



Alma del Mar Charter School Reopening Plan

2020 - 2021 School Year

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Alma del Mar Charter School

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Letter from the Executive Director

Alma began ten years ago in an effort to address the challenges that many students in New Bedford faced in attaining a high quality K-8 education. This year, the challenges that our community perennially faces are compounded by the global health crisis of coronavirus. While our school community has never faced the challenge of reopening amidst a pandemic, our resilience, adaptability and sense of *crew* will serve us well as we continue to move forward in our shared mission of putting our scholars on the path to college and challenging them to be service-minded leaders.

Despite the fact that school will look very different for all of us this year, our vision is to provide an experience for our scholars, families and staff that is both true to and builds on what makes Alma an exceptional school community. Alma believes in creating a high support/high demand culture that brings out the best in our scholars. We know that our scholars do their best work when we provide them with rich content and ask them to engage in meaningful tasks. We take a multi-dimensional view of scholar achievement that includes both traditional, test-based measures as well as the creation of high quality work. We believe that relationships drive our performance and operationalize this in our structures for scholar crew. We also believe that in order for our scholars to truly become service-minded leaders, they must develop the ability to identify and resist biased and racist ideas in order to work toward a more equitable world. Regardless of how or from where our scholars learn this year, their experience will reflect these touchstones of what it means to be an Alma Scholar.

We have chosen for our reopening model **to provide grades K-1 with in-person instruction and grades 2-8 with remote instruction**. In addition to K-1 scholars, we plan to bring back a small group of older scholars with complex and significant needs in-person.

In keeping with our priorities, our vision for our scholars this Fall is that each of them stays healthy and well, that they form and maintain strong connections with their teacher and their crew and that they master essential content. We expect them to show mastery on regular assessments of grade level standards. We also expect them to continue to produce beautiful, high quality writing and other work that demonstrates craftsmanship, authenticity and complexity. Our aspiration for our scholars is that in navigating this challenging time they will develop a deeper understanding of challenging topics like the experience of and response to this global pandemic in addition to issues like systemic racism. This final aspiration is in keeping with our mission that Alma scholars will become service-minded leaders who think boldly while addressing complex issues. Our scholars' experience this Fall will undoubtedly be unforgettable-- our goal is to ensure that their long term memories of this period give them a deeper understanding of their world and better prepare them for success in the future.

In Service,

Will Gardner
Executive Director

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Executive Summary

Alma del Mar Charter School has the following priorities for reopening school at the start of the 2020-2021 school year:

1. **Ensuring scholar, staff and family health and safety**
2. **Investing in Crew and Community**
3. **Promoting Equity**
4. **Rebuilding our Academic Core**

Per the request of the Commissioner, Alma has been simultaneously planning for three possible models for the reopening of school: a fully in-person model, a hybrid model with some in-person and some remote learning, and a fully remote model.

Alma has determined that its opening model will be to provide grades K-1 with in-person instruction and grades 2-8 with remote instruction. In addition to K-1 scholars, Alma plans to bring back a small group of older scholars with complex and significant needs in-person. We recognize that remote learning, though challenging for scholars of all ages, is the most difficult for our youngest scholars and scholars with disabilities. Alma will continue to consult with the local Department of Public Health and DESE, monitoring the status of the virus and the needs of our school community to determine if and when we might enter a more or less restrictive model.

The first day of school for the 2020-2021 school year will be **September 14, 2020** for scholars in all grades participating in either remote or in-person learning.

Alma del Mar will follow all DESE guidance regarding health and safety measures. Key safety measures include:

- **Face masks** are required for all scholars and staff in school and when riding the bus. Face masks will be provided by families, and Alma will have extra masks on hand as needed. Mask breaks will be built into the daily schedule.
- Families are responsible for **screening their scholar for symptoms of COVID-19** on a daily basis. Any scholar or staff member exhibiting symptoms should stay home.
- Class sizes and schedules will be adjusted to comply with **social distancing** guidelines throughout the school day.

The most important thing that any member of our community can do if they exhibit the symptoms listed in *Screening for COVID-19 Symptoms* (Page 18) is to stay home. If staff or scholars have any of these symptoms, they must be tested for an active COVID-19 infection prior to returning to school.

Introduction

What follows are Alma del Mar's plans for re-opening for the 2020-21 school year and the rationale for our decisions regarding re-opening. Per guidance from DESE, we have included plans for both the model with which we intend to open the school year, as well as plans for more fully in-person instruction and more fully remote learning. We are prepared to transition to a more restrictive model (more scholars learning remotely) or a less restrictive model (more scholars in person) based on the status of coronavirus locally and on the needs and input of our scholars and families.

In planning for re-opening, we have identified four priorities that are guiding our decisions and use of resources:

1. Ensuring scholar, staff and family health and safety

This includes **minimizing health risks** for all stakeholders, implementing strong health and safety plans and protocols and providing **targeted support** for scholars and families with the most pressing needs.

2. Investing in Crew and Community

We are doubling down on our guiding principle of **crew**, our value of being an interdependent community where scholars are known and heard and staff work together toward our common mission. It also means that we're committed to investing even more in our already **strong family engagement and communication**, ensuring that our school community remains connected and cohesive during this difficult time.

2. Promoting Equity

The trauma inflicted by coronavirus and its ancillary effects is inseparable from and intersects with the inequity that our Black and brown scholars and their families experience due to systemic racism and injustice. As part of the core of our re-opening, we are reviewing and revising both our internal staff structures and our work in the classroom to ensure that Alma is a truly anti-racist institution.

4. Rebuilding our Academic Core

As we did this past Spring, we will continue to focus on helping our scholars to build **strong daily academic habits** regardless of whether they are learning at home or at school. In addition, we're committed to ensuring that our scholars **master essential grade-level content**.

