



Dorado Academy

"An Advanced Learning Community"

School Continuation Plan

Revised August 2020



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IMPORTANT CLARIFICATION

Keep in mind that this plan is what we anticipate and have outlined for August 2020 and on, but it will be an active document that will feed on the input of the entire school community (Parents, Students, and Staff) and the experiences we will live during the teaching and learning process.

Despite any protocol established by the institution, and all we can aim to foresee and prevent, the possibility of contagion or going through an atmospheric event is beyond our control.

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Dorado Academy

School Continuanance Plan

This guide has been created in response to the COVID-19 pandemic in 2020. As an academic institution, understanding that each emergency scenario is different, we strive in this School Continuanance Plan to provide a framework with guidelines that can be implemented in a variety of circumstances. Possible circumstances can be atmospheric and health events like hurricanes, earthquakes, flu, mycoplasma, and other disease outbreaks.

Therefore, Dorado Academy has designed a new educational alternative where students can continue in a learning environment even when a situation requires the school to close its campus for an extended period.

As a learning community, our main purpose continues to be providing an exceptional education for every child, improving their academic skills, and now creating opportunities for them to continue their educational process whether on campus or through Distance Learning.

If Dorado Academy's campus is closed and this School Continuanance Plan is implemented, the Headmaster will send email communications to both parents and faculty/staff making this announcement and delineating a timeline for implementation. Students will not attend school or be required to begin Distance Learning until this date.

During the preceding workdays, Principals will prepare to share more specific information and guidelines with parents, while teachers will arrange to relaunch their classes.

Foreseen scenarios during an extended campus closure

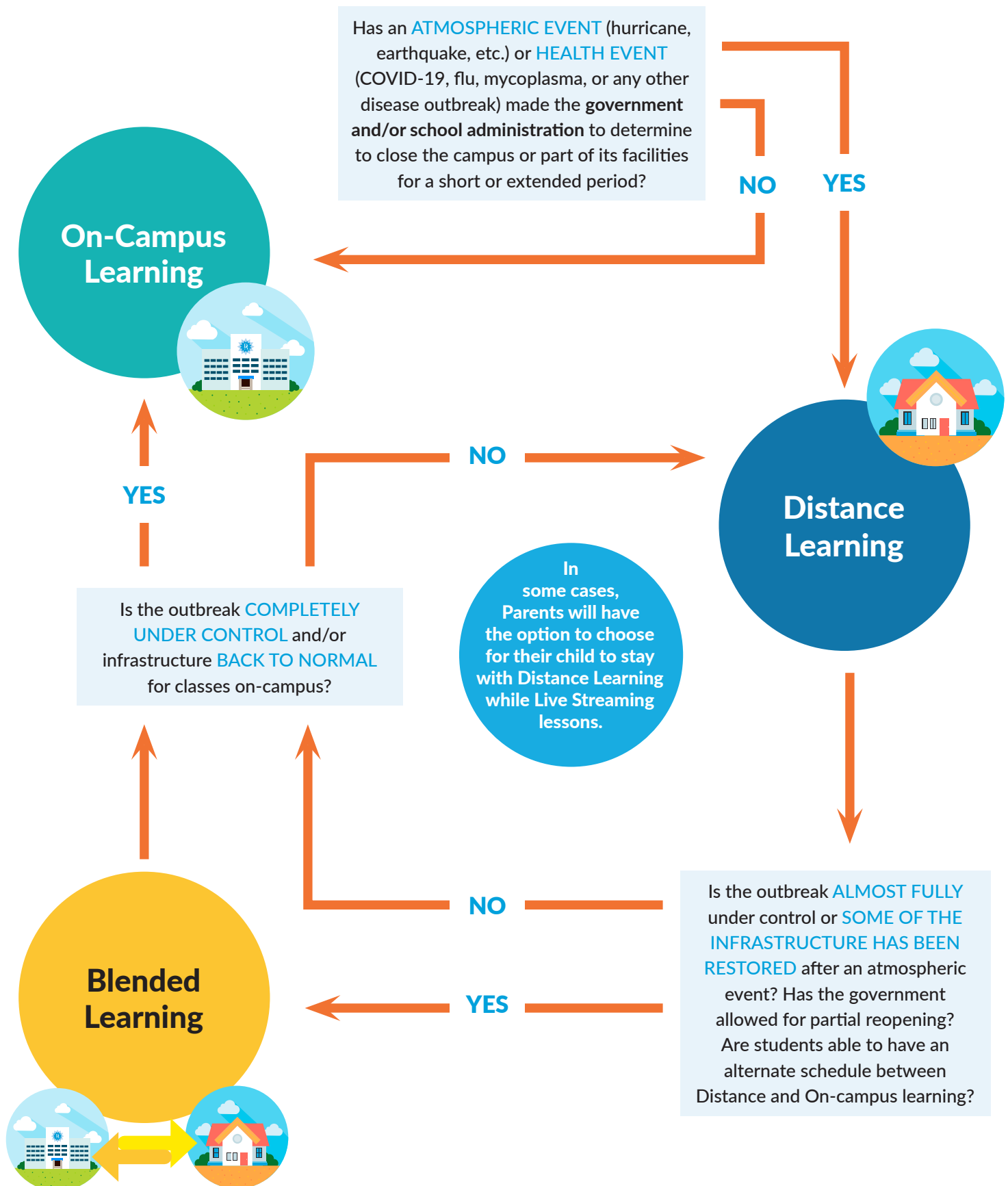
Should circumstances require Dorado Academy to toggle from On-Campus, to Distance Learning or a Blended Learning scenario during the 2020-2021 school year, the transition will benefit from the experience teachers gained March-May 2020.

Accordingly, there are three learning models:



In all three instances, Dorado Academy's Headmaster designates when each will begin for students. If appropriate, the two school days preceding this designated date will be classified as work days for Dorado Academy's faculty and staff, who will be expected to be on duty, either physically on campus or remotely, depending on circumstances and safety conditions. Parents and students need to understand that teachers need time to adjust their lessons and units to effectively teach within the scenario presented, although they will continue using all platforms and software resources to maintain the technological fluidity.

LEARNING MODEL DECISION MAKING FLOWCHART



Planning process and procedures for our School Continuation Plan and future Reopening plan

All educational institutions should prepare for schools to reopen when the time comes. This process poses many challenges for any school administration and careful planning is essential.

Dorado Academy's administration considered five key elements as part of the preparations: **Human Resources**, **Review the learning needs of students**, **Finance**, **Infrastructure**, and finally, **Communication and Coordination of the Plan**.

Human resources

- Plan for teacher mobilization or remote teaching.
- Train teachers to monitor children and identify those experiencing particular difficulties when they are back in school.
- Provide support to teachers so that they can in turn support distressed children.
- Begin structured education activities as soon as it is safe to do so in order to mitigate the psychosocial impact of the crisis on children and youth.

Review the learning needs of students

When school reopens following a period of closure, Dorado Academy will consider adopting a flexible learning approach. Here are some points that we took into account when designing the possible learning scenarios:

- Adjust the lesson and exam calendar considering changes in the teaching time.
- Consider shortening the academic year and following an accelerated syllabus that focuses on core subjects.
- Plan for accelerated learning strategies (e.g. condensed curriculum focusing on core subjects), developing policies and programs, and guaranteeing that human and technical resources are available.
- Consider organizing special study classes so that students can catch up on core subjects.

Finance

- Assess the impact of the crisis on the Dorado Academy budget and on the financing available for the coming months and years, and consider the potential trade-offs.
- Readjust budgets for education in light of the findings.
- Minimize impact in school personnel and monetary compensation.
- Have an operational budget adapted to the situation.
- Implement measures to help with the financial burden on families.



Infrastructure

- Discuss with health authorities and school consultants the safety of our school building and surroundings before reopening.
- Establish conditions that must be met before Dorado Academy is reopened. This will lessen the probability of a new outbreak and boost the confidence of parents, students, and teachers in terms of school safety.
- Renovate, improve, or install (as necessary) hygiene facilities like washrooms, toilets, and bathrooms; guarantee that hand washing stations will be available; and provide running water as well as, for example, soap and disposable hand towels.
- Ensure the implementation of all Dorado del Mar community's trust in the health and safety measures taken by Dorado Academy to guarantee the well-being of returning students and to ensure that the risk of contagion is minimized.

Communication and Coordination of the Plan

The school will communicate regularly with teachers, parents, students, and our community on, for example, the dates and conditions of reopening.

- We'll use all of our channels of communication (e.g. Plus Portals, email, social media platforms, web page, assemblies) to inform teachers, parents, and students about the different measures taken to reopen schools.
 - Develop clear communication channels and ensure overall coordination:
 - Assess communication needs, and strengthen the Board of Trustees coordination of communications if necessary.
 - Assess the availability and effectiveness of different communication channels (Plus Portals, email, social media platforms, web page, assemblies, SMS, etc.).

- Communicate clearly and coherently:
 - Give our Dorado Academy community up-to-date information about the crisis and about decisions and initiatives developed to address it.
 - Provide advice on good health and hygiene practices.
 - Ensure that everyone can access key information.
- Communicate widely and transparently with all education stakeholders, as parents may be reluctant to send their children to school after the crisis.
- Appeal to local authorities, community leaders, and parents to disseminate accurate information on the reopening of the school system.
- Correct misinformation and put to rest any doubt or fear.

How will Dorado Academy communicate with parents, students, and faculty/staff in the event of an extended campus closure?

Dorado Academy will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation. They contain auditing tools that will allow Dorado Academy to ensure that all students and parents are receiving important communications. The table below describes these systems:

Channel	Audience	Description & Access
Plus Portals	faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the Headmaster and Principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Microsoft Office	students across all levels	Microsoft Office 365 will continue to be the platform used by teachers. For video conferencing in small or large groups, we will use Microsoft Teams.
Public Website	general public	Dorado Academy will maintain general information on its closure status for the public at www.doradoacademy.org .
Social Media	general public	Dorado Academy will maintain general information on its Facebook and Instagram pages.

Disease Exposure Control Plan

Dorado Academy, following the provisions of the Occupational Safety and Health Administration (OSHA) and the CDC Guidelines, has prepared its Disease Exposure Control Plan. Seeking to ensure a safe and healthy environment for all students, teachers and staff, taking the necessary measures to prevent COVID-19 (along with also preventing Mycoplasma, Flu and other infectious diseases¹) among the entire school community based on traditional industrial hygiene and infection prevention practices in the face of this pandemic.

Protecting everyone's safety and health is our priority. We have focused on implementing engineering controls, administrative and work practice controls, and the use of personal protective equipment.

Coronaviruses are a wide family of viruses between humans and animals that can cause respiratory illnesses ranging from the cold to more serious illnesses. This virus is transmitted from an infected person to another through the air by coughing and sneezing, by touching or shaking the hand of a sick person, or by touching an object or surface with the virus and then touching the mouth, nose or eyes before washing hands.

The most common symptoms are fever, tiredness, sneezing, dry cough, restlessness, headache, difficulty breathing (more severe cases). Some patients may experience pain, nasal congestion, runny nose, sore throat, or diarrhea. These symptoms are usually mild and appear gradually. Some people become infected, but do not develop any symptoms and are not ill. In more severe cases, they can cause pneumonia, severe acute respiratory syndrome, kidney failure, and even death.

For the purposes of COVID-19, four levels of risk are identified based on the closeness of each person to someone infected or the level of contact with possible sources of contagion depending on the type of activity. In addition, it provides elements to identify the vulnerable population due to conditions other than occupational risk.

Level of Risk	Activity description	Type of People Exposed
Very High	Those with a high potential for exposure to high concentrations from known sources or with suspected contagion.	Doctors, Nurses, Dentists, Laboratories, their patients and clients.
High	Those with a high potential for exposure to known sources or with suspected contagion.	Doctors, Nurses, Paramedics, Medical Technicians, Forensic Doctors, Persons who work in morgue, Drivers and ambulance personnel, Hospital staff and/ or Patients.
Moderate X	Those that involve frequent and close contact of exposure to sources with the possibility of contagion.	Persons with highly frequent contact with the general public, school-age people, coworkers, clients, and other individuals or groups.
Low X	Those that do not imply frequent contacts and close exposure to sources with the possibility of contagion.	People who have minimal contact with the general public and other coworkers.

