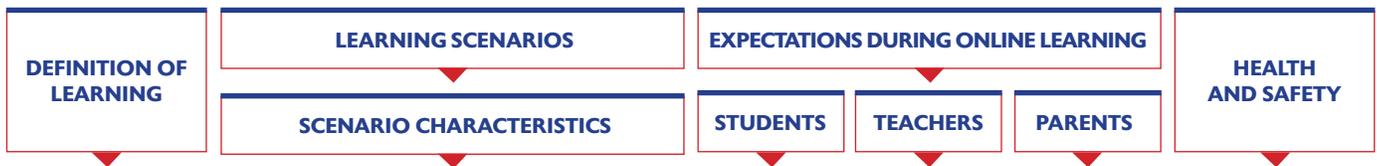




MIDDLE SCHOOL REOPENING PLAN PARENT AND STUDENT GUIDE

2020 COVID-19 Response



› 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 Middle School is:

- Dynamic and challenging**
Teachers and students interact in Live Lessons or face-to-face in rigorous and engaging learning activities.
- Holistic and balanced**
School and home work together to provide a healthy balance of activities in on-line and face-to-face learning environments. Socio-emotional health is at the center of the advisory and residential programs.
- Inclusive and personalized**
Teachers in their roles as advisors and course instructors make personal connections with students online in individual, class, and large group meetings.
- An individual pursuit as well as a collaborative process**
Students develop as empowered learners, navigating face-to-face and online learning experiences gracefully, developing independent work habits while at the same time still sharing the growth experience with others.
- Varied and contains different approaches**
Teachers and students alike leverage different approaches to teaching and learning, and choose a range of appropriate strategies and technologies to allow for many levels of interaction.
- Focused on process, as much as outcomes**
Continued use of formative assessments, feedback, and reflection elicits student learning in the varied learning modes and circumstances we may face.
- Experiential, where connections are made to real life**
Face-to-face and online learning offer opportunities to connect learning with home, community, and the world.
- Committed to character and community**
In all learning scenarios, students are a part of the Keystone community, demonstrating Keystone values while developing unique insight into self as well as reaching out to serve others.



› 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 strong 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 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:



We are committed to keeping our community safe and healthy.



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



Learning is rooted in our Definition of Learning.



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



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 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. Helpful 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).



The following chart outlines program characteristics for each scenario in Secondary School.

	CAMPUS	MODIFICATIONS	PROGRAM	SCHEDULE
Scenario 1 DISTANCE LEARNING	<ul style="list-style-type: none"> • School campus is closed. • Teachers and students work remotely from home. 	<ul style="list-style-type: none"> • Use virtual platforms for teaching and learning- ManageBac and Teams • 100 % synchronous lessons. • Classes are 80 minutes long, but teachers need to vary activities and consider students’ screen time. • MS gr 6-8 - ARE Day once a cycle. • Homework is minimized for gr 6-8. • There are video recordings of class meetings. • Assessments are online. • Advisory and morning meetings – online. 	<ul style="list-style-type: none"> • Assessments -online. • Weekly Grade Meetings- online. • HOS Meetings- online . • Student Council Activities- online. • Residential curriculum delivered online. 	<ul style="list-style-type: none"> • 6-day schedule.
Scenario 2 BLENDED LEARNING	<ul style="list-style-type: none"> • Campus is open. • Most students have returned to campus. • Not all teachers have returned to Keystone. • Boarding program functions with alternate supervision. 	<ul style="list-style-type: none"> • Teachers and advisors who are away will teach and connect remotely. • Teaching Partners will provide face to face support . • 100% synchronous lessons. • No ARE days for MS; regular homework policy. • Some KAP activities may continue as safety allows. • Weekend program carries on depending on health safety status. 	<ul style="list-style-type: none"> • Assessments in class/ online. • Weekly Grade Meetings- online/ face to face. • HOS Meetings- online/ face to face. • Student Council Activities- online/ face to face. • Residential curriculum delivered online/ face-to-face. 	<ul style="list-style-type: none"> • 6-day schedule. • Separate HS/ MS schedules - based on safety levels as needed. • All activities subject to change according to government regulations.
Scenario 3 CONVENTIONAL LEARNING	<ul style="list-style-type: none"> • Fully open. • All teachers and students have returned . • Boarding program functions with usual supervision. 	<ul style="list-style-type: none"> • All teachers and advisors teach face to face. • Morning meetings- online/ in person • Head of School weekly meetings -online/ in person. • Grade Level meetings- online/ in person. • No ARE days for MS; ARE happens period 10 on Mondays and Thursdays. • KAP and OEP/ELP resume as safety allows. • Weekend program carries on depending on health safety status. 	<ul style="list-style-type: none"> • Assessments in class. • Weekly Grade Meetings. • HOS Meetings- face to face. • Student Council Activities- face to face. • Residential curriculum delivered online/ face-to-face. 	<ul style="list-style-type: none"> • 6-day schedule. • Separate HS/ MS schedules - based on safety levels as needed . • All activities subject to change according to government regulations.