Design Process

In designing our models, our Senior Leadership Team first developed a set of Guiding Principles for Design by which we used to make decisions going forward. These principles were the following:

- **Safety First:** Scholars, staff and community safety must be our number one priority in our design and decision making. We heed the guidance of experts and state/local gov't. We're ready to set aside educational priorities when safety and health are at stake.
- **Every Scholar Included:** We plan with all scholar populations and profiles in mind. We assume that the closure has exacerbated existing inequity so re-entry has to be rooted in increasing equity for all. We approach design with the understanding that a number of scholars have had traumatic experiences due to this crisis in addition to whatever trauma they might have experienced before this. That doesn't mean we dilute quality or lower the bar for all scholars because of individual challenges-- we must provide both equity and quality (high demand and high support!)
- **Kondo: Does it Bring Our Mission Joy?:** We don't assume that we continue to do something just because it's what we've done before. Keep it simple. If it no longer serves our mission or the system we're (re) building, we thank it for its service and set it aside.
- **It's Your Ship:** All of us take full responsibility for our collective success. That means that, wherever possible, we trust individuals to be creative and make the right decisions for their spheres of work. It doesn't mean that every individual has full autonomy over the design of their work. There are many times that, for the effectiveness and benefit of the larger organization, individuals will be asked to use shared practices and tools that may create more work for them in the short term. We work to balance this need for having the right autonomies with having effective shared systems by frequently returning to our priorities and being clear about our overall direction.
- **Plan to Adapt:** Plan for tight feedback loops that drive recursive, iterative work. Changing course should be seen as a positive sign that we are learning and adapting our strategy. We assume and communicate that roles and job descriptions will have to be especially flexible this year. We communicate that some responsibilities may be short term assignments that change with the needs of our program.

Another key element of our design process was to solicit input from our key stakeholders. Over the course of the Spring and Summer we held three highly-attended Zoom meetings with families to share our thinking and hear questions and concerns. Likewise we held weekly All Crew meetings with our staff until the end of our school year in June, as well as three additional staff meetings over the summer. We also surveyed our families and staff twice over the course of the summer to hear their questions, concerns and suggestions about re-opening. While the input from our families and staff represented a wide and diverging set of views on many things, it served to give us strong direction in our design. Concerns around health and safety as well as concerns about the quality and flexibility of remote instruction represent two areas that we considered deeply in putting together our reopening plans.

Over the course of July, having prototyped several models we tested their feasibility given the constraints of our current facilities, resources and staffing. Through this process we were able to conclude that re-opening with a fully-in person model would not be feasible. While we were able to make such a model work on paper, it did not hold up when we factored in the need for us to be ready to engage in the myriad response and safety protocols required should anyone in our school community test positive for the virus. We do not want to open in a less restrictive way

without a high degree of confidence that it was safe for our scholars and staff and that we wouldn't have to immediately transition to a more restrictive model.

Likewise, we tested the feasibility of an A/B hybrid model wherein all or most of our scholars would be in person on alternating days. While this model reduces the number of students in our buildings, it requires a similar degree of staffing and space to run well while diluting our ability to provide high quality remote instruction to those scholars who we know will have to learn at home. Ultimately, we decided that in order for a hybrid model to work for the launch of school we would need to scale back the number of scholars who were in the building. Based on input from our families and on our academic data from the closure period this past Spring, we decided to prioritize our youngest scholars (Grades K-1st) and our scholars with the most pressing and complex needs first when considering who should return to in-person instruction first. This scaled-back hybrid model gives us the ability to focus on launching a strong remote learning program at the start of the year and to proceed prudently with bringing scholars and staff back into our buildings with room to add more as conditions allow in the coming months.

Readiness to Adapt

Following our re-opening we will continue to consult with the local Department of Public Health and DESE, checking in weekly on the status of the virus and needs of our school community to determine if and when we might enter a more or less restrictive model. Unless conditions are such that we need to transition back to a fully remote model, we plan to notify families in mid-October about additional groups and grades of scholars who will return to some form of in-person learning. We would then prepare to make this transition to a higher number of scholars in person at the start of our second quarter at the end of October. At the same time we are prepared to offer a fully remote program for all of our scholars at any time, should we need to return to this model. In designing our in-person learning, we have done so with a possible return to remote learning in mind. An example of this is that our K-1 scholars will be learning remotely on Fridays and engaging in online learning on a daily basis in their classrooms. This initial work will set the stage for more successful full-time remote learning with our youngest scholars should conditions require it.

Timeline for Reopening

Creating a culture of health and safety is critical to our entire community. As a result, we are planning an extended timeline of preparation for the 2020-2021 school year.

Most years, Alma del Mar begins school in late August following 2-3 weeks of training for staff ("Institute"), with additional time dedicated to training new staff. During this preparation period, Alma staff conduct a home visit where teachers visit the home of each scholar to learn more about their scholars, their families, and to share information about the upcoming school year. Additionally, in the summer and first weeks of the school year we typically host kindergarten

screening, info sessions for new scholars, and a Back-to-School Night for all scholars and families.

Given the added complexity of preparing for the 2020-2021 school year, Alma made the difficult decision to push back the start of the school year to September 14 to allow for all members of our community to spend extra time preparing for either remote or in-person learning. The decision to push back the start of school was not made lightly, as we know that each day of learning is critical for our scholars, particularly following last year's closure. The adjusted start date will allow for extended training for leaders and staff, as well as dedicated time for a family orientation that will help prepare scholars and their families for this unique school year.

Key Dates of Reopening Preparations	
July 27 - August 11	Leader Institute
August 12 - August 14	New Staff Institute
August 17 - September 2	Full Staff Institute
September 3 - September 11	Family Orientation <i>(September 7- Labor Day- No orientation)</i>
September 14	First Day of School! <i>Remote and in-person</i>

Description of Opening Model

All Alma K-1st grade scholars will receive in-person instruction Monday-Thursday with a remote learning day on Friday. All 2nd-8th grade scholars will engage in fully remote learning Monday-Friday. Additionally, a small group of older scholars with significant and complex needs will also return to in-person instruction.

We are prioritizing bringing Kindergarten and 1st grade scholars back in person first for several reasons. We know that our youngest scholars struggle the most with remote learning. Additionally, research tells us that they are the least likely to transmit and spread the virus. Finally, we know that families of young children will struggle the most with having to find childcare if their scholars are fully remote.

We do not yet know how this year will progress. If we determine that we are ready to invite more grades back to in person instruction, we may apply our in person plans for K-1st to additional in person grades. If we determine that we are able to invite more scholars back in person, we will prioritize inviting second grade and other scholars with unique needs in upper grades back first.