1 For protocols on Mycoplasma, Flu and other infectious diseases, please refer to the Dorado Academy *First Aid Guide*.

COVID-19 PRINCIPLES TO KEEP IN MIND

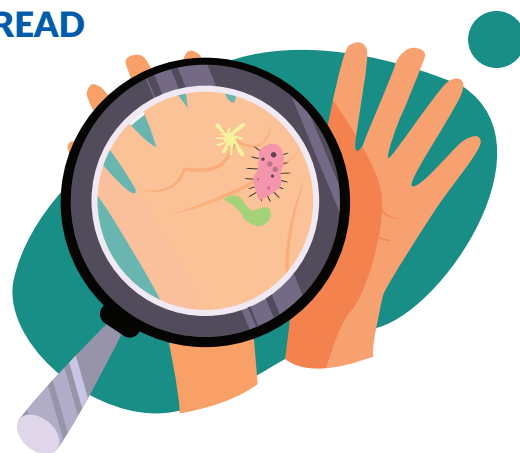
The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of its spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., blended virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

GENERAL CONTROLS TO PREVENT COVID-19 SPREAD

Preventive measures

- Promote frequent and thorough hand washing and/or use 70% alcohol-based gel solutions.
- Using disposable tissues to cover your nose and mouth when coughing or sneezing.
- Use of masks at all times.
- Avoid contact with infected people.
- Separate shared work areas.



Protection measures

- Perform Covid-19 Test to teachers and staff and wait for results to allow entry to school.
- Students, teachers, and staff must answer the contact tracing questionnaire before entering the first time, and all the following times it is randomly administered. It asks:
 - Have you had no fever for at least three days without taking medication to reduce fever?
 - Have you had any of these symptoms: fever, cough, shortness of breath or difficulty breathing, shaking chills, repeated tremors with chills, muscle pain, headache, sore throat, the recent loss of sense of smell or taste?
 - If you had any of these symptoms, have at least ten days passed since symptoms began?
 - Have you recently been in close contact with anyone who has exhibited any of these symptoms or who has tested positive for COVID-19?
 - Have you or a house member recently traveled outside of Puerto Rico in the last 14 days?
- Students, teachers, or staff who present symptoms of the virus or some respiratory disease, or who have been in contact with an infected person, must inform the nurse and will be sent to receive a medical evaluation and get a Covid-19 Test. (Also, must self-quarantine for 14 days).
- To return, you must present a medical evaluation certification and bring evidence of two negative Rapid Test results with at least 24 hours between each test.
- The school nurse will keep records of students, teachers or staff with symptoms and evaluate possible cases of infection.
- All cafeteria employees have been ServSafe (reopening post-COVID-19) certified in *reopening*, *take out* and *delivery*. Upon arrival, the employee will have their temperature taken and follow our hand washing protocol. Each one will have their mask, gloves and face shields.

Signs and Messages

- Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- We will broadcast regular announcements on reducing the spread of COVID-19 on PA system.
- We will include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).

Control Measures to Achieve Physical Distance

- We will install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., all service counters including reception, libraries, security area, Registrar, Accounts Payable and First Aid offices).
- We will provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).
- We will determine which stairways are going to be used for going up and which for coming down to limit the shared space when arriving or exiting the building.
- The number of people in the areas of: office, library, and cafeteria will be limited..
- There is a limit of a maximum of two (2) people in the use of the elevator.
- School access is also limited to Students, Teachers and Staff. Parents can only drop off or pick-up students on the roundabouts.
- If a parent needs assistance from a teacher or has business to do at the administration office, they must notify them in advance.

Adequate Supplies

- We will support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 70% alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, and no-touch/foot-pedal trash cans.
- It is the responsibility of anyone entering the building to wear face mask at all times but cloth face coverings and disposable gloves will be provided to our maintenance staff to clean and disinfect.
- We will install high efficiency air filters as a measure to provide adequate air quality.

Water Systems

- Fountains will be cleaned and sanitized, but we encourage staff and students to bring their own water to minimize use and touching of water fountains.
- Water fountains will be changed to include a bottle filling system.



Exposure control when in Blended and On-Campus Learning

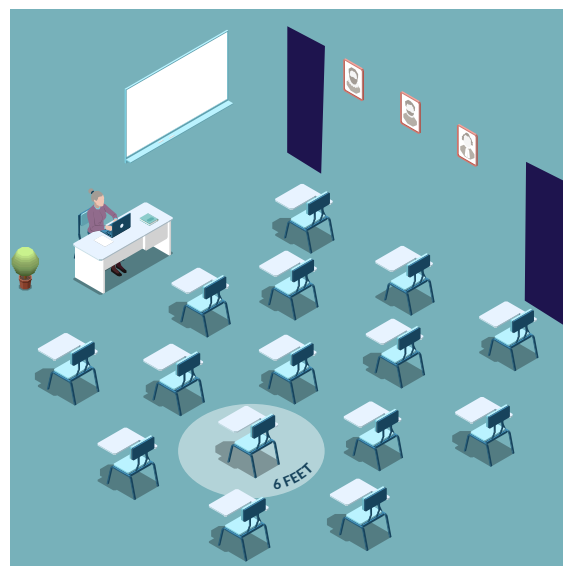
In the event that government authorities orders that schools can open, we will make sure that Dorado Academy is ready to protect children and employees at higher risk for severe illnesses. These are the health and safety actions that will be put in place.

Protocol when Entering the School

- Students entry will be staggered by groups and using the designed staircase.
- The temperature of all Students, Teachers and Staff will be taken with an infrared thermometer at the school entrance every day. Hand sanitizer will be provided immediately at entry.
- School access is limited to Students, Teachers and Staff who have taken the COVID-19 screening test and have answered the contact tracing questionnaire. Parents can only drop off students on the roundabouts.
- If a parent needs assistance from a teacher or has business to do at the administration office, they must notify them in advance.
- Students, teachers or staff whose temperature is greater than 100°F (37.8°C) will be sent to receive a medical evaluation and in turn perform the COVID-19 screening tests.
- Upon return you must:
 - Submit two negative results to the Covid-19 Test.
 - Not have a fever without the use of fever-reducing medications.
 - Improvement in respiratory symptoms (cough, difficulty breathing, etc).

Modified Layouts and Class sizes

- We will space desks at least 6 feet apart.
- We will turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Each student will have an assigned seat to prevent contagion and aid in contact tracing.
- Whether in Blended or On-Campus Learning, teachers will rotate classrooms while students remain in the same classroom and their assigned seat.
- An exception is made with students that are part of the SUNRISE Student Support program while on campus or blended learning because they will be able to go there to receive services. At the SUNRISE program classroom they will also have assigned seating to aid in contact tracing.
- Throughout the day, our School Nurse will visit different classrooms to randomly check their temperature.
- Recess times will be staggered to prevent contact with large groups of students and to maintain the recommended 6-foot distance between people.



On Elementary School a delimited 6 ft. area square will be taped on the floor as a visual guide for our younger students.

Cleaning and Disinfection

- We developed a schedule for increased routine cleaning and disinfection.
- We will clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, fountains, light switches, telephones) within the school every two hours.
- After the school is empty at the end of the day, the maintenance staff will do a thorough cleaning of the entire school.
- Each student has to have wipes, Kleenex and hand sanitizer in their assigned personal desk.
- Each teacher and student must clean their work area every two hours.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) are limited to each student.
- If transport vehicles (e.g., buses) are used by the school, drivers must practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). Buses must also be cleaned and disinfected.
- We will ensure a safe and correct use and storage of cleaning and disinfection products (following the EPA disinfection criteria), including storing products securely away from children.
- Cleaning products must not be used near children, and staff must ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes. If intoxication occurs, we will follow the protocol established in our First Aid Manual.
- We will ensure that an inventory of products is maintained for cleaning and disinfection tasks.

Shared Objects

- We will keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas. Lockers will not be used.
- We will ensure that each student brings the adequate supplies so that no one has to share and avoid any possible means of contagion.
- Students must avoid sharing electronic devices, toys, books, and other games or learning aids.

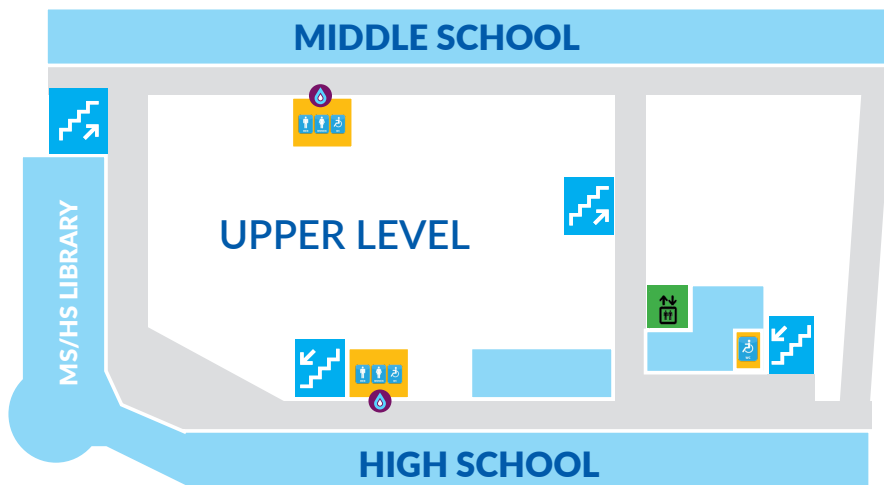
Food Service

- Children may bring their food from home in a thermos to minimize the use of the microwave and protect others. In this same regard, please abstain from bringing seafood for lunch to avoid allergic reactions in other students.
- If you want to purchase food from the cafeteria (snack or lunch), the monthly menu will be sent previously to the parents via email.
- Parents must make sure their child's account has enough balance for purchases. Deposits to your child's account will be done Online.
- Upon arrival in the classroom, students will have the option to choose their snack and lunch. The food order list will be collected by a cafeteria employee.
- During their snack or lunch period, they will be able to pick up their food in a carryout manner. Meals will be consumed in their classroom.
- The cafeteria will use disposable food service items (e.g., utensils, dishes) and follow all strict CDC recommendations for food handling and serving.

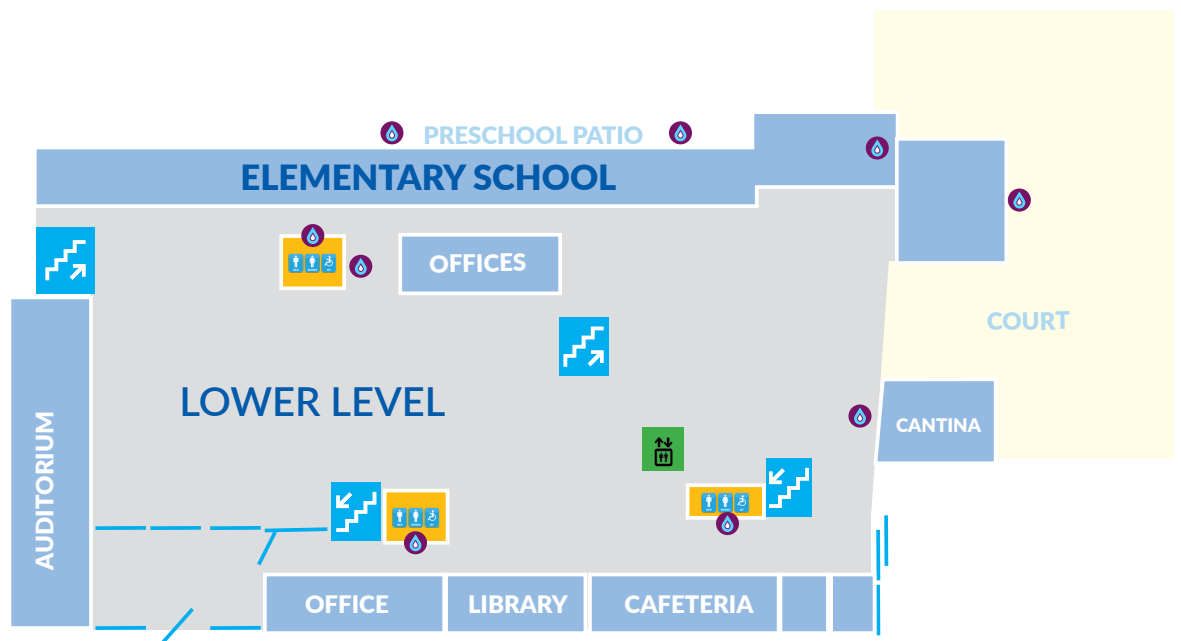


Hand Hygiene

- We will teach and reinforce hand washing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
- Additional Hand washing Stations will be installed throughout the school. (See *diagram*).
- If soap and water are not readily available, hand sanitizer that contains at least 70% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- We will encourage staff and students to cover coughs and sneezes with a tissue. Used tissues must be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.



