COVID-19 during the school year, the school will implement the CDC tracing protocol as outlined in the June 5 Reopening and Campus Safety Protocol. The school may close for a period of time to conduct contact tracing and mitigate the spread of disease. Students and staff who test positive will not be allowed to return to campus until they are fully recovered, as verified by a physician.

What will happen if my student(s) needs to quarantine during the school year?
The synchronous distance learning option described in this brochure will be made available to students who are required to stay home due to a positive test result for COVID-19 or the 14-day quarantine protocol for exposure.

What will happen if a teacher needs to quarantine during the school year?
Teachers, if asymptomatic or quarantined due to exposure, will support their classrooms via synchronous virtual instruction with the assistance of a substitute teacher. If the teacher is ill, a substitute teacher will be assigned.

What is the school’s tracking and tracing protocol?
The school will employ the CDC tracking and tracing protocol as outlined in Reopening and Campus Safety protocol.
Given that MUS students have diverse academic schedules, how will the school monitor their interactions?

The cohort (group) mitigation strategy is most effective in OECC and Elementary school because classrooms are largely self-contained. In MUS, this is less the case, as students take varying levels of coursework suited to their academic abilities, and are enrolled in numerous electives. Their unique schedules mean that MUS students will interact with a broader group of their peers than our younger students. Nonetheless, MUS will work to mitigate by limiting interactions between grade levels, minimizing large group interactions other than in a virtual format, and employing physical distancing measures wherever possible. These measures will support contact tracing as needed.

What will happen if the school has to implement the virtual learning program mid-year?

There is a possibility that the school will have to employ the enhanced virtual program option during the school year. The enhanced virtual program is described in detail in this brochure. In the event of a quarantine resulting in a school closure, Baldwin will implement two in-service days to ready for the change in programming prior to the start of virtual programming. Once the school is able to safely reopen, two in-service days will be scheduled to prepare for a return to campus. The school calendar will be lengthened to account for adjusted days.

Will my child(ren) fall behind academically as a result of school closures and modifications?

Baldwin School is closely monitoring student progress. While challenges in the spring were disruptive, we prioritized core skills, concepts, and content, and minimized any “learning gaps”. As outlined in this brochure, we have a plan to preserve the continuity of learning relative to our curriculum, IB requirements, and best practices for learning and assessment. Your student(s) will receive a full education. Our DP students, most especially our seniors, will be fully prepared for university admissions.

Will the school provide an additional nurse?

A second school nurse will be employed during the sy2020-21 school year to support mitigation and contact tracing efforts.

Please note: this Program Guide is subject to revision.
RESOURCES

- Baldwin School’s COVID-19 Campus Health and Safety Reopening Protocols
- Baldwin School’s Safety and Prevention Pamphlet
- Centers for Disease Control and Prevention (www.cdc.gov)
- World Health Organization (www.who.int)
- United Nations Educational, Scientific and Cultural Organization-UNESCO (en.unesco.org/covid19)
- International Baccalaureate Organization (www.ibo.org)
- John Hopkins University & Medicine - Corona Virus Resource Center (coronavirus.jhu.edu/)
- Harvard University Medical School (hms.harvard.edu/coronavirus)
- QSI International School in Sarajevo, Distance Learning Plan (accessed June 11, 2020)
- Shanghai American School, SAS Distance Learning Plan (updated March 4, 2020)
- The American School in Japan, Distance Learning Plan (updated May 2020)