Of course, it is our goal to return as many scholars as possible to in person instruction as soon as it is safe to increase the number of scholars we are serving in person. Likewise, if we have to shift to a fully remote learning model, our K-1st scholars will engage in the remote learning model described for 2nd-8th below.

The design of our fall opening plans takes into account much of what we learned in the spring about challenges and best practices in remote learning. While we know that remote learning presents challenges for all scholars and families, we also saw some successes. In grades 3-8, we consistently had over 80% of scholars attending daily Crew and turning in their daily assignments. This data helps us identify which scholars and families we know will need additional supports to access remote learning consistently each day, and we begin supporting those scholars from the first day of school. By providing even more structured support in our remote learning model this fall (detailed below), we are confident that we can meet the needs of all scholars and ensure mastery of grade level content this year.

Though we are offering in person instruction for all of our K and 1st grade scholars, families of K and 1st scholars may opt to keep their children home for fully remote instruction. We will ensure that we are able to sufficiently staff a remote model for this group of scholars and families. Please read the details of the remote learning model for grades 2nd-8th to understand what this option will look like.

In-Person Learning Model (Kindergarten-1st Grade)

In-Person Schedule

We have made some shifts to a typical in person schedule to ensure maximum health and safety for all members of our community who will be in person. While these will only be applicable to Kindergarten and 1st grade at the time of opening, these would apply to any grades invited back in person throughout the year.

As stated above, Kindergarten and 1st scholars will be in person from Monday-Thursday, and engage in remote learning on Friday. This is intentional and serves several purposes. Having a weekly remote learning day will ensure we are helping Kindergarten and 1st grade families develop routines and habits for remote learning, should we need to transition to that model later on in the year. It also allows additional time for cleaning and sanitizing our campuses at the end of each week. Lastly, we plan to use Fridays to invite scholars in other grades to come in to receive certain Special Education or other related services, as needed, by limiting circulation on that day.

Schedule Changes:

- **Arrival and Dismissal:** There will be a longer period for both arrival (7:50-8:30) and dismissal (2:30-3:00) to ensure adequate social distancing during these high traffic times. We also have shortened the school day by moving up our dismissal time to

ensure adequate time for cleaning and disinfecting each evening, as well as time for teachers to collaborate and support remote scholars as needed.

- **Outdoor Breaks:** The in person schedule for every grade will ensure at least two twenty minute outdoor breaks throughout the day. We will also plan for PE to take place outdoors whenever the weather permits, and are exploring the feasibility of outdoor meal times as well.
- **Breakfast and Lunch:** Meal times have been extended to ensure adequate time for new sanitation procedures, and to allow for an additional mask break.
- **Co-Curriculars:** Scholars will continue to have co-curricular classes but will not travel to the art or music room. They will also likely have the same co-curricular class for several days in a row then switch to limit teacher exposure between groups from day to day.

Class Sizes

At our current K-1st class sizes of 16-17, we are able to ensure at least 4 feet of distance between all scholars. That being said, we want to ensure maximum health and safety to all scholars and staff who will be in person. Once we have confirmation from families about how many scholars in this grade band will engage in fully remote learning, we will re-examine class sizes, room dimensions, and available space at both of our elementary campuses, and consider adding additional sections as needed to ensure even smaller class sizes.

Scholar Learning

While our goal is to provide the same excellent early elementary program that our families expect, we know that we will have to make some shifts to classroom practice to ensure health and safety throughout the day. Scholars will continue to receive grade-level instruction in Phonics/Writing, Reading Comprehension, Math, and Science/Social Studies every day, as well as co-curricular classes. We are not making any major changes to our curricular or assessment methods.

Additionally, to ensure we are preparing scholars adequately for the possibility of another period of remote learning, we will have frequent opportunities during in person school days for our young scholars to engage in virtual learning by completing some tasks online. We know a strong foundation in technological fluency on Chromebooks will be critical to a smooth transition to remote learning, should we need to make that transition again this year. Other changes in classroom procedures will include limiting the sharing of materials and supplies, ensuring adequate social distancing during class transitions, etc. We may need to limit the amount of small group time happening in person when clusters of scholars and teachers are in close proximity.

Serving Scholars with Disabilities and English Learners in the In Person Setting

We will be able to ensure full compliance with all Special Education and English Language

services in any learning model this year. For any grades that are learning in person, that grade band's full-time Special Education and ELL teachers will continue to provide small group and individual services to scholars across content areas, as well as Occupational Therapy, Speech/Language, and Physical Therapy as needed. By only inviting a small group of scholars back into the building when we open, we will be able to designate space in each building for stable groupings of scholars who receive services to work with Scholar Support staff in a way that avoids possible cross-group mixing.

Protocols & Facilities

Please reference the Health and Safety section that begins on page 18 for detailed plans for new health & safety protocols and updates to our facilities.

Remote Learning Model (2nd Grade - 8th Grade)

As noted above, we plan to open the school year with all 2nd-8th grade scholars learning remotely from home. We are confident that, by focusing our staff energy on preparing for a strong remote start to the school year, we can meet the needs of all scholars and families through our remote learning model and continue to ensure scholars on the path to college and becoming service-minded leaders.

We are committed to continually evaluating the safety and effectiveness of our in person model, and plan to consider inviting more scholars back to in person learning as soon as possible. We will prioritize bringing back 2nd grade scholars first, recognizing that they may share the same challenges that K and 1st scholars face in remote learning, as well as other high needs scholars in upper grades. Please note that families will always have the choice to opt out of in-person learning throughout the year, even if we do invite additional grades back later in the school year.

Remote Schedule

In Spring of 2020, scholars were expected to attend Crew each day at the same time with their teacher and peers (a synchronous structure), but otherwise completed all of their assignments independently on their own time (an asynchronous structure). For several reasons, we will be moving to a more structured school day schedule with more synchronous learning time for all scholars. We are planning for an 8:30am-3:00pm remote school day each day. We believe that a more structured, consistent daily schedule will ensure scholars are more attentive to new learning and the completion of high quality work. Lead teachers, Associate teachers, and Specialists will be able to better coordinate daily supports for individuals and small groups through the use of a consistent schedule.