 **HANDWASHING STATIONS**



Cloth Face Coverings and Face Shields

- We will teach and reinforce the use of cloth face coverings. Face masks may be challenging for students (especially younger students) to wear in all-day settings such as school.
- Face shields and or masks must be worn by staff and students and are most essential in times when physical distancing is difficult.
- Everyone will be frequently reminded not to touch the face covering and to wash their hands frequently. Information will be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
 - **NOTE: Cloth face coverings should not be placed on:**
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- A face shield must be used instead and the person must remain at least 6 feet apart.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

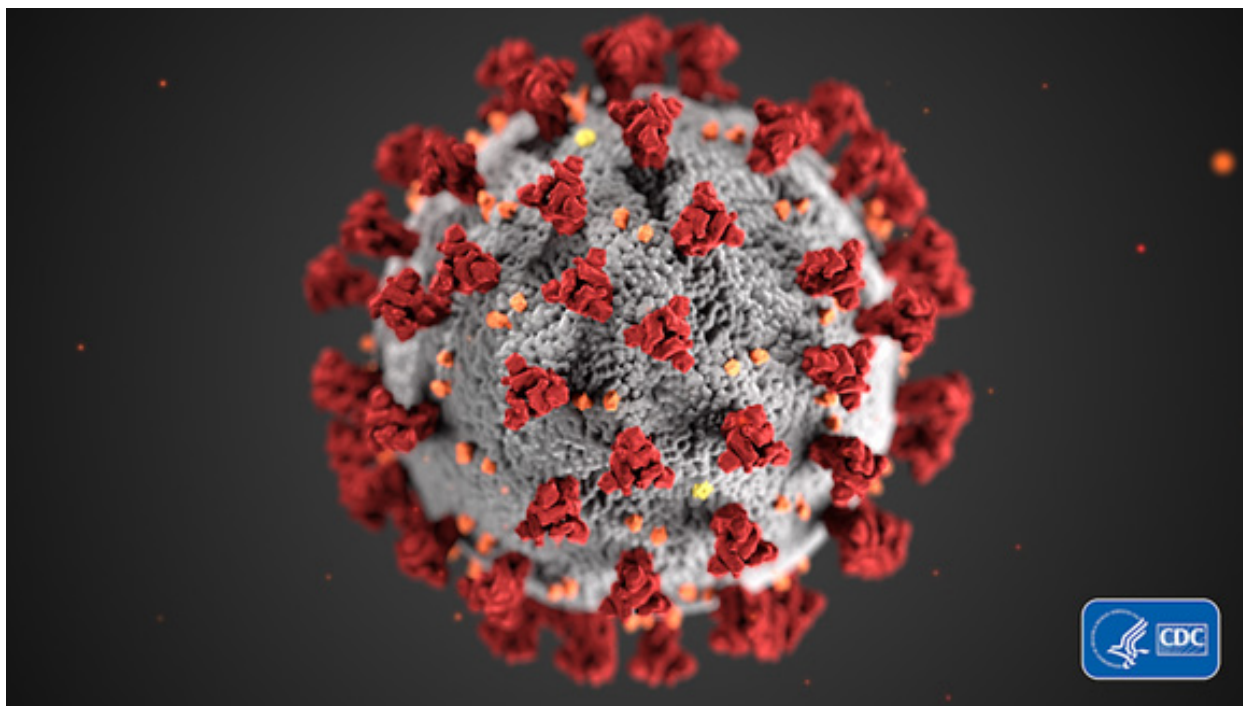


Communal Spaces

- We will control the entrance to communal use shared spaces such as cafeterias, courts and playgrounds with shared playground equipment; otherwise, we will stagger use and clean and disinfect between use.

Protocol when exiting the School at the end of the day

- Students exits will be staggered by groups and using the designed staircase.
- Special attention must be taken to keep 6 feet distance while walking.
- Parents or Guardians must wait for their child in their car and must not get out to prevent possible infection of other children exiting the school. (If for any special reason, Parents or Guardians need to enter the premises, they must consult their child's teacher, tutor or call the administration office. Masks must be worn at all times).
- Children that are part of the After School Program or Supervised Studies will be taken care of by their tutor who will pick them up at their classroom to begin the after school service.
- When picking up children from the After School Program and/or Supervised Studies, parents must call the tutor for the child to be taken outside to meet them. As before, the parent must not get out of the car if there are other children nearby.



PROCEDURE TO FOLLOW IN CASE OF DETECTION OF A STUDENT, TEACHER OR STAFF MEMBER WITH SYMPTOMS OR POSITIVE

If a student, teacher or staff has COVID-19 symptoms, they must report it to the teacher, nurse or immediate supervisor. They will be isolated in the First Aid Office and sent immediately for a medical evaluation and a contact trace analysis will take place to assess possible infection. The areas used by the sick person will be closed.

The CDC disinfection method that will be used is:

- Open exterior doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning or disinfecting.
- Clean and disinfect all areas used by the sick person.
- Once the area has been disinfected it can be opened for use.

In those cases, in which the students, teachers or staff of several areas of the institution have been exposed to someone with COVID-19, the Headmaster will make the decision to announce the quarantine even though the student, teacher or staff member has not presented symptoms. Since people who fall ill with COVID-19 can infect others immediately, quarantine can prevent some infections from occurring. Sick students, teachers or staff must follow the steps recommended by the CDC. Students, teachers or staff must not return to school until they meet the criteria for suspending isolation at home, with the advice of healthcare providers.

Monitoring of COVID-19 related absences, to follow up and evaluate the number of infected staff, will be documented through an electronic database created for these purposes. This database will be updated daily based on referrals and the number of forms to withdraw people with positive COVID-19 received. This monitoring will be carried out considering the confidentiality of the protected information.

Distance Learning Program

Dorado Academy seeks to support and assess the development and delivery of Distance Learning courses to provide high-quality lesson programming that reflects continuous review and improvement. Our courses meet and exceed all the Puerto Rico Department of Education's standards and curriculum set forth for traditional on-campus learning.

Aligning this Distance Learning Program to Dorado Academy's Mission and Vision gives teachers permission to think differently about the opportunities and possibilities that may result from the challenging circumstances associated with any school closure. At the core of Dorado Academy's approach to Distance Learning is the belief we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

LEARNING FROM EXPERIENCE: CLARITY BEFORE CREATIVITY

Before Dorado Academy implemented this Distance Learning plan, rather than designing all logistical solutions before we started, we allowed space for teachers to try differing approaches. This approach did lead to teacher experimentation in organization and strategies, but also took a significant amount of time and energy. Our experience taught us how to communicate expectations, organize schedules, and set parameters for students and teachers should we need to implement this Distance Learning Program again. This clarity from the beginning will allow teachers to focus their energy more quickly on how to maximize student learning if we need to close campus in the future.

LESS IS MORE

"Less is More" already appears in our Guidelines for Teachers. Streamlining essential outcomes keeps students and teachers from getting lost in content. This means prioritizing outcomes that are foundational to future learning, engaging and relevant to students, and can be assessed meaningfully. Furthermore, short videos and short synchronous sessions often lead to more engagement than longer sessions. Rigor is not doing more, but having students engage in deeper thinking and authentically applying their learning. As a Distance Learning teacher once put it, "I think simplicity may actually be the most important thing. Students can learn about complicated things in simple, straightforward ways."



STUDENTS AND ADULTS WILL NEED EACH OTHER MORE THAN YOU THINK

During an emergency closure, especially one where students and teachers are not able to connect in person, it's intentional to create time together. Students need time in small groups to connect as people, to stay mentally healthy and motivated, and to make sure they are engaged. Many teachers found students more likely to attend class and be prepared when they were required to be accountable to each other. Similarly, plans and schedules need to be in place for adults to connect both as people and peers. It is much harder to feel connected without the day-to-day conversations that happen on campus, at exactly the time when those connections are more important than ever.

GOING DIGITAL MIGHT ALLOW MORE STUDENTS TO SUCCEED

One of the silver linings of Distance Learning was that many of the students who participate less in Face-to-Face Learning became more engaged and involved with Distance Learning. Some students who normally were quiet in class thrived and became more involved. Other students who did very well when there was more flexibility in how to manage time, more choices, and more personalized learning opportunities. Regardless of what learning model Dorado Academy has in the future, we need to build off of this experience to ensure we take advantage of the digital options moving forward.

“PERFECT” IS THE ENEMY OF “GOOD”

Everything in Distance Learning takes longer for a teacher. Planning lessons, prepping for class, putting students in groups, tracking down a student, providing feedback. Everything. Sustaining Distance Learning for a long period of time is extremely difficult and not sustainable if teachers aren't comfortable in being imperfect with students. The upside of this often means that teachers model the very mindset we want students to have.



DISTANCE LEARNING TYPES DEFINITIONS

The Distance Learning Program in Dorado Academy follows the statutes of the institutions that accredit us within the highest academic standards. Like our regular on-campus education, it is managed by a certified faculty but with the cooperation of parents in the process of monitoring the students. Distance education should not be construed as homeschooling education. The following definitions will help clarify the terms that describe what each type of education entails.

Each of the following educational models requires a formal approach to learning in which instruction can occur asynchronously or synchronously. This allows students to interact with their teachers using alternative instructional modes.

The school will have the flexibility to activate the appropriate Distance Learning type depending on the circumstances and permissions within the pandemic period, keeping in mind the goal of continuing with the development of the students.

Online courses: A course in which lessons, tests, quizzes, and learning activities occur completely Online. Online students are able to participate in geographically remote locations without the need to come to the school.

Homeschooling: It is a way of doing school in the home where the responsibility for learning is placed solely upon the parents. Parents purchase or build the curriculum to then research, plan and prepare lessons covering all subjects, implement and evaluate. Parents need to have the discipline to follow the curriculum and create their own schedule making sure their child doesn't fall behind on the learning curve of their peers and cover all skills necessary for higher education.

Distance Learning: is a learning model where the certified teacher is the primary instructor and gives assignments to complete. Everything is aligned to the traditional schooling curriculum and students are assigned a teacher who they connect with via Teams, phone or email. The students also connect with their class and teacher through Teams.

Blended: A learning model that combines Online (asynchronous and synchronous) and off-line in-person instruction. The students can work on their own, interact with the teacher and other students through an Online platform and/or meet physically for classes on-campus.

Asynchronous learning: in this model, teaching materials are posted Online, and students work through them in their own time, communicating with each other and the teacher via discussion boards or forums, or even by email. There may still be deadlines for work to be submitted for feedback, and there may be a recommended schedule for students to follow so that they have some idea of what they should be doing and when. Allows students to work at their own pace on deeper assignments.

Synchronous learning: a type of learning that happens in real-time. This means that students and teachers interact in a specific virtual place, through a specific Online platform, at a specific time. Builds connections with students, develops their habits of engagement and accountability, and allows the teacher to check for understanding in real time.

Homeschooling vs. Distance Learning: What's the Difference?