› 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

- » Know your schedule.
- » Visit the Landing Pages to find the Live Lessons that you must attend.
- » Have a set study space, and keep it neat and organized with your supplies.
- » Take a lunch break, as well as other smaller breaks during the day.
- » Participate positively in your Live Lessons, dressed appropriately. Be active in the discussions and be sure to turn on your camera to facilitate communication.
- » Check your email frequently, as well as ManageBac and Teams. Remember – you are responsible for your own success.
- » Complete assignments and tasks in a timely manner. Your parents may be contacted, or you may not receive any grade for work not submitted.
- » Ask for help when you need it. Your teacher will be available to you at designated times.
- » Strive to find balance in your life with physical activity, family obligations, and student responsibilities.
- » Live the Keystone values of Compassion, Respect, Wisdom, Justice, and Honesty.
- » Remember the importance of academic honesty in the online environment. In many cases, you will need to sign a declaration of authenticity to validate your work.
- » Act quickly to get tech help from helpdesk@keystoneacademy.cn when encountering technical difficulties. This includes a malfunctioning camera.



TEACHERS

- » Ensure that all of your lessons have a meaningful Live component and record these for students who are not able to attend.
- » Post short previews of your lessons on the MS & HS Landing Pages before the start of each cycle.
- » Use a variety of strategies and tech tools to deliver engaging and meaningful lessons, with the camera on for all live lessons and conversations.
- » Use a range of formative and summative assessments to gauge student learning.
- » Give timely and targeted feedback to students on a regular basis.
- » Be mindful of the workload students have and adjust lessons accordingly.
- » Address the wellbeing of your students as well as their academic progress.

PARENTS

- » Assist your child in attending daily Live Lessons. Your child gets a personalized landing page schedule for each day. This will be available before the start of each A – F cycle.
- » Ensure your child has a quiet well-equipped workspace.
- » Make sure that internet speed and connection allow for your child to be successful in their learning.
- » Review the Family Tech Agreement and set appropriate habits and guidelines as a family.
- » Support your child in their online learning experiences. Find out what helps them succeed and what might be holding them back.
- » Respond to emails or phone calls from the division office as these may have important information regarding your child's progress at school or attendance in Live Lessons.
- » Work to have balance in your family life between physical activity, family obligations, and student responsibilities.
- » Support the Keystone values of Compassion, Respect, Wisdom, Justice, and Honesty.
- » Contact the advisor, teacher, or division office when you have concerns, suggestions, and questions.



› 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.

LEVEL	SAFETY IMPLICATIONS ON A SLIDING SCALE	
1 MOST RESTRICTIVE	<ul style="list-style-type: none"> • Campus Closed – Distance Education is in place. 	<ul style="list-style-type: none"> • Parents take precautions at home.
2 MORE RESTRICTIVE	<p>Student Density and Distancing:</p> <ul style="list-style-type: none"> • Classroom layouts are adjusted to accommodate physical distance requirements. • Group meetings in Lecture Halls, Dorm Common Rooms, PAC, etc. may continue as usual, continue with limited seating, or are eliminated as needed. • Dining is controlled as needed through seating arrangements, use of additional dining areas, and scheduling changes (staggered breakfast, separate schedules for MS and HS, etc.) 	<ul style="list-style-type: none"> • 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. • Students may have restricted movement in dorms, including visiting other rooms.
	<p>Health & Hygiene:</p> <ul style="list-style-type: none"> • Temperatures are taken on a regular basis during the academic day and during residential routines to monitor any temperature above 37.3. • Cleaning protocols by facilities are adjusted with increased frequency and robust protocols that reduce chances of infection. • Frequent and thorough hand washing. 	<ul style="list-style-type: none"> • 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.
	<p>Masks & Ventilation:</p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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.
	<p>School Programming:</p> <ul style="list-style-type: none"> • Morning Meetings and Head of School meetings may be conducted remotely even when on campus. 	<ul style="list-style-type: none"> • KAPs may be restricted or suspended as needed.
	<p>Entrance Control & Gate Clearance:</p> <ul style="list-style-type: none"> • Travel information from Students, Teachers and Staff is collected before returning to school and at times required by the authorities. • Students, Teachers and Staff can enter the campus once required quarantine periods are completed. 	<ul style="list-style-type: none"> • Students, Teachers and Staff with fever or other noticeable symptoms are not allowed to enter or stay on campus. • Depending on risk level, parents may not be allowed to enter campus. • Depending on risk level, visitors may not be allowed to enter campus.
4 LEAST RESTRICTIVE		



THANK YOU!