All scholars will be expected to engage in their remote learning during these hours every day Monday-Friday. Below you will find a sample schedule for 3rd-5th grade, though please note

that there may be variations at different grade levels. Scholars and families will receive their finalized grade level schedule during our Orientation period.

Sample Schedule

**Please note that in this 8:30-3:00 school day, it is not expected that scholars or teachers are on video conference or even on their computer for the entire 6 hour period. In addition to scheduled breaks/lunch time, each block is designed to flexibly include both synchronous and asynchronous learning time to ensure teachers can differentiate supports to meet the needs of all scholars.*

Time	Block	Description
8:30am - 9:00am	Crew	All scholars in all grades will have Crew from 8:30-9:00 each morning to launch their day of learning.
9:00am - 10:15am	ELA	Lead ELA teacher will provide a 10-15 minute synchronous video lesson to introduce and model the day’s teaching point. Depending on grade level and lesson type, scholars may engage in more whole group or small group guided practice, independent work time, individual conferencing, etc. The ELA task for that day is due by the end of the class period (unless a scholar plans to participate in Office Hours).
10:15am - 10:30am	Morning Break	All scholars are encouraged to take a 15 minute movement break away from screens!
10:30am - 11:45am	Math	Lead Math teacher will provide a 10-15 minute synchronous video lesson to introduce and model the day’s teaching point. Depending on grade level and lesson type, scholars may engage in more whole group or small group guided practice, independent work time, individual conferencing, etc. The Math task for that day is due by the end of the class period (unless a scholar plans to participate in Office Hours).
11:45am - 12:30pm	Lunch	
12:30pm - 1:15pm	Expedition	In grades K-5, scholars will usually have independent work to complete for Expedition (sometimes accompanied by teacher video or support).
1:15pm - 2:00pm	Co-Curriculars	Scholars will continue to participate in PE, Art, Music, Computer Science, STEM, and Spanish co-curricular classes depending on their grade level.
2:00pm - 2:30pm	Targeted Learning Time A	Scholars will engage in some scheduled small group interventions, drop-in Office Hour support, or more independent work time.

2:30pm - 3:00pm	Targeted Learning Time B	Scholars who are not participating in Office Hours who have completed their tasks proficiently for the day are strongly encouraged to complete Co-Curricular assignments and/or extension work during this time.
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Curriculum & Standards-Alignment

In either model (in person or remote), our curriculum will be fully aligned to grade level state standards. We have adjusted Scope and Sequences in all grades to ensure there is enough time for the priority standards to be taught to mastery in all grades in ELA, Math, and Science/Expedition.

Procedures for Tracking Attendance & Participation

During the Spring 2020 extended closure, we collected attendance from synchronous Crew meetings every day in Grades 3-8. After two weeks of establishing Crew expectations and routines, we maintained at least 80% school wide attendance each day. In Fall 2020, we will continue to take attendance at Crew each day, as well as monitor attendance throughout synchronous learning blocks. Just as we would in a typical school year, we will follow up with families of absent scholars to both check in on wellness and ensure we are consistently communicating that attendance is both critical to scholar learning and mandatory for all school-aged children in the Commonwealth of Massachusetts.

In Spring of 2020, we also monitored daily task completion. Similarly, after initially setting expectations, we maintained at least 80% of classwork submitted across grades each day through the last day of school. We will continue to monitor this metric and will follow up swiftly with scholars who are not completing work with additional reminders and support as needed.

Planning and Instruction

Teachers will continue to generate unit guides that are reviewed by school leaders, and work collaboratively to design lessons and assignments that meet rigorous grade level standards and provide appropriate scaffolding and support to all scholars. We will continue to provide weekly coaching and Professional Development sessions for staff to continue improving their instructional practice throughout the year. Teaching remotely is a new type of instruction for all of our teachers. In developing our lengthy New and Full Staff Institute Trainings (see below) we are also spending significant time ensuring all of our staff, particularly who work with scholars in grades 2-8, are proficient in remote teaching.

Assessment

It is critical that we are monitoring scholar mastery of foundational skills and grade level standards in all grades, regardless of which model we are operating. We will use several types of assessment throughout the year.

- **Baseline Assessment:** Across grades, we will use various assessment tools (including Fountas & Pinnell, internally created placement exams, and others) to collect baseline data on all scholars' foundational skills to determine immediate interventions as needed.
- **Daily Assessment:** Scholar work will be reviewed by teachers each day to assess mastery of that day's Learning Targets, and to adjust instruction and support as needed.
- **Bi-Weekly Assessment:** Once every two weeks, teachers will administer a brief quiz. School leaders will review this data alongside teachers to assess the effectiveness of our curriculum and academic program, and to support teachers in making shifts as needed.
- **Quarterly Assessment:** We will continue to administer quarterly interim assessments to assess mastery of power standards each quarter.
- **Progress Monitoring:** All scholars will be assessed on the Aimsweb assessment system at the beginning, middle, and end of year to monitor appropriate progress on grade level standards. Lead teachers and the Scholar Support Team will review this data, determine which scholars would benefit from more frequent monitoring, and administer the progress monitoring assessments on a more frequent timeline for those scholars.
- Grade level teams and the Scholar Support Team will review all relevant assessment data in weekly team meetings to ensure scholars are receiving Response to Intervention (RTI) supports as needed.

Grading Policies

We will continue to administer quarterly standards-based report cards. Scholars will earn a 1, 2, 3, or 4 on each standard based on their level of independent mastery. Scholars in grades 6-8 should expect that these report cards will be included in their high school applications.

Scholars in Special Education will receive Progress Reports on their IEPs on the same cycle as our report cards.

Family Communication

As we did in Spring 2020, we will continue to have Crew Leaders and Lead Teachers connect with scholar families each week to check in on the family's wellness, as well as provide updates on scholar progress. We will continue to use the service Language Scientific to provide translation services on phone calls, as well as ensure all schoolwide notifications, videos, texts, or posts are available in English and Spanish. Families are welcomed and encouraged to reach out to teachers and other staff members whenever they have concerns or need support.