HOMESCHOOLING	DISTANCE LEARNING
Homeschooling is a way of life that occurs for an extended period of time, generally a year or more. It is a way of doing school in the home that is integrated into all parts of the day and life of the child. The responsibility for learning is placed solely upon the parents .	Certified teachers are required to run their classrooms Online, interact with students, assign work, and create an at-home school environment. Distance Learning maintains students' academic levels as well as the connection between teachers and students.
Parents purchase or build the curriculum and serve as teachers. Parents (or another designated adult) use a curriculum created by an established virtual school, and serve as learning coaches alongside hired teachers.	With Distance Learning, the certified teacher is the primary instructor and gives assignments to complete. A teacher-student relationship is maintained and there is a sense of someone else guiding the learning.
Socialization opportunities must be designed by the parent.	Distance Learning weaves socialization opportunities into their curriculum.
Parents have to make sure they are checking off objectives and outcomes for their child's stage of learning. Parents need to have discipline to follow the curriculum and create their own schedule making sure their child doesn't fall behind.	<p>Certified teachers help the student move through their studies with a combination of Online lectures and discussions as well as assignments for independent study.</p> <ul style="list-style-type: none"> Distance Learning is generally for a set time limit during the day. Students are expected to check-in with their teacher, complete structured assignments, and continue to meet learning objectives.
Parents are responsible for researching, planning and preparing for lessons covering all subjects. Plan activities that align with the curriculum. Plus, find the materials and ensure that its curriculum and individual needs aligned.	Everything is aligned to the traditional schooling curriculum and students are assigned a teacher who they connect with via Teams, phone or email. The students also connect with their class and teacher through Teams. This way students still get to have a teacher and feel like they are involved in a classroom. Students are asked to complete work that is similar to the work they do in the classroom.
In homeschooling the parent is also a teacher and it is recommended that parenting needs to take the first chair and the teaching be secondary to the relationship.	Parents or family members function as the designated home support system to facilitate the learning process.

Distance Learning Personnel Roles & Responsibilities

School Personnel Roles & Responsibilities	
Leadership Team (Board of Trustees, Headmaster, Administration)	<ul style="list-style-type: none"> • Create and distribute Dorado Academy's School Continuation Plan and Distance Learning Program • Establish clear systems, structures, and channels of communications for faculty, staff, families, and students in the event of this Distance Learning Program being activated • Support faculty and students/families shifting to a Distance Learning environment • Help teachers implement Distance Learning Program and ensure high-quality learning experience for all students
Principals and Distance Learning Team	<ul style="list-style-type: none"> • Support all teachers and teams in the implementation of Dorado Academy's Distance Learning Program • Share both internal and external examples of outstanding Distance Learning experiences. • Recommend new methods and techniques for providing feedback to students • Support teachers and teams as they design new methods to assess student learning and develop strategies to differentiate their instruction
Subject or Homeroom Teachers	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design Distance Learning experiences for your students • Communicate frequently with your students and, as needed, with their parents • Provide timely feedback to support your students' learning • Reflect on the <i>10 Guidelines for Dorado Academy's Teachers</i> shared in the Distance Learning Program and how you can implement them
Spanish as a Second Language Teachers	<ul style="list-style-type: none"> • Collaborate with colleagues in designing Distance Learning experiences in accordance with the curriculum • Develop high-quality learning experiences • Communicate with and provide timely feedback to students and parents
Elective Teachers	<ul style="list-style-type: none"> • Physical Education: Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families • Art: Staying mindful of the resources and tools families may <u>not</u> have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families • Music/Theater: Staying mindful of the instruments or resources families may <u>not</u> have in their home, develop a bank of activities for students and share these with classroom teachers and families • Communicate regularly with your students and provide timely feedback to them • Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences.

School Personnel Roles & Responsibilities	
Sunrise Program Support Teachers	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload • Offer to scaffold or adjust time frame, as necessary, for students on your caseload to support subject or classroom teachers • Communicate regularly with students on your caseload and/or their parents to ensure they have success with Distance Learning • Monitor the progress of students on your caseload and provide timely feedback
School Counselors	<ul style="list-style-type: none"> • Provide guidance and support for students to aid in monitoring and supporting student well-being • Administer wellness surveys to gather data on student well-being • Use virtual platforms (Microsoft Teams) to conduct advisory check-ins with students in their cohorts • Serve as liaison for communication with students/families in crisis • Host Office Hours at set times for students to call the office or send an email to schedule support virtually • Students, parents, and guardians encouraged to schedule these meetings as needed
College Counselor	<ul style="list-style-type: none"> • Evaluate timelines for graduation requirements, class credit, and AP testing deadlines • If needed, help students locate testing centers near them for AP or SAT if they cannot be administered at Dorado Academy • Host Office Hours at set times for students to call the office or send an email to schedule support virtually • Encourage students, parents, and guardians to schedule these meetings as needed
Librarians	<ul style="list-style-type: none"> • Collaborate with colleagues to find resources for high-quality Distance Learning experiences and research • Regularly check in with subject and classroom teachers to identify ways to support their design of Distance Learning experiences • Maintain and update Online library site for obtaining resources • Be available for teachers and students as needed for support
Teaching Assistants	<ul style="list-style-type: none"> • Communicate regularly with classroom teachers to identify ways you can support students and contribute to this Distance Learning Program • Monitor student learning and provide feedback to students, as requested by the teachers and teams you support • Support teachers during Live lessons to help manage conduct and attendance

DISTANCE LEARNING GENERAL GUIDELINES

Below is a list of basic computer, Internet and email skills that the student and parents should have before they start Online classes.

Word-Processor Skills

Students and parents should be able to:

- Create and save new documents.
- Open and close documents and directory windows.
- Cut/copy and paste information within and between documents.
- Use the spell checker.
- Set page numbers and set headers/footers in a document.
- Find files that you created on your hard drive.
- Minimize/maximize windows.
- Print documents.

Internet Skills

Students and parents should be able to:

- Find a Web page using its address or URL.
- Navigate between two or more web pages.
- Follow a hypertext link.
- Minimize/maximize windows.
- Conduct a basic search using a search engine on the Internet (e.g., Google.)
- Update browser as needed.
- Use the forward and backward buttons on the browser.
- Print a Web page.
- Bookmark pages to access them later.
- Download documents or software from the Internet.

Email Skills

Students and parents should be able to:

- Create a new email.
- Send, open, and reply to a message.
- Enter a message subject.
- Paste text from your word processor into an e-mail message.
- Open and/or save an attachment.
- Attach a document.

Educational platforms

Students and parents should have knowledge of:

- Microsoft Power Point
- Microsoft Word
- Microsoft Teams
- Microsoft Forms
- One Drive
- Khan Academy
- Think Central
- Other platforms that reinforce and support the academic process.

Elementary School (4th-5th) students are required to participate in an Online orientation prior to the start of the semester. The orientation will provide information on Plus Portals, Microsoft Platforms (Teams, Outlook, Forms and Streams), student resources, and expectations for Online student success.

If you need assistance or support with the skills and programs listed here, please contact the Distance Learning Team (see page 54) to coordinate a training and be able to help you.

Minimum requirements for devices

Many considerations play a role in the development of Distance Learning programs, such as accessibility, type, and quality of materials and technology equipment. Thanks to a combination of tablets/laptops, interactive whiteboards, digital projectors, and mobile apps, our students are getting a head start in the 21st-century classroom.

All computer software needs certain hardware components or other software resources to work correctly. The minimum requirements are often used as a guideline as opposed to an absolute rule. Most software defines two sets of system requirements: minimum and recommended. Based on an evaluation of the different platforms that Dorado Academy uses or works with, we require the following.

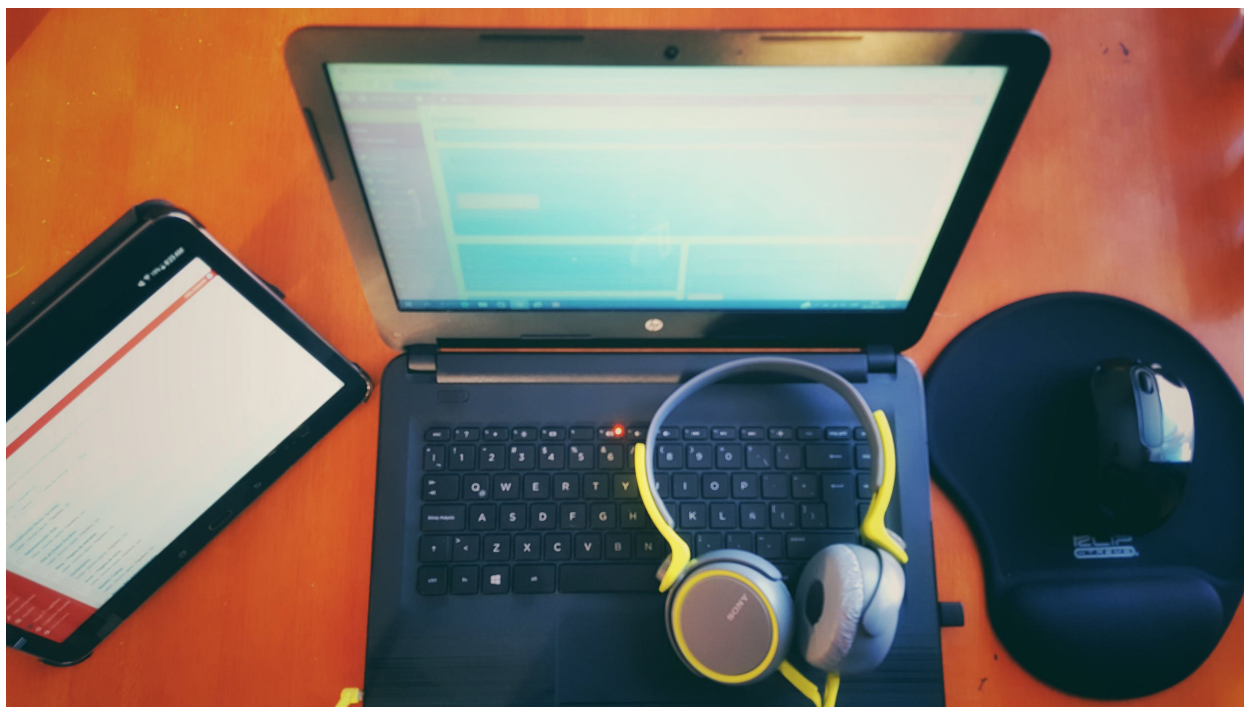
REQUIREMENTS

Dorado Academy requires the use of tablets or laptops with touchscreen from Pre-Kinder to 3rd grade. Touchscreen devices provide a unique and virtual testbed for the effect of physical manipulation on children's learning. A touchscreen device is one of those embodiment-based tools providing access to learning through physical interaction because it invites a child to physically manipulate the elements (e.g., with a finger, using a stylus pen) presented on the screen. These sensorimotor interactions and bodily engagement with the touchscreen learning environment contribute to the construction of children's mental representations as well as their cognitive processes.

Minimum Hardware Specifications	
Processor	Apple or Cortex A
Display	10" Inch
RAM	6 GB RAM
Storage	64 GB
Camera	Yes
Operating System	Windows, iOS or Android
Battery Life	10 hours
Weight	Light
Internet	Wi-Fi connection
Browser	Google Chrome

Note: A **headset** for virtual classes is also required. Take into consideration the tablets that have a touchscreen and are convertible to laptops to benefit more from their use.





Dorado Academy requires the use of laptops for 4th to 12th grades. The students will work in a variety of projects, assessments, and other learning materials that require all advantages that the laptops offer. One of the advantages is to be able to install the full version of Microsoft Office 365 software that Dorado Academy provides to all students while enrolled. Also, the students will be working with different book platforms that require more powerful hardware specifications.

Minimum Hardware Specifications	
Processor	Intel Pentium i5
Display	14" Inch
Touchscreen Display	*Recommended for elementary students
RAM	8 GB RAM
Storage	256 GB
Camera	Yes
Operating System	Windows or iOS
Battery Life	10 hours
Weight	Light
Internet	Wi-Fi and Ethernet connection
Browser	Google Chrome

Note: A headset for virtual classes is also required. Take into consideration getting a touchscreen laptop display to benefit more from their use.

***It is important to follow school recommendations each year due to the changes in technology and software platform requirements.**

Dorado Academy's Platforms and Software Resources

In this section you will find the applications and resources that our administration, teachers, students and parents will be using during **Distance, Blended and On-Campus Learning**.

Administrator Plus: this platform is Cloud based and enables the administration of Dorado Academy to work remotely. It is used in almost all School administration and registry processes like enter a new family to the system, receive grades from the teachers, print report cards, transcripts, etc.

Plus Portals: provides an interactive interface that enables school administrators and teachers to instantly share data and engage with parents and students in a secure environment. It is a user-friendly system that gives parents, students, and teachers the opportunity to announce ongoing activities or upcoming events, to communicate related information, schedule meetings, and access grades and attendance information.