Technology Platforms

Our Kindergarten - 2nd grade teachers and scholars will use the platform SeeSaw and our 3rd grade - 8th grade teachers and scholars will continue to use the platform Google Classroom. Both SeeSaw and Google Classroom are platforms that serve as a “home base” on which teachers can post videos, assignments, messages, and other resources for scholars. These sites may redirect scholars to other resources or activities (i.e. Epic books for young scholars, or Khan Academy math videos for older scholars), but we hope that by centralizing all resources on SeeSaw and Google Classroom, it will be easy for scholars and families to navigate their work. Teachers will continue to generate lessons and assignments for scholars. Alma does not use any website or program as the primary curriculum for any grade or content area.

For video conferencing, we will be using Google Meet, which is an application available through all scholars Alma e-mail addresses.

For families who do not have consistent access to wi-fi, we are prepared to provide Hot Spots at no charge to ensure that all scholars can get online everyday.

Staffing Model

In our remote learning model, we are able to preserve almost all roles that staff typically serve during in person school, which maximizes the types and volume of support we can provide to all scholars. Scholars in grades 3-8 will continue to have departmentalized Lead teachers who deliver their core content instruction each day. In a remote learning model, grade 2 (and grades K and 1, if applicable) will have a single Lead teacher who delivers all of their instruction in all of the core content areas each day. Associate teachers will continue to support grade level teams as needed. Special Education and ELL Specialists will continue to serve scholars with disabilities and English Learners. Co-Curricular teachers will continue to provide instruction and activities in their content areas. Members of our Culture Department (including the School Counselor, Social Emotional Specialist, and Behavioral Fellows), Operations Department, and Leadership teams will all continue to support teachers, scholars, and families as needed.

Wellness and Social Emotional Supports

We continue to employ a full-time School Psychologist and a full-time School Counselor, as well as various members of our Culture Department who support scholar well-being. These resources will be available to all scholars whether they are in person or remote. Additionally, we are investing heavily in our daily Crew block as a place where scholars can build strong relationships with peers and teachers, as well as explore issues of identity, agency, purpose, and belonging.

Serving Scholars with Disabilities and English Learners in the Remote Setting

We are fully committed to ensuring full compliance with Special Education and English Language services in our remote learning model. Our current opening model ensures that all Special Education and English Language teachers are able to maintain their full-time capacity to service the scholars on their caseloads. They will use a diverse array of strategies to reach all learners throughout the remote setting, including individual and small group conferencing, accommodating classwork and resources, pushing into whole group lessons to support, etc. Our Deans of Scholar Support will ensure all teaching teams have reviewed scholar IEP and 504 plans, as well EL data and supports, and ensured adequate support is built into their schedules and lessons to meet the needs of all learners in advance of the first day of school.

Intervention

Our remote learning schedule will include daily flexible “Targeted Learning Time” blocks in which Lead Teachers, Associate Teachers, and Special Education/EL Teachers can provide scheduled and drop-in intervention support for scholars across content areas. Additionally, we will use the baseline data we collect during our orientation period to ensure we are thoughtfully and efficiently using this time to close academic gaps from the first day of remote learning.

Staff Training & Preparedness

Our staff will be engaged in training and preparation for 17 days during our New Staff and Full Staff Institutes prior to the launch of our Scholar and Family Orientation period. During Institute, staff will be able to familiarize themselves with our online and in-person learning models, give further input on them and help finalize these plans at the classroom and grade level. We will also use time at Institute to develop our staff’s toolkit for remote learning as well as culturally responsive and trauma-informed instruction.

While the bulk of our staff training will take place on line, the later half of Institute has been set aside to practice health and safety procedures and routines on site in our school buildings and for teachers to finalize the setup of their classrooms.

Family Orientation and Communication

In keeping with our priority of strong family communication and engagement, we are planning a series of touchpoints with our scholars and families between now and our first day of school to ensure that everyone is equipped and ready to learn. *The following is a draft plan for these touchpoints, subject to change:*

August 11: Informational Zoom Meeting

Families will get an overview of our opening model, answers to frequently asked questions and an opportunity to talk directly with Alma leadership about questions or concerns.

August 17: Learning Model Choice (K-1) and Additional Needs Survey

Families in K-1 will have the ability to opt in to fully remote learning for the first quarter of the year. All families will be able to further communicate about additional needs or special circumstances with which they need assistance

August 24: Online Webinars with Principals

Families in K-1 and also in Grades 2-8 will participate in (or be asked to view a recording of) online webinars with details about the start of school including academic requirements, health and safety protocols and transportation

August 25: Teacher Introduction Calls

Each family and scholar receives a brief phone call from their child's teacher to meet, answer questions and schedule a time slot for Orientation Days.

August 31: Online "Open Houses" by Grade

Families and scholars will get to meet grade-level teachers remotely, hear about their curriculum and go over expectations for Orientation Days

September 3-11: Orientation Days

Scholars and families will come to outdoor space under tents next to our schools during designated time slots to

- meet their teacher
- receive any needed technology (chromebooks, chargers, cases)
- receive free supplies and books as well as free masks and Alma shirts
- receive curricular materials
- check in with school nurses
- tour classrooms (K-1)

After September 14: Weekly Calls Home and Formal Touchpoints

Every family, regardless of their scholar's learning mode, will receive at least one call a week to check in with their child's teacher. We will also hold virtual family conferences at the close of the quarter.

Transportation

Alma del Mar will follow DESE guidance on safe transportation for scholars riding on school busses. This guidance includes, but is not limited to, the following:

- altering the number of scholars who are able to ride a bus at one time in order to allow for a minimum of 3 feet of social distance between riders (excluding siblings)
- assigning scholars to one seat on one bus
- routine cleaning/disinfecting of vehicles
- modified procedures for boarding

- keeping bus windows open
- additional protocols to increase health and safety for scholars and staff.

In order to maximize the safety of school busses for scholars who do not have alternative means of transportation, we are asking families who are safely able to walk, bike, or drive their child to school to do so. We will be surveying families prior to the beginning of the school year to identify which scholars will be taking the bus on a daily basis.

Per DESE guidance, if scholars display symptoms during the school day (see *Screening for COVID-19 Symptoms* (page 18)), they will not be permitted to travel home via school bus.

Access to Technology

Alma del Mar is committed to ensuring that all Alma scholars have access to a chromebook in order to do their school work. As best we can, we will also help families who do not have access to or have limited access to reliable internet connectivity. More information on access to technology will be provided to scholars and families during the Family Orientation.

Please see *Technology Platforms* (page 14) for a description of technology platforms available to scholars in various grade levels during periods of remote learning.

Health & Safety

Alma del Mar will follow all DESE guidance on Health & Safety measures. Additionally, Alma will collaborate with the New Bedford Department of Health regarding the status of the virus in the New Bedford community.

Alma is utilizing many strategies listed below to substantially reduce the risk of transmission. None of these strategies are perfect when used in isolation, but in combination will serve to protect our community as much as possible.

1. Screening for COVID-19 Symptoms

Families and caregivers are responsible for screening scholars for COVID-19 symptoms on a daily basis. Families should not send their scholar to school if they are exhibiting symptoms described below. Alma staff are responsible for screening themselves on a daily basis. Alma staff should not come into work if they are exhibiting symptoms described below.

Per DESE guidance, if staff or scholars have any of these symptoms, they must get a test for active COVID-19 infection prior to returning to school.

- Fever (100.4 degrees Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache *when in combination with other symptoms*
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, *when in combination with other symptoms*
- Nasal congestion or runny nose (not due to other known causes, such as allergies, *when in combination with other symptoms*)

2. Mask/Face Coverings

All scholars must bring a mask to school each day. Masks should be provided by families, and the school will have extra masks on hand. All Alma staff are required to wear a mask throughout the school day. All masks should cover the nose and mouth and be worn correctly.

All Alma scholars are required to wear a mask. We recognize that our youngest scholars will need to adjust to this, and we are asking our families to work with your scholar over the summer to practice wearing a mask for extended periods of time. Scholars and staff will have outdoor, socially distanced mask breaks throughout the school day.

All scholars and staff will wear masks on the school bus. Everyone must wear a mask during arrival/dismissal times. All visitors to the school are required to wear a mask.

Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability, impact, or other health or safety factors. If a scholar or staff member is unable to wear a mask due to a documented medical condition, they should report this to a school administrator as soon as possible so that alternative safety precautions can be taken.

Transparent face coverings may be used in specific circumstances to increase visual cues for individuals who are hard of hearing. These will be provided by the school.

Staff with unique responsibilities, such as nurses or paraprofessionals, may be provided with speciality masks/face coverings as appropriate for their work. These will be provided by the school.

Alma strongly encourages all members of the community to wear a mask when out in public outside of school hours. Masking helps ensure that the rate of transmission in our community

remains low, which will allow us to continue to serve as many scholars as possible safely in person.

3. Physical Distancing

Alma is committed to using our physical spaces flexibly in order to maximize distance between scholars and staff present in person. Per DESE guidance, a minimum physical distance of three feet has been established for schools when combined with other protection measures such as masking.

During mask breaks and meals/snacks, scholars and teachers must be 6 feet apart. We will bring our scholars outside for these times as frequently as possible.

Classroom layouts will be significantly different this year to allow for separate desks/tables for scholars and space for staff to safely circulate.

4. Scholar Groupings

Alma will continue to follow DESE guidance regarding scholar groupings, which requires schools to group scholars into small cohorts or groups of scholars and to consider the physical capacity of a particular space.

Alma will make every effort to create small, stable groupings of scholars and staff who interact only within their group, to the extent possible. For example, a kindergarten scholar will see their kindergarten teacher, but will not come in contact with a 1st grade teacher. This requires shifts in schedules, staffing, and other support structures.

At this time, the requirement for a maximum number of scholars in a group is dependent on the amount of physical space available. Alma will be gathering information from families in the coming weeks to determine the number of scholars planning to attend in-person, and will then determine class sizes. We are planning for K-1 in person groupings of no more than 15 scholars. In grades 2-8, any in person groupings will be dependent on physical space available, and will ensure, at a minimum, the 3 feet of distance between scholar desks required by DESE guidance.

5. Hand Hygiene

Hand hygiene (hand washing or hand sanitizing) is required upon arrival to school, before eating, before putting on and taking off masks, and before dismissal. In order to make frequent handwashing and sanitizing available to scholars and staff, Alma has procured additional hand washing sinks and hand sanitizing stations to be used throughout our buildings.

Alma will conduct training with staff and scholars on proper hand hygiene techniques, and will create a schedule of the school day that allows for more frequent hand hygiene throughout the school day.

6. PPE Supplies

Alma has already placed orders for personal protective equipment in line with DESE guidance.

Personal protective equipment available for staff and scholars (as needed) includes, but is not limited to:

- Masks/Face Coverings: Required for every adult and every scholar (note: exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability, impact, or other health or safety factors underlying condition or disability)
- Mask backups on hand for Staff and Scholars
- Non-Latex gloves provided for all scholars and staff as needed
- N95 Masks provided for Nurses
- Gowns and Facemasks for Nurses as needed
- Clear masks and shields provided for hearing impaired scholars or teachers to support hearing impairment

7. Vaccinations

Alma del Mar will work with families to ensure that scholars are current on all standard vaccinations before returning to school in-person.

Alma strongly recommends that all scholars and staff members receive the seasonal flu vaccine this fall. Though current data indicates that children are less likely to be infected with and to transmit COVID-19, children are frequent transmitters of influenza. Given the overlapping symptoms between COVID-19 and influenza, avoiding an outbreak of influenza will help keep as many scholars and staff healthy and participating in in-person learning.

8. Responding to COVID-19 Scenarios

Even if all members of our community practice these health and safety measures consistently, the risk of exposure to COVID-19 in schools is not zero given that the virus will still be present in our community at the beginning of the school year. We must be prepared to respond to a potential COVID-19 scenario in school, on a bus, or in our community.

The most important thing that any member of our community can do if they exhibit the symptoms listed above under Screening for COVID-19 Symptoms is to stay home. If staff

or scholars have any of these symptoms, they must be tested for an active COVID-19 infection prior to returning to school. Alma del Mar will work with our families and staff to identify testing sites available in the New Bedford community.