- All parents PK-12th are required to activate their Parent Plus Portals accounts.
- Parents of PK to 5th grade are required to activate their child's account in Student Plus Portals.
- From 6th to 12th, grade students are required to activate their student account.
- Parents must register on Parent Plus to see their child's grades and have awareness of how they are doing in class.
- Students are required to activate their Plus Portals account as they will be using it as a communication and information system for their classes.
- Although with limited features, there are Parent Plus and Student Plus Mobile Apps for iOS and Android are available for your mobile devices.

Microsoft Office 365: this is an Online platform that supports the educational process providing different applications and are available for all academic members of Dorado Academy.

- **Outlook:** Each student has an assigned e-mail. Students can access their accounts through the Outlook application. It is highly recommended that students check their email frequently to receive important communications from teachers and principals.
- **Word, Excel, Power Point:** productivity applications to be used to create assigned work.
- **Teams:** an application used for Distance Learning video conferencing providing a secure space to communicate virtually with any member of the school organization (Faculty, Staff and Students).
- **Stream:** an application where teachers access their recorded meetings and upload class videos to share with students by Teams.
- **Forms:** an application that allows the creation of surveys, assignments and quizzes that can be shared by Plus Portals or Email.
- **One Drive:** cloud application where all school organization members can use as digital storage. This application permits file sharing where two or more can work together by viewing or editing.
- **One Note:** This is a digital version of a real notebook used to organize the material to reinforce the academic process and where the teachers can upload class worksheets and students can work with them virtually.
- **Others:** Additional Office applications to reinforce and support the academic process.

EDUCATIONAL PLATFORMS TOOLS

Dorado Academy uses other licensed platforms for skill reinforcements.

- **Khan Academy:** teachers can identify gaps in their students' understanding, tailor instructions, and meet the needs of every student. Students practice at their own pace, first filling in gaps in their understanding and then accelerating their learning. For all school grades.
- **Think Central:** is the Houghton Mifflin Harcourt (HMH) Website that allows teachers and students to access digital materials associated with one or more HMH programs. It also allows administrators to set up and modify accounts, and run reports of student, class and school progress. The students can access an Online version of their Science and Math books.
- **SM Group:** (Spanish) Dorado Academy will be using SM books in Spanish class. This platform provides resources, student administration and communication. It will be a version available for teachers and students.
- **McGraw Hill:** (Science) Provides the following resources: Online book, videos and supplementary materials for teachers and students.
- **Kronos:** (Social Studies) Provides the following resources: Online book, access to recommended videos and supplementary materials for teachers and students.
- **Houghton Mifflin:** (Sociology) Provides the following resources: Online book, videos and supplementary materials for teachers and students.
- **My AP:** This platform provides digital tools to help students improve their academics performance and succeed in different tasks and skills. Examples of these tools are practice tests, videos and unit activities.

**Students are responsible for all activities that occur within their accounts. It is imperative that students keep their passwords confidential and never lend their account to another person.*

Using these platforms, Dorado Academy can continue with our school objectives of providing every student the opportunity to develop and continually improve their basic academic skills. Integrating all these technological apps and processes in Distance, Blended and On-Campus Learning ensures that each child acquires the language and skills needed for a productive life; develops competence in technology and technological resources; promotes reasoning abilities and critical thinking to the best of each child's capabilities; identify their strengths and areas of improvement.



TEACHERS EXPECTATIONS AND RESPONSIBILITIES

10 Guidelines for Dorado Academy's Teachers

The transition to Distance Learning is neither simple nor easy, as we learned in the last quarter of School Year 2019-2020. Teachers need to think differently about modalities, how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten guidelines below, which have been revised following our March-May 2020 experiences, are intended to help teachers across all levels reflect on challenges they'll confront in shifting to Distance Learning.

1 Walk the Talk of Know, Value, Care

Dorado Academy's Commitment is to **Know, Value, Care (KVC)**. In the event of a crisis that leads to implementation of this Distance Learning Program, your students will be worried and coping with feelings of isolation. Should Dorado Academy close its campuses again, before diving into curriculum, it is imperative for teachers to assess their students' mental, physical, and emotional well-being. How are they doing? How are their families? We further encourage teachers to continue regular KVC check-ins with students as long as this Distance Learning Program is in place.

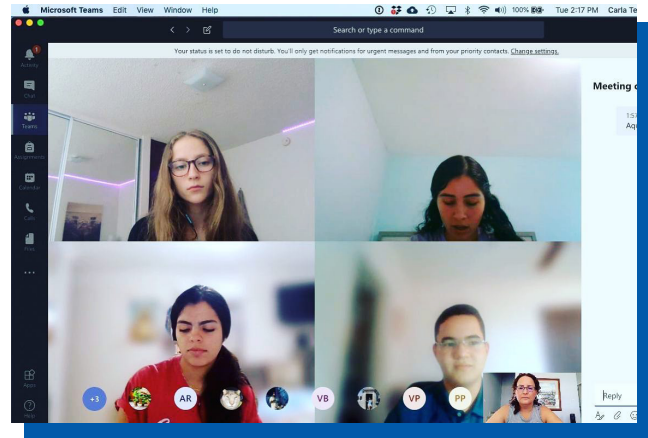
2 Seize the moment; embrace new opportunities and possibilities for your students

Years or decades from now, how will your students remember the emergency that resulted in school closure? While Distance Learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis.

Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

3 Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much Online as they do in person. If Dorado Academy's campus was closed, students might be able to gather for synchronous learning times via video chat using Microsoft Teams. Collaboration remains important and there are many ways teachers can foster it through synchronous learning.



4 Designers of experience; facilitators of learning

In shifting to Distance Learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

5 Design asynchronous learning experiences

When school is closed, teachers can still connect them asynchronously. For example, teachers can use approved Educational Platforms Tools like the Plus Portals discussion forum to allow for student responses and dialogue during a set time period, knowing that students might not all be Online at the same exact time. Thinking about asynchronous learning experiences leads to more opportunities for personalized learning.

6 Provide space for personalized learning

Distance learning provides opportunities for students to personalize what, how, and when they learn. Students can move more flexibly and freely through content when teachers create a non-linear curriculum. Distance learning can also provide students with the opportunity to learn at different paces (e.g. Khan Academy). School closure also creates opportunities for more authentic learning, particularly if students are spread around the world. How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?

7 Less is more

Should Dorado Academy implement this Distance Learning Program, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers should take a *less-is-more* perspective, including the pacing of lessons and assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

8 Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to Distance Learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the end goal to performance instead of forcing a traditional assessment method that doesn't fit Distance Learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of Distance Learning, and prevent frustration on the teacher's part when traditional methods do not work.

9 Stick with the familiar (to start)

In the first days and weeks after moving to this Distance Learning Program, teachers should continue using existing communication channels and learning management systems, especially for younger children. However, although students need routines relying too much on the same digital tools and strategies got old quickly. What engaged students one day might be boring the next. One of Dorado Academy's teachers put it this way, "When introducing new tech tools, it's important to balance keeping things fresh and interesting, but not overwhelming. Give yourself, students, and families enough time with a tool to master it, but not too much time that it becomes boring."

10 Evaluate your students' conditions for Distance Learning

While most students will have reliable Online access at home and the necessary devices to shift to Distance Learning, others will not. Teachers should remember that each family's circumstances vary and they should avoid assumptions about the capabilities or restrictions students are facing.

Teachers are encouraged to ask students and/or their parents to confirm their location and time zone; whether their Online access is reliable; and what devices the student has at their disposal. Teachers should open a dialogue with families and avoid assumptions that all students' circumstances are the same.

TEACHERS

Preschool Priorities & Considerations

- After receiving initial notice from the Headmaster about school closure and timelines, families will receive an email from the Elementary School Principal with specific information.
- The primary tools for communication between teachers and families will be email, Microsoft Teams, and the Plus Portals app.
- Distance learning for Preschool children will remain sensitive and respectful of the needs of young children and of the range of realities our families will experience.
- Dorado Academy believes that small class sizes during Distance Learning are essential to the provision of quality education, and for this reason the school will set limits on the number of students in core academic virtual classes. Groups will be divided into subgroups of no more than 10 students for purposes of discussions, collaboration and group activities.
- Recommended experiences will be holistically focused on broad language, cognitive, physical and social-emotional development.
- Learning activities and experiences will emphasize interaction and open-ended creativity. These activities will require minimal technology or screen time.
- The Preschool team will provide parents with opportunities to holistically maintain and develop social emotional skills, foundational literacy and numeracy skills, fine and gross motor skills through:
 - daily connections in the form of pre-recorded or live sessions;
 - guided activities, experiences and challenges;
 - recommendations for enhancement and extension to meet the range of interests and capacities among our families.

Preschool: Approximate Time Frames for Learning

Approximate Time per Day	Subject Area
25+ minutes	Emergent Literacy Activities, Games & Challenges focused on language development, vocabulary, comprehension, and phonological awareness.
25+ minutes	Emergent Numeracy Activities, Games & Challenges focused on counting, sorting, and patterning.
25+ minutes	Holistically-Focused Activities, Games & Challenges to support cognitive, physical, and social emotional development.
Flex Learning	Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects. <ul style="list-style-type: none">• Learning new board game or skill• Practicing mindfulness/yoga/breathing exercises• Exploring a new interest or passion

TEACHERS

Elementary School Priorities & Considerations

- After receiving initial notice from the Headmaster about school closure and timelines, families will receive an email from the Elementary School Principal with specific information.
- The primary tools for communication between teachers and families will be Plus Portals, newsletters via email, and/or Microsoft Teams.
- Students will have both off- and on-screen learning activities designed to engage Elementary School learners in experiences that connect to current curriculum.
- Dorado Academy believes that small class sizes during Distance Learning are essential to the provision of quality education, and for this reason the school will set limits on the number of students in core academic virtual classes. Groups will be divided into subgroups of no more than 12 students for purposes of discussions, collaboration and group activities.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades 1-2 will need higher levels of support than students in grades 3-5.

Elementary School: Approximate Time Frames for Learning

First to Second Grade	
35-40 minutes	Reading/Writing (Science/Social Studies connections as appropriate)
35-40 minutes	Mathematics
35-40 minutes	Science/Social Studies related experiences and/or integrated projects
35-40 minutes	Spanish (Grades 1-2)
Third to Fifth Grade	
35-40 minutes	Reading (Science/Social Studies connections as appropriate)
35-40 minutes	Writing (Science/Social Studies connections as appropriate)
35-40 minutes	Mathematics
35-40 minutes	Science/Social Studies related experiences and/or integrated projects
35-40 minutes	Spanish
All Elementary School Students	
Approx. 30 minutes every 3 days	Art, Music, Theater, PE and Reading teachers will provide a range of activities that continue to support the current program
Flex Learning	<p>Reading aloud and independent reading: (reading times)</p> <p>K: 10 mins 1st: 10 mins 2nd: 15 mins</p> <p>3rd: 20 mins 4th: 20 mins 5th: 20 mins</p> <p>Independent learning time: Design Thinking, Passion Projects</p> <p>Board games & challenges with math/strategy/critical thinking</p>

TEACHERS

Middle School Priorities & Considerations

- After receiving initial notice from the Headmaster about school closure and timelines, families will receive an email from the Middle School Principal with specific information.
- The primary tools for communication between teachers and families will be Microsoft Teams and email.
- Teachers will either link materials in Microsoft Teams class pages or share materials directly to each student's Plus Portal Account.
- Distance learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off and on-screen learning activities designed to engage the Middle School learner.
- Dorado Academy believes that small class sizes during Distance Learning are essential to the provision of quality education, and for this reason the school will set limits on the number of students in core academic virtual classes. Groups will be divided into subgroups of no more than 15 students for purposes of discussions, collaboration and group activities.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but examples include, links to videos, graphic organizers, scanned material to read and engage with, independent research material, reading materials.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.



Middle School: Approximate Time Frames for Learning & Resources

All Middle School Students (Grades 6, 7 & 8)	
40 minute, per class (6 classes per day)	Middle School Classes
Flex Learning <ul style="list-style-type: none">• Independent & self-directed• For the sake of learning• No time limit/requirement• Learning will be shared in advisory	<ul style="list-style-type: none">• Read for pleasure• Be active• Explore personal interests/passions• If safe...<ul style="list-style-type: none">• Explore local sights• Seek out social interaction

TEACHERS

High School Priorities & Considerations

- After receiving initial notice from the Headmaster about school closure and timelines, families will receive an email from the High School Principal with specific information.
- The primary tools for communication between teachers and families are Microsoft Teams, Plus Portals and email.
- Teachers will either link materials linked in Microsoft Teams class pages or share materials directly to each student's Plus Portal Account.
- Learning experiences are designed to be completed independently or in collaboration with other students.
- Dorado Academy believes that small class sizes during Distance Learning are essential to the provision of quality education, and for this reason the school will set limits on the number of students in core academic virtual classes. Groups will be divided into subgroups of no more than 15 students for purposes of discussions, collaboration and group activities.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material, reading materials including ebooks and audiobooks.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.
- Students are encouraged to utilize Office Hours for teacher and counselor meetings.



High School: Approximate Time Frames for Learning & Resources

All High School Students (Grades 9, 10, 11 & 12)	
40 minute, per class (6 classes per day)	High School Classes
Flex Learning <ul style="list-style-type: none"> • Independent & self-directed • For the sake of learning • No time limit/requirement • Read for pleasure 	<ul style="list-style-type: none"> • Be active • Explore personal interests/passions • If it is safe... <ul style="list-style-type: none"> • Explore local sights • Seek out social interaction

GRADING AND ASSESSMENTS POLICIES

The appropriate evaluation of each student's academic performance is an integral part of the student's learning experience at Dorado Academy. We will continue to implement the best practices in formative and summative assessments across all grade levels. At the same time in elementary grades, assessments can be collaborative, and parents are sometimes encouraged to work with their children.

TYPES OF ASSESSMENTS

There are three types of assessment: diagnostic, formative, and summative. Although the three are generally referred to simply as *assessment*, there are distinct differences between them.

DIAGNOSTIC ASSESSMENTS: Diagnostic assessment can help teachers to identify the students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before the semester takes place. At the beginning of August, students will take a pre-test and at the beginning of May a Post-Test. Since the pre and post-test is to help teachers to identify the students' acquired skills, these tests will not affect the student's GPA.

FORMATIVE ASSESSMENT: Formative assessment provides feedback and information during the instructional process, while Distance Learning is taking place. A primary focus of formative assessment is to measure student progress and identify areas that students may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress. Students are expected to complete all their formative assessments before taking a summative assessment. If students from PK-12th grade are spending an excessive amount of time on formative assessments, please have them stop and discuss this with the teacher immediately. Parents can send an email to the teacher or request an appointment to discuss this situation.

Types of Formative Assessment include, but are not limited to:

- Observations during virtual class activities.
- Lectures.
- Homework exercises.
- Reviews for exams.
- Class discussions.
- Reflection journals.
- Projects phases.
- Question and answer sessions.
- Informal Oral Reports.
- Lab demonstrations.
- Drafts of writing assignments or essays.



SUMMATIVE ASSESSMENTS: Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the learning process. Rubrics will be given to students before they begin working on a particular project, so they know what is expected of them (precisely what they have to do) for each of the criteria. High summative assessments (formal tests) typically are given to students at the end of the section or chapter, to assess what has been learned and how well it was learned. Grades are usually an outcome of summative assessment. There is no specific number of assignments that must be assigned during a Distance Learning quarter.

Types of Summative Assessment include, but are not limited to:

- Quizzes
- Tests
- Final tests
- Final writing assignments or essays
- Final projects
- Portfolios
- Self-reflections
- Lab reports
- Others

FORMATIVE AND SUMMATIVE ASSESSMENTS FEEDBACK

The nature of teacher-student contact is different in the distance education environment. Positive and constructive feedback becomes an important part of the Distance Learning process. Teachers will give constructive and positive feedback on each formative and summative assessments. Positive and constructive feedback from the teachers allows students to be aware of their progress in the course and directs them toward fulfilling learning. Teachers will help students to understand what they have mastered and where they can still grow and reach a higher level of academic performance.

RECOMMENDED WEEKLY ASSESSMENTS

Elementary School

- Students may not have more than two (2) tests or two (2) quizzes, or a test and a quiz per day.
- All tests must be announced and scheduled at least four (4) days before being administered.
- All quizzes can be announced in the same week.
- **1st and 2nd grades:** No more than three (3) evaluations should be assigned per week
- **3rd - 5th grades:** No more than four (4) evaluations assigned per week.

Middle and High School

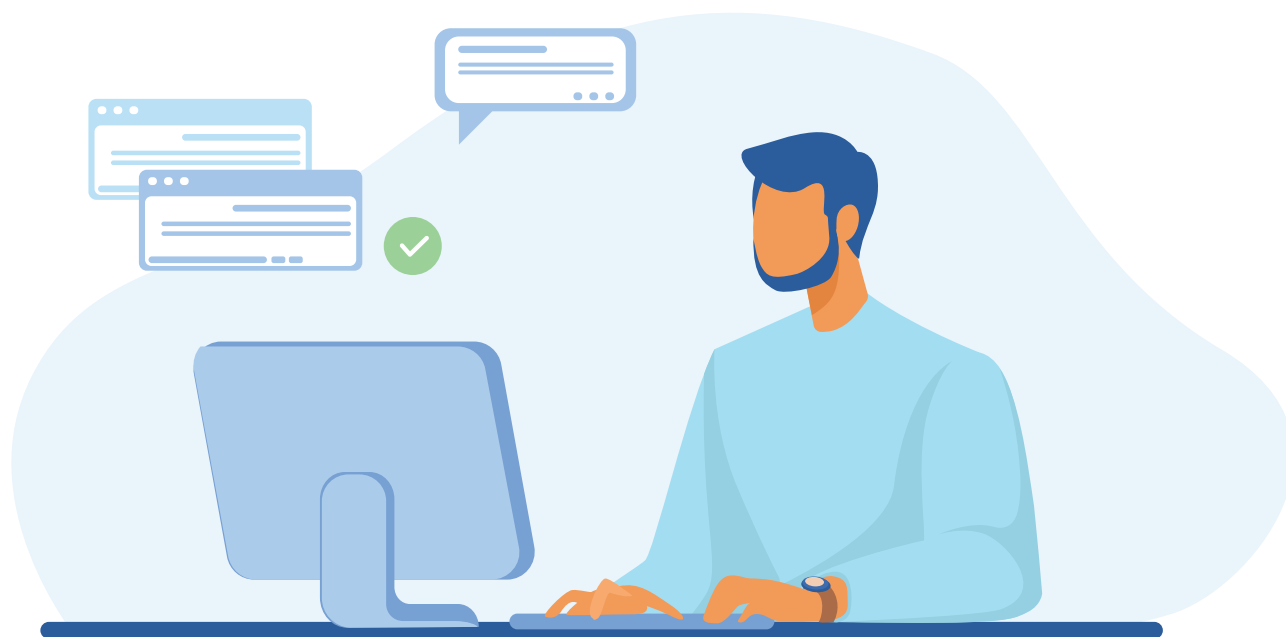
- Students can have two (2) tests and two (2) quizzes per day.
- All tests must be announced and scheduled at least four (4) days before being administered.
- All quizzes can be announced in the same week.
- No more than four (4) tests and four (4) quizzes assigned per week.



MEETING ACADEMIC DEADLINES AND COMMUNICATING TECHNICAL ISSUES TO AVOID ASSESSMENT PENALTIES

Due to the nature of Distance Learning, technical issues can arise. Parents and students have 24 hours to communicate with their homeroom teacher if a technical problem will prevent them from making a deadline. If the connection via the Internet is not possible, parents or students can communicate through the school's phone and the receptionist will contact the teacher immediately.

- For Elementary School, parents should notify the teacher of any technical or academic problem they have. For Middle School and High School, students or parents should notify the teacher of any technical or academic problem they have.
- If a student or parent has a special situation with a deadline for formative or summative assessments, they need to communicate with the teacher before the deadline ends in order to set a new deadline.
- If the teacher did not receive communication from parents or students, the teacher will send an email to the parent or student to notify the missing work.
- After 72 hours of the notification with no contact, the student will receive zero (0) points in the summative assignments. If the teacher identifies a pattern of missing work, a referral should be made to the Principal.
- If the contact is made after 72 hours, and the work is submitted, 10% of the grade will be deducted.
- It is the students' and parents' responsibility to be aware of the deadlines and to follow them accordingly.

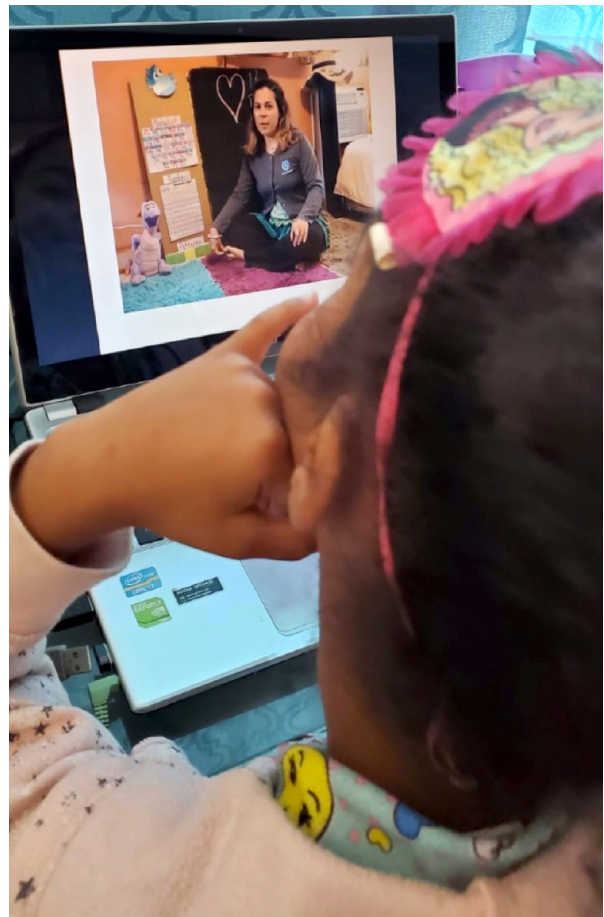


STUDENTS EXPECTATIONS AND RESPONSIBILITIES

Dorado Academy students in Distance Learning courses are expected to maintain an on-going course engagement to uphold positive academic standing with the school. They are expected to ensure a safe, orderly climate for both students and faculty by promoting responsible behavior. Dorado Academy encourages a positive and safe learning environment. Students are responsible for their actions and self-discipline is encouraged among them.

Students in Distance Learning are expected but not limited to:

- Attend live virtual classes using the camera and be visible to facilitate social and learning interactions.
- Connect to recorded virtual classes.
- Be actively engaged in the Online learning process and interact regularly with the teachers and classmates.
- It is highly encouraged to post questions and respond to comments and questions from the teachers and classmates.
- Students will strictly follow their teacher's guidance for a class discussion
- Work in team-based assignments and projects as requested by teachers.
- Use time adequately for Online meetings with other classmates.
- Engage in self-reflection, self-assessment, and evaluation as part of course work.
- Use common sense and good judgment in the learning behavior.
- Contribute to a positive learning environment by respecting the rights of others.
- Respect teachers in the teaching process and allow classmates to fully engaged in their learning process as well.



TIME MANAGEMENT

Distance learning classes require as much time and effort as traditional seated classes. It is important to work daily on classwork or assignments to avoid last-minute difficulties. Plan your time to include any potential technical difficulties in software, hardware, or Internet connections. Be aware that points might be taken off if your work is handed in late. These details about grading will be posted in the course syllabus. Use the class planning and your daily calendar as a guide to better help you manage your time. Elementary school parents are encouraged to help their children manage the time dedicated to classwork, assignments, and projects.



Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 7:30am start)
- Identify a comfortable, quiet space in your home where you can work effectively
- Regularly monitor Online platforms (Microsoft Teams, Plus Portals, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your Dorado Academy peers in their learning
- Comply with Dorado Academy's Acceptable Use Policy, including expectations for Online etiquette
- Proactively seek out and communicate with other adults at Dorado Academy as different needs arise (see below)

For questions about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the IT Support Technician Francisco Marrero: fmarrero@doradoacademy.org
a personal or social-emotional concern	your assigned counselor
other issues related to Distance Learning	the principal from your level

COMMUNICATION BETWEEN TEACHERS AND STUDENTS

Successful distance students interact frequently with teachers and fellow students during class activities. As an Online student, effective communication is the key but can be difficult. Without the face-to-face contact of a traditional classroom, written communication becomes paramount. Please refer to the following suggestions when using written communications.

Communication by Microsoft Teams

This is a formal communication to clarify doubts about classes or works. Teachers and students can use Microsoft Teams to communicate through a private chat or post in the class team for the benefit of the complete group. As a reminder, Teams and channels are public, so anything posted here will be visible to anyone who has access to the Team in which they reside. Naturally, this means you should exercise more caution when sharing information than you would in private one-on-one with teacher and student.

Communication via School Email

Teachers and students will use Plus Portals as the platform to communicate. This is a formal communication and it is used to express any concern about academic progress, specific evaluation, missing works or scheduling a meeting with the teacher or student. Follow these steps:

- Identify the student's name, class and group in the subject line of the email.
- When asking a question, be specific and provide details about your doubts, what you need to do or understand.
- Keep it simple - be clear and concise.
- Use concrete, specific words rather than vague or general words.
- Avoid "texting", slang or foul language.
- Write in a positive tone.
- Always edit and proofread your work before you submit it.
- Check spelling and grammar.
- Make sure you cite or use proper quotations when using other peoples' words in your written work. AVOID plagiarism.

Communication to Submit Work or Assignments

Plus Portals will also be the used to post all assignments and receive them. This type of communication will help to keep track of all works assigned in the Distance Learning. Teachers will upload specific works and assignments and the parents and students must submit them only through Plus Portals accounts. Follow these steps:

- Open Plus Portals. Go to E-locker.
- Assignment Tab press *Upload*.
- Select student's name.
- Select *Class*.
- Select *Assignment*.
- Describe what assignment is being submitted.
- You can also write a comment to the teacher.
- Enter assignment - You can directly answer the assignment in the text editor or Upload a document or photo by pressing *Attach File From...* to select the location of the file. It could be in your computer, Google drive or One Drive (School) Cloud.
- Press *Submit*.

The system will keep a copy of your submitted assignment in your E-locker. You can access or review the assignment but also can delete it and upload again if needed. **To review the steps in video, use the following link:** <https://docs.rediker.com/interactive/plusportals/homework.htm>

PARENTS EXPECTATIONS AND RESPONSIBILITIES

The best way to predict student success is the extent to which their families encourage learning at home and involve themselves in their child's education. When parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments but also develop a lifelong love of learning.

Teachers who focus on parent engagement often see a profound change in their classrooms. The more parents involved in their children's education, the better their entire class's motivation, behavior, and grades become.

We can define parent engagement as parents and teachers sharing a responsibility to help their children learn and meet educational goals. In Distance Learning the parent's engagement plays an important role in the success of the students and good communication with the teachers.

10 Guidelines for Dorado Academy's Parents

The transition to Distance Learning will be challenging for families, as we learned in the last semester of School Year 2019-2020. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with Distance Learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a Distance Learning environment.

1 Establish (or review) routines and expectations

In March 2020, parents were encouraged to establish routines and expectations as Dorado Academy implemented this Distance Learning Program for the first time. Many parents did so, which was critically important to their children's success as the school's closure extended for the final three months of the school year.

Some parents did not establish routines, leaving their children to figure out Distance Learning on their own. Should Dorado Academy again close its campus in the 2020-2021 school year, it is important that families do not simply default to the routines established from March through June. Rather, parents and students should have a conversation about what worked, what didn't, and what needs to change. It is important that parents set expectations for how their children will spend their days starting as soon as Distance Learning restarts, not several days later after it becomes apparent a child is struggling with the absence of routine.



2 Define the physical space where your child will learn

Your child should have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if this Distance Learning Program is implemented. We encourage families to establish a space where their children will learn most of the time. It should be a place that can be quiet at times and have a strong wireless Internet signal, if possible. Above all, it should be a space where parents or family members can be present, if possible, and are able to engage with their children's learning.

3 Monitor communications from your children's teachers

Teachers will communicate with parents through email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. Dorado Academy wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families and that communication should be essential, brief, and self-aware. We also encourage parents to have their children explain the Learning Management Systems teachers are using.

4 Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a Distance Learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

5 Help your children process and own their learning

In the course of a regular school day at Dorado Academy, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others.

Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your child owns their work; don't complete assignments for them, even when they are struggling.

6 Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

7 Encourage physical activity and/or exercise

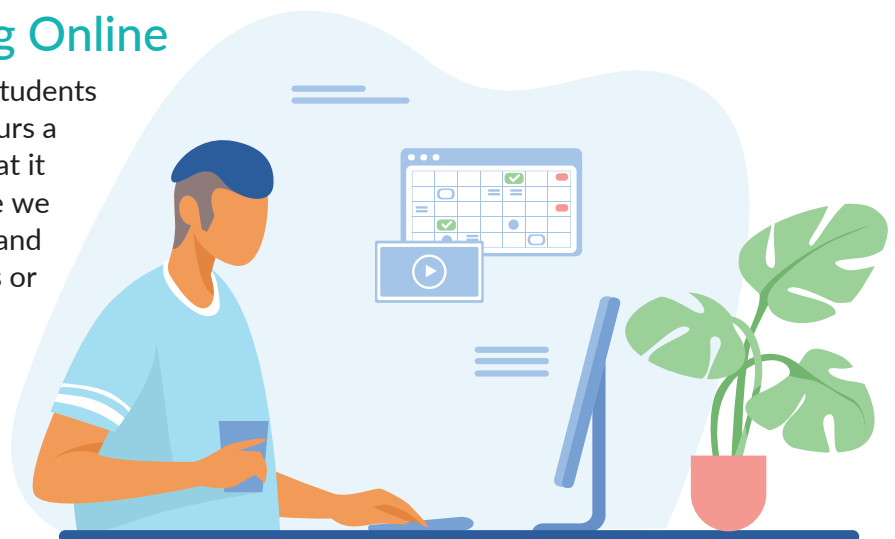
Make sure your children remember to move and exercise. This is vitally important to their health, well-being, and to their learning. Dorado Academy's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

8 Remain mindful of your child's stress or worry

One thing is for certain: Dorado Academy will only implement this Distance Learning Program if a serious emergency has occurred. Should this happen, it is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.

9 Monitor how much time your child is spending Online

Dorado Academy does not want its students staring at computer screens for 7-8 hours a day. We ask that parents remember that it will require some trial-and-error before we find the right balance between Online and off-line learning experiences. Principals or teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!



10 Keep your children social, but set rules around their social media interactions

There's always excitement when we suspend classes for hurricane warnings. If Dorado Academy implements a Distance Learning Program, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

Parent/Guardian Roles & Responsibilities

- Provide support for your children by adhering to the 10 Guidelines for Dorado Academy's Parents as well as you can.
- Establish routines and expectations.
- Define the physical space for your child's study and won't be disrupted for the duration of the Distance Learning.
- Monitor communications from your children's teachers.
- Students should still be monitored when Online whenever possible in Distance Learning.
- Create a daily checklist for work that is due.
- Begin and end each day with a check-in.
- Take an active role in helping your children process their learning.
- Have a timer available for students to set for each block of time to help manage daily learning and break times for getting a glass of water or taking a walk outside.
- Establish times for quiet and reflection.
- Encourage physical activity and/or exercise.
- Remain mindful of your child's stress or worry.
- Monitor how much time your child is spending Online.
- Keep your children social, but set rules around their social media interactions.
- Parents or guardians that are helping students during a virtual class are always expected to dress modestly and act correctly during class.

For questions about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the IT Support Technician Francisco Marrero: fmarrero@doradoacademy.org
a personal or social-emotional concern	your child's assigned counselor
other issues related to Distance Learning	the principal of your child's level

PARENT-TEACHER CONFERENCES

- Parent/Teacher conferences may be requested by parents/guardians, teachers, counselors, or principals.
- Parents are encouraged to meet with their child's teacher(s) periodically throughout the school year.
- All conferences must be scheduled with the teacher via email.
- Conferences may be held virtually on Microsoft Teams through the student school email.
- Parents are encouraged to meet with the teacher first regarding all concerns. The Counselor and/or Principal will be in on a conference upon request.
- All conferences will be documented and could be recorded as requested.

DISTANCE LEARNING SEEKING HELP/COMMUNICATION

- Parents should also regularly check email for school communications and remind students to check their email for messages from the school and teachers.
- Parents are invited to take advantage of teachers' virtual "office hours" to connect, ask questions, and check in on student progress. Outside of office hours, any message will be promptly responded next workday.
- Counselors will be available for any student or parent who wishes to talk. Students or parents should contact their counselor, who will calendar a meeting.
- If you have questions or concerns about technology, please contact our IT Support Technician Francisco Marrero: fmarrero@doradoacademy.org. Please include a phone number in case another member of the IT team has to call you back, student's name, grade and a brief description of your concern.
- If you have questions or concerns about coursework, please follow the normal process by contacting the individual teacher first. If the situation is not resolved with the teacher, you may contact the principal.



DEVICES, BOOKS AND SUPPLIES REGULATIONS

HOME ACCESS AND MONITORING

Parents are required:

- To provide the electronic device recommended by the school for each child.
- To bear responsibility for guiding on Internet use, just as they do with other information sources such as television, radio, movies, and other possibly offensive media.
- To monitor their child's access to Online learning spaces, collaboration tools, and educational resources.
- To monitor their child's use of the electronic devices to be functional for Distance Learning education.
- To set up their computer in a central, open location so Internet use can be supervised.
- To tell your child that if someone they are talking to Online harasses, bullies, or makes them uncomfortable in any way, they should talk to a parent, teacher, or an adult they trust.

PROTOCOL OF USE

- Students' devices may be used to access resources and complete classroom activities.
- Students are solely responsible for their devices. The device must be fully charged when connecting to scheduled virtual meetings.
- Taking pictures or videos during scheduled virtual meetings is prohibited. Posting pictures and/or videos during a virtual meeting or official documents on any Internet social network (Facebook, YouTube, Twitter, Instagram, etc.) is prohibited by law and legal action can be taken.

TECHNOLOGY WHILE ON CAMPUS

The Technology policy of the Student Handbook will be applied during the on-campus classes. Any violation of the Technology policy will proceed as described in the Student Handbook.

BOOKS AND MATERIALS

Parents are responsible for the purchasing of textbooks, licenses and workbooks for their child. Parents will receive a book list and will be notified of the dates on which the books will be sold. Textbooks will be evaluated periodically and changed or revised according to the necessity of keeping the school's curriculum updated. **All required textbooks will be used as part of our school curriculum during Distance Learning education.**

1. Each student is responsible for all necessary supplies to work at home and another set of supplies to work on campus.
2. Each student should identify all supplies with his/her name and group.
3. During scheduled virtual classes the student should have all necessary books and supplies.
4. Parents or students must activate book licenses when teachers communicate. If you need assistance notify the teacher as soon as possible.
5. Lockers will not be used because of the hygiene protocol for COVID-19. The students will be responsible to keep their books in their backpacks while on-campus education.

DISCIPLINE & CONDUCT

GENERAL RULE

The school reserves the right to implement reasonable discipline measures to fit the needs of each child. It is impossible to provide the right climate for learning without using corrective discipline where needed. A cooperative attitude on the part of the parents as well as the student is imperative. Each teacher is expected to handle the discipline problems that arise in the virtual classroom. When the teacher has exhausted his/her means of intervention with the problem, the student will be referred to the Dean of Students and/or Principal.

The following procedure will be taken for disciplinary actions (this may be modified depending on the situation):

1. The teacher will refer the student to the Dean of Students and/or Principal (Disciplinary Referral Form).
2. The Dean of Students and/or Principal will discuss the situation with the student and a notification may be sent to parents and/or guardian regarding the situation and the agreements taken.
3. If the misbehavior conduct persists the Dean of Students and/or Principal will communicate with the parent and/or guardian for a meeting with the student to take disciplinary actions.