Overview of response protocols:

- Evaluate symptoms
- Separate from others
- Clean and disinfect spaces visited by the symptomatic person
- Test for COVID-19 and stay home while awaiting results
- If test is positive:
 - Remain home for at least 10 days and until at least 3 days have passed with no fever, in addition to improvement in other symptoms
 - Continue to monitor your symptoms
 - Notify the school and personal close contacts
 - Answer the call from the local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
 - Secure release from contact tracers for return to school

Close contacts in a school setting include scholars or staff who were within 6 feet of the COVID-19 positive scholar or staff for at least 10-15 minutes in a classroom, school bus, or other school space. In a situation where scholars are in a self-contained classroom for an extended period, all scholars/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result. Close contacts should not return to school until they have been tested or until they have self-quarantined for 14 days.

Per DESE guidance, Alma del Mar will follow the following protocols for responding to COVID-19 scenarios:

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	If an individual is symptomatic at home , they should stay home and get tested.	Individual tests negative	Return to school once asymptomatic for 24 hours
	If an individual student is symptomatic on the bus or at school , they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.	Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

		Individual is not tested.	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	<p>If an individual is at home when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.</p> <p>If an individual is at school when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.</p>	Individual tests negative	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify close personal contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and at least 3 days have passed with no fever and improvement in other symptoms.
		Individual is not tested.	Remain home in self-quarantine for 14 days from exposure.

9. COVID-19 Isolation Space

In order to minimize transmission of COVID-19, Alma will establish a COVID-19 isolation space in each school building. This space will be used exclusively for scholars or staff who are displaying COVID-10 symptoms while at school. This space will be separate from the nurse’s offices in order to minimize exposure to individuals who are symptomatic. This space will be supervised by a medical professional who will be provided with additional personal protective equipment.

10. Facilities

Alma del Mar has purchased several handwashing sinks so that scholars and staff can easily and thoroughly wash their hands when they enter and prior to leaving the building. These handwashing sinks will be located in hallways or common spaces so they can be accessed without going into a bathroom. Additionally, Alma has purchased hand sanitizer stations that will be placed around the building in classrooms, hallways, and other common areas.

Alma is creating protocols for safe movement around the building. We will create pathways so that individuals can avoid passing one another in the hallway at close distance by circulating in one direction. Similarly, stairways will be designated as either “up” or “down” stairs. The scholar schedule will also take into account the transition times of groups of scholars so that multiple grade levels will not be transitioning through the same space at the same time. This will help ensure that cohorts of scholars will stay in their small, assigned groups.

Plexiglass barriers have been installed in the front office of Alma's campuses so that families are able to safely interact and exchange paperwork as needed with staff at the front desk. Plexiglass barriers are not currently planned for any classroom space, but this is subject to change if the need arises.

Based on the number of scholars learning in-person at any given time, Alma will continue to creatively use the space within our buildings. This means that classes might not take place in the same room where they have historically taken place. We are prioritizing maximizing the distance between scholar desks, rearranging seating arrangements, and making changes to the furniture in classrooms in order to accommodate as much space as possible.

Alma is planning to utilize outdoor space as much as possible during this school year. Families should expect that mask breaks will happen outdoors as often as possible except for cases of extreme weather. Alma will work with families to make sure that scholars have access to warm coats in the winter so that mask breaks can still be taken outside.

11. Cleaning & Sanitation

Alma is creating a multi-layered approach to cleaning and sanitation of our buildings and classrooms. Our top priority is the health and safety of our community, and every individual will have to assist in this effort.

Scholars will be responsible for age-appropriate cleaning tasks, such as wiping down shared materials after use. All staff will follow protocols related to cleaning personal spaces after use, and will help teach scholars how to implement cleaning routines throughout the school day. Various staff members will be responsible for routine cleaning of high-touch spaces throughout the school day, such as door handles, hand railings, etc. Alma employs an overnight cleaning company which will continue to clean our buildings each evening. Additionally, we are adding an additional full time staff member to assist in cleaning throughout the daytime.

12. Ventilation

Over the course of the summer, Alma has considered various ways to increase ventilation and air flow at each campus. In addition to thinking about the indoor space in each building, Alma is also investigating ways for scholars and staff to spend much more time outdoors throughout the school day. This includes mask breaks, but also lunch and class time as appropriate. Alma is investing in improvements to our Field, which can be accessed by scholars from both campuses, and is also looking into other creative ways to get our scholars outside as often as possible.

At the Douglass campus, all classrooms have large windows that are able to be opened fully to maximize ventilation. We will also be purchasing fans, and keeping doors and windows in

common spaces open to increase air flow. With the start of the school year now being September 14th, we will likely avoid the hottest days of the year during the 20-21 school year.

At the Ottiwell Campus, all air units are capable of operating with 100% outside air when in fully occupied mode. Using increased outside air in addition to running the building in occupied mode for longer periods instead of a nighttime setback to recirculation mode is recommended by ASHRAE as a COVID-10 mitigation strategy. Alma switched to using the occupied mode for longer periods of time over the summer and will continue this for the foreseeable future.

The best way to increase the ventilation of particular spaces is to limit the number of individuals occupying an indoor space and considering the activity individuals are doing in that space. For example, when masks are removed in order to eat lunch, scholars will need to be a full 6 feet apart. Alma is actively planning to maximize ventilation in particular spaces and also is considering how to flexibly use spaces based on different activities.

School Calendar

This is a **draft calendar** that is subject to change should the need arise. For now, we have removed many events (such as Family Conferences and Expedition Nights, for example) that we hope to host. At this time, we wanted to provide everyone with the schedule of holidays and breaks, but will provide more information on other events as the school year progresses.

For the health and safety of all members of our community, we will not be offering our typical **After School Program** at the beginning of the school year.

Alma del Mar Reopening Plan_Updated August 6, 2020



DRAFT- Alma del Mar Charter Schools 2020-2021 School Calendar- DRAFT

School Hours: Monday-Thursday 8:00 AM - 4:00 PM, Friday 8:00 AM - 2:30 PM

July 2020						
Su	M	T	W	Th	F	Sa
			1	2	3	4
6	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
7/4- Independence Day						

August 2020						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
8/12- 8/14- New Staff Orientation 8/17- 9/2- Full Staff Institute						

September 2020						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
8/17- 9/2- Full Staff Institute 9/3- 9/11- Family Orientation 9/7- Labor Day (No School) 9/14- First Day of School						

October 2020						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
10/12- Columbus Day (No School)						

November 2020						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
11/11- Veterans Day (No School) 11/25- 11/27- Thanksgiving Break (No School)						

December 2020						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
12/23- 1/1- Winter Break (No School)						

January 2021						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
12/23- 1/1- Winter Break (No School) 1/18- Martin Luther King, Jr. Day (No School)						

February 2021						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
2/15- 2/19- February Vacation (No School) 2/24- Alma del Mar Lottery						

March 2021						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
4/19- 4/23- April Vacation						

May 2021						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
5/31- Memorial Day (No School)						

June 2021						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
6/18- Ottiwell 8 th grade Graduation 6/19- Juneteenth 6/24- Last Day of School (12:00 dismissal)						

Vacation/Holiday; No School	Professional Day; No School	8 th Grade Graduation	AFA = Alma Family Advisory SEPAC = Special Education Parent Advisory Council ELLPAC = English Language Learner Parent Advisory Council
Special Event	New Quarter Begins	Family Conferences	Spirit Days

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Frequently Asked Questions

My scholar(s) fall into one of the categories that will do in-person learning. Do I still have the choice to have them learn remotely? Yes. Families with scholars in Kindergarten and First Grade will be able to select which learning model they prefer for their child(ren) and inform Alma of that choice.

Families of scholars who have otherwise been identified as having complex learning needs and therefore should attend school in person will be contacted by their campus' Dean of Scholar Support.

Will the school day length change? The in-person school day will still begin with doors opening at 7:50 am, however, the day will end earlier with dismissal at 2:30 pm each day. This earlier dismissal time will allow more time for the logistics of transportation as well as building sanitation.

Will the length of the school year be impacted by the delayed opening? We do not plan to end the school year later this year.

Should we order scholar uniforms? All scholars attending in-person learning at Alma will be expected to be in full uniform. Families may find more information at www.almadelmar.org/order-uniforms/ If you have already bought new uniforms and are unable to use them, Alma will buy the approved uniform pieces back from families.

Will transportation be provided? Yes, however we expect that busing will be limited due to the safety guidelines related to how many children may be on one bus. If your child is able to walk to school or you are able to drive them, that is recommended so that busses can be utilized by families who do not have access to alternative transportation. Whaling City Transit will provide busing that adheres to state guidelines which include:

- Open Windows
- One scholar per seat, except siblings who may sit together
- All scholars and WCT staff in masks

What major safety protocol will be followed at Alma this fall?

- Masks/Face Coverings: Required for every adult and every scholar (note: exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability, impact, or other health or safety factors underlying condition or disability)
- Mask backups on hand for Staff and Scholars
- Non-Latex gloves provided for all scholars and staff as needed
- N95 Masks provided for Nurses
- Gowns and Facemasks for Nurses as needed

- Clear masks and shields provided for hearing impaired scholars or teachers to support hearing impairment
- Hand sanitizing & washing stations
- Frequent cleaning of high-touch surfaces
- Designated spaces for scholars who may exhibit symptoms

Will scholars receive breaks from wearing face coverings? We are building mask breaks into the daily schedule to ensure that scholars and teachers can get outside frequently. We are also looking into options for tents so that we will be able to go outside most days of the year regardless of the weather.

How will Alma prepare and support scholars and families for the remote and in-person learning models? We are planning a robust Family Orientation for scholars and families so that we can help families get set up for remote learning. These sessions will be held September 3-4th and September 7-11th at Alma. Some purposes we hope to achieve in these orientations:

- For K-1: Prepare families with health and safety protocols
- For 2-8: Introduce remote learning expectations and supports, including clear expectations around communication
- Launch the year with a lot of joy!
- Build relationships
- Distribute materials needed to launch strong at-home learning (chromebooks and chargers as needed, notebooks, pencils, books, art supplies)
- Ensure all health forms and other enrollment paperwork is complete
- Share information re: community resources, food programs, mental health resources, etc.

What will remote learning look like? We have learned many lessons from the spring and are considering new platforms and options to make sure that this is as easy as possible for our scholars and families. Scholars who are remote will have a similar length school day to scholars who are attending in person. We will build in ample break time to remote learning schedules so that scholars are not simply in front of a computer screen all day long. Alma will provide every scholar with their own Chromebook computer.

With our extended Institute time, we will dedicate our energies to improving our remote learning model to ensure all staff are prepared to deliver a strong instruction to all scholars regardless of whether they are learning in person or remotely.

How will the school support scholars with remote learning? We will have as much synchronous learning as we think will be helpful for our scholars to complete work on their own time. We are prioritizing our younger scholars for in-school learning because we know they were the least successful this spring with remote learning.

How have the scholars who will learn in-person due to their complex learning needs been identified? This list of scholars has been compiled by Alma's Deans of Scholar Support based on several factors including:

- DESE guidance on defining scholars with complex and significant needs
- Inclusion in a substantially separate learning classroom (during 2019-2020 school year)
- English Language Learner level
- Individual Education Plan service grid

How will the school support families in helping their scholars with remote learning? Our Deans of Scholar Support are hard at work preparing to deliver our strong scholar support model regardless of delivery method. We know that this is challenging work. We also reserve Fridays to possibly use for some services that would benefit older scholars in person (when K-1 are engaging in remote learning).

Will scholars receive their 504 and IEP supports? Yes, Alma will follow all state guidance regarding special education and 504 plans. Though scholar services may look different than in a traditional school year, we will ensure that all scholars receive their services. The Scholar Support Team will ensure all scholars (not just those currently on 504 or IEP plans) are receiving Response to Intervention (RTI) support as needed.

Will scholars receive report cards and grades this year?

We will continue to carefully track scholar attendance and work completion so that all scholars receive consistent feedback on their work. We plan to issue report cards on a regular basis.

If scholars or staff are quarantining, do they still participate in the remote program?

If a staff member is quarantining because they were exposed to someone with symptoms or who tested positive, but they feel fine, they will continue to work/teach remotely.

If a scholar has been quarantined due to someone else's symptoms or positive test, they should continue to participate (or transition into) in remote learning.

If scholars or staff are themselves experiencing symptoms, we expect that:

- Staff will use their sick time
- Scholars will be "absent" that day