***Some discipline problems may require an immediate action defined in the Dorado Academy Student Handbook. The administration will take any necessary action to coordinate an immediate virtual meeting with the parents.**

DRESS CODE

Clothing is an important factor in our institution and therefore through Distance Learning students will be asked to wear their school uniform. Throughout the Distance Learning experience of last semester, we realized that wearing the Dorado Academy uniform not only made it easier to get ready but the mindset of the student was more in tune with the learning process, studying, and engaging in class. Students will have the flexibility to choose among the regular or PE uniform but must keep in mind to wear sneakers when in Physical Education class.

In the event of any of the guidelines being violated, the classroom teacher will contact the Parent or Guardian to address this behavior. If the conduct continues, the teacher will refer the student to the Principal or Dean of Students, who will contact the student and the parents to re-establish the guidelines instituted in this protocol. Parents or guardians that are helping students during a virtual class are always expected to dress modestly and act correctly during class.



ATTENDANCE AND ABSENCES

Dorado Academy believes that every student should attend to all scheduled virtual classes. It is expected for students to be connected on time for them to grasp all the possible academic benefits from the virtual classes. By doing so, they are also showing consideration to classmates by avoiding possible interruptions. We understand that family may have situations and your child may not attend some virtual classes, will be late or has any technical problem, if that is your case please immediately contact your child teacher and Principal.

VIRTUAL CLASSES ATTENDANCE

In an Online environment, “attendance” is more than just logging into the class. Online attendance is measured by your academic engagement with the course content, course tools, course teacher, and other students in the class. The following is strongly recommended.

It is a good practice to login to Plus Portals, Microsoft Teams and school email by Plus Portals or Microsoft Office account, daily to stay informed of news, announcements, grades, assignments, and other important class information.

Attending a class through Microsoft Teams is an opportunity for direct interaction between the teacher and students. Teachers will maintain a record of participation and attendance in academically related activities.

Academically related activities include, but are not limited to:

- participating in an Online discussion
- submitting an academic assignment
- taking an exam or quiz
- attending a study group or group project that is as-teacher
- submitting a form during Online virtual class



Teachers of Elementary Students that do not participate or attend/connect to virtual classes will communicate with parents. If the situation persists, a referral for the School Counseling will be made in order to explore any family situation that has been keeping the student from participating in class. If the situation still persists or remains unattended on parents, a referral to the Elementary Principal will be made to solve any challenges that the student or family is facing during distance education.

Teachers of Middle and High School students that do not attend/connect to virtual classes will communicate with parents. If the situation persists, a referral for the Dean of students will be made. He will contact the parents in order to solve the situation that has been keeping the student from attending class. If the situation still persists or remains unattended on parents, a referral to the Middle/High Principal will be made to solve any challenges that the student or family is facing during distance education.

VIRTUAL CLASSES TARDINESS

Coming late to virtual classes is disruptive to your child's education and to his or her classmates. Student's late arrivals will always receive special attention from teachers, school counselors and school principals. Tardiness disrupts instruction for the late student and the rest of the class. Late arrivals will be recorded. Students who arrive 5 minutes after the class has started are considered tardy.

Elementary Students that incur in three (3) unexcused tardiness will be referred to the Elementary Counselor and will be communicating with the parent to deal with any challenges that the student or family is facing during distance education.

Middle & High School Students that incur in three (3) unexcused tardiness will be referred to the Dean of Students. The Dean of Students or School Counselor will be communicating with the parent to deal with any challenges the student or family is facing during distance education. Unexcused tardiness may affect student academic performance and grades.

A parent meeting will be convened after six (6) unexcused tardiness with the Principal, Dean of Student or Counselor to follow up plan and determined a plan to help or solve the situation.

VIRTUAL CLASSES ABSENCES

Attendance represents a critical component in the overall success of each distance student. When a student's absenteeism is excessive, the school principal or dean of students will send a letter to the student's parents with the total number of student absences and the importance of school attendance. Further actions will be made if necessary.

ELEMENTARY SCHOOL: Parents should email teachers if their son or daughter will not be attending class. The Elementary Teachers will refer students with three (3) unexcused absences to the Elementary Counselor.

MIDDLE SCHOOL AND HIGH SCHOOL: The Middle/High School teachers will refer students with three (3) unexcused absences to the Dean of Students. The Counselor or Dean of Students will be communicating with the parent to deal with any challenges that the student or family is facing during distance education.

A parent meeting will be convened after six (6) unexcused absences with the Principal, Dean of Student or Counselor to follow up plan and determine a plan to help or solve the situation. Unexcused absences may affect the student's academic performance and all the assigned work during this period will have a deduction of 10% of the grade.

LEAVING VIRTUAL CLASSES

Leaving virtual classes early is considered an unexcused absence. Parents should notify the teacher by email if the student is going to disconnect before class ends. If the student leaves the class due to Internet connection problems, the student or the parent should inform the teacher as soon as possible about this situation when they have an Internet connection again. Leaving virtual classes will be recorded and after three (3) unexcused leaving will be referred to the school principal or dean of students to deal with any challenges that the student or family is facing.

PLAGIARISM

Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship (American Psychology Association, 2020).

In the context of our educational values, plagiarism is defined in the Dorado Academy Student's Handbook as when a student, who knowingly and deliberately, uses the words or thoughts of another person's material, whether it occurs in homework, on a major paper, or a class test, is dishonest and contrary to the principles and philosophy of Dorado Academy.

Upon suspicion of a document that could be plagiarism during Distance, Blended or On-Campus Learning:

- The teacher will submit a referral to the Dean of Student immediately to be verified.
- The document must be evidenced by the teacher, with the instructions that were given to the student along with the document that is presumed to be plagiarized.
- The Principal or the Dean of Students will do an investigation to determine if plagiarism was committed.
- The Principal or Dean of Student will discuss the situation with the student and the parent or guardian to clarify the situation.

After the Principal or Dean of Students confirms there was plagiarism:

- The teacher will guide the student on this type of behavior and will allow him to redo the work or do a new one with a penalty of 10% of the grade of the work.
- If a student re-commits plagiarism, he/she will refer to the Dean of Students and/or Principal and will have a penalty of 0 for the work to be delivered.
- Parents will be informed of the action taken by the Dean of Students and/or Principal.

CYBERBULLYING POLICY

Cyberbullying is defined as the "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" (Hinduja, 2008). Dorado Academy Student's Handbook strictly forbid this type of conduct under Article 15 Bullying and Cyberbullying Policy. (*In the Law 256-2012, *cyberbullying* was specifically added as part of the intimidation behaviors that are included in Puerto Rico's public policy and therefore in the amended version of Law 149-1999, known as the "Organic Law of the Puerto Rico Department of Education".)

INTERVENTION

1. Any member of the school community who experiences or has information of cyberbullying or inappropriate behavior is to report it immediately to the Dean of Students and/or the Principal. The School administration will conduct a thorough and confidential investigation.
2. The student (victim), parent or guardian who becomes aware of an act of harassment and/or intimidation through any electronic device or platform shall refer this concern to the Dean of Students and/or the Principal. The School will conduct a thorough and confidential investigation.

PROCEDURE FOR THE INVESTIGATION OF THE COMPLAINT

The Dean of Students and/or Principal will be responsible for leading a virtual investigation to lead a thorough inquiry.

- The Dean of Students and/or Principal will perform the virtual process of interviewing potential victims, alleged perpetrators, bystanders, witnesses and analyze documents involving the situation. The Dean of Students and/or Principal will prepare a written report for each interview and document analyzed.
- Each interview will be held in a virtual platform to protect the parties involved.
- After evaluation of the interviews, it will be important that the Dean of Students or the Principal determines whether the behavior can be defined as cyberbullying according to the parameters established in this protocol.
- Once the parties are interviewed through a virtual platform, the Dean of Students and/or Principal will notify the parent or guardian of each student involved in the situation. These will be informed that there is an ongoing investigation of an allegation of cyberbullying, thus, documenting all steps that have been taken.
- The Dean of Students and/or Principal will inform all parties concerned of the decision taken. A copy of the decision will be filed in each student's case file. The school reserves the right to hand a copy of the reports and/or the investigation file to third parties, including parents of the children involved and/or the authorities.
- The Dean of Students and/or Principal shall refer the case to the School Counselor to offer support services to both the offender and the victim, and if necessary, to refer to specialists.
- The School Counselor shall conduct follow-up virtual interviews with the students involved and if necessary, include parents and guardians.

HARASSMENT POLICY

The school does not tolerate any virtual harassment whether ethnic, socioeconomic and/or sexual. For more details follow the Student Handbook.

DISTANCE LEARNING SUPPORT SERVICE

All members of the Distance Education Team collaborate to design, build and deliver engaging and exciting learning experiences for Dorado Academy's Online students. From course development to learner support, we have the knowledge and experience to ensure that every course meets the highest standards of quality and learner satisfaction.

To continue providing the best service, we kindly appreciate that you channel your concerns through your children's teacher via email or call the Academy. The phones are available during regular office hours, even if the school building is closed.

School Receptionist: Mrs. Lourdes Santana - 787-796-2180



Administration:

- **Headmaster:** Mrs. Celia Busquets: cbusquets@doradoacademy.org
- **Elementary School Principal:** Mr. Marcel Torres: fmarcel@doradoacademy.org
- **Middle and High School Principal:** Mrs. Enid Laureano: elareano@doradoacademy.org
- **IT Support:** Francisco Marrero: fmarrero@doradoacademy.org
- **Distance Learning IT Support:** Mrs. Ana Velázquez: avelazquez@doradoacademy.org
- **Elementary Computer Teacher:** Mrs. Joan Lopez: jlopez@doradoacademy.org
- **Dean of Students:** Mr. Angel Torres: atorres@doradoacademy.org

Counseling Program:

- **Elementary School Counselor:** Dr. Tatiana Pagan: tpagan@doradoacademy.org
- **MS/HS and College Counselor:** Mr. Alberto de la Torre: adelatorre@doradoacademy.org

Library Services:

- **Elementary Library:** Mrs. Purin Rivera: crivera@doradoacademy.org
- **MS/HS Library:** Mrs. Kayla Ortiz: kortiz@doradoacademy.org

SUNRISE Student Support Services:

During Distance Learning the SUNRISE program will continue their work in accordance with the American with Disabilities Act (ADA). The SUNRISE Program is a student's support service that helps ensure equal access to educational opportunities for students with learning disabilities. Our coordinators provide reasonable accommodations and monitor student's evaluations and recommendations. In addition of the accommodations to the SUNRISE students as defined in the Student Handbook Article 10, the personnel will be working in helping with follow up of students that are not enrolled in the program that are referred by the teacher or principals.

To contact SUNRISE services:

- **Mrs. Liliana Gonzales:** gonzalezl@doradoacademy.org
- **Mrs. Sheila Muratti:** smuratti@doradoacademy.org

PARENTS DISTANCE LEARNING RULES AND REGULATIONS AGREEMENT

Parents must follow Article 20 (PARENTS RULES AND REGULATIONS AGREEMENT) of the Student and Parent Handbook and the agreements included here on ARTICLE 13 regarding Distance Learning:

- Parents can coordinate a meeting in Distance Learning through email and will be held in Microsoft Teams. Parents may visit teachers on campus by appointment. This can be coordinated through letter, phone call to the school office or email.
- Changes to any contact information must be reported to the school office immediately or updated in the Plus Portals Demographics section.
- Parents must behave correctly, with respect and courtesy to all members of the faculty, administration and staff inside or outside the premises of Dorado Academy as well as during Distance Learning.
- The parent is responsible to be punctual when connecting their child to their scheduled virtual classes and when bringing them to school when classes are given on campus.
- Parents must make sure that their child follows the Distance Learning dress code required by the school. Refusing to do this will refer the student to the Principal or Dean of Students.

ALL PARENTS UNDERSTAND THAT THESE RULES AND POLICIES DO NOT REPLACE THE DORADO ACADEMY STUDENT AND PARENT HANDBOOK, INSTEAD THEY COMPLEMENT EACH OTHER. ALL PARENTS MUST FILL OUT AND RETURN THE ATTACHED FORM VERIFYING THAT THESE RULES AND POLICIES HAVE BEEN READ AND UNDERSTOOD.

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