



Return to School Plan

2020-2021

Henry Ford Academy: Alameda School for Art + Design's Return to School Plan

As we approach the 2020-2021 school year, we continue to face the challenges created by the COVID-19 pandemic. Considering the recommendations of local health officials and in light of the ongoing rates of infection, social distancing requirements and reality of what returning to school would like under these restrictions, we will start our school year with a remote-supported learning plan.

Teaching and learning will continue to look very different from what they have been in the past, but we are committed to making sure that all HFA: Alameda School students participate in a high quality, meaningful and personally supportive high school experience.

Our fall plan for returning to school includes:

- 100% remote-supported classes that meet daily Monday – Thursday, with a more flexible schedule on Fridays
- Optional Studio Hours and end-of-day tutoring to support students in need
- Continued commitment to educating the whole child – academically, artistically, social-emotionally
- Consistent communication with students and families to build and sustain supportive relationships
- Support to staff for planning and designing to meet the needs of all students
- Focus on the current and upcoming conditions in order to make real-time adjustments to our program, plan for instruction and support to students, families and staff

** We are committed to re-evaluating our approach regularly as circumstances in San Antonio evolve. All plans are subject to change based on guidance from state and local health and education officials.

Our Guiding Principles

Health and Safety. The health and safety of every member of our HFA: Alameda School community is an essential consideration in every decision we make regarding our plans for a return to on-campus learning. We will make every effort to minimize potential virus transmission and work to ensure that our return is as safe as possible when we come together for in-person teaching and learning.

Equity and Access. We have built our return to school plan to ensure that all students will have the tools and resources they need to participate fully in the educational program of HFA: Alameda School. For those students who are not able to participate fully from home, we will provide a supervised space with access to internet to a limited number of our students as long as the campus can be open.

Mental Health and Wellness. The social-emotional support we provide for our students provides a strong foundation for their academic program. In addition to designing our remote-supported learning plan to address the unique challenges created by starting the year from home, we will continue to offer planned and as-needed interventions for all students, particularly those who demonstrate an increased need during this stressful time.

Teaching and Learning. HFA: Alameda School educators are working together to transform our approach to teaching and learning, while remaining true to our essential educational model and program. Teachers will continue to provide daily instruction, meaningful learning assignments, and opportunities to work individually and in teams. While school will look and feel different, we remain committed to being the best college-

preparatory, open-enrollment Art and Design high school in San Antonio.

Academic Experience. Recognizing the teaching and learning will look and feel different during our period of remote-supported instruction, as well as when we transition back to on-campus/in-person classes, we have developed a set of core learning principles to guide the transformation of our classes, assignments and learning experiences.

A Culture of Belonging. Students learn best when the school community and all its members are able to participate fully, without reservation or fear of exclusion or judgment. By working to eliminate concerns related to inclusion, diversity, equity and access, we intentionally build a culture that moves past tolerance to acceptance and belonging for everyone. Prioritizing relationship building with our students and colleagues is the first step.

Empathy. Taking time and making the effort to get to know the lived experience of our students, colleagues and community enables us to understand their needs – the ones we see easily and the ones that are often hidden from us. The deeper understanding we gain from getting to know each other means we are able to meet students where they are and develop specific interventions to address their needs, respond to their unique circumstances, and promote positive academic and social-emotional outcomes. This includes access to essential technology devices and secure internet access, fundamental tools of remote-supported learning.

Independent Learning. Developing lifelong learners who can meet the challenges we face today and anticipate for tomorrow requires us to empower students with a range of skills and a powerful growth mindset to manage and direct their own learning. Critical, creative thinking and innovative problem solving, as well as the ability to succeed in college and pursue a career of choice, develop when we intentionally work toward the characteristics of independent thinkers and doers.

Purposeful Learning. Purposeful learning is connected to the larger world, takes into account current events, attends to student concerns and interests, and addresses skills and knowledge that are essential to success in the 21st century. Decisions during this moment in time about what students need to know and be able to do are even more difficult, as we work to do more with less amidst COVID-19. We need to be intentional in every aspect of the transformed school experience.

Deeper Learning by Doing. Students need a variety of skills, knowledge and mindsets – distinctly different competencies than those measured by standardized assessments – to achieve their own goals. They need a strong sense of agency and identity, and to engage with people beyond the classroom walls. Such engagement requires an instructional approach that is immersive, hands-on, and real-world. Learning is more meaningful when projects focus on responding to pressing human challenges, and students have a replicable methodology for -- and the opportunity to create -- social good.

Our Academic Calendar and Schedule

This year the TEA will allow a range of options for school provided learning – synchronous (all students learning at the same time and facilitated by the teacher), asynchronous (all students engaged, but not required to be virtually present at the same time) and a hybrid of the two. All options require teachers to monitor student progress on a daily basis to ensure their continued learning.

We look forward to welcoming our new and returning students and families for the first day of school. Classes will begin on August 24, 2020 as scheduled. We currently have no plans to alter scheduled breaks or extend the school year. You can find our school [calendar](#) which includes a list of days off, major breaks and marking periods.

We will begin with a confirmed 4 weeks of 100% remote-supported (online) hybrid learning

model. We will seek Board approval for an additional 4 weeks in the event that local health conditions warrant a continuation in order to reduce the risk of virus transmission for our students, staff and families. Once we are back to on-campus learning, we will continue to monitor conditions closely and return to remote-supported learning if it is deemed necessary for the health and safety of all concerned. For the most updated information, please visit our [COVID-19 web page](#).

Classes will meet daily from 9:00am – 2:50pm, Monday – Thursday. HFA: Alameda School teachers will provide supplemental Studio Hours and tutoring from 3:00 – 4:00pm on those same days for students who sign up for that additional support. **Daily attendance is mandatory for all classes and will be taken in each period.** Tardies will also be marked and accounted in a child’s attendance record.

Students who are unable to attend class on a particular day will be marked absent according to the school’s current attendance policy for excused/unexcused absences. A parent or guardian should notify the school as they would for on-campus instruction. Students should contact their teachers as soon as possible to arrange for any make-up work or adjusted due dates.

On Fridays, all students will have a flexible/asynchronous schedule, with pre-assigned work due by 3:00pm that same day. These assignments, once turned in, will mark a student “present” for that day and must be submitted on that day for them to count for both attendance and grading purposes. Each week, students will also participate in either their Forum meeting or an all-school Assembly as part of their Friday schedule.

This is likely the same schedule we will use once we return to on-campus instruction which will help provide consistency for students and allow us to transition between models if it becomes necessary.

Weekly Schedule for Remote-Supported (Online) Hybrid Learning

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:10 AM	Period 1	Period 5	Period 1	Period 5	Friday assignments available online by 8:00 am 11:15-11:45 am students attend online Forum or Assembly - alternates weekly Complete and submit Friday assignments by 3:00pm for grading and attendance purposes
10:20-11:30 AM	Period 2	Period 6	Period 2	Period 6	
LUNCH					
12:20-1:30 PM	Period 3	Period 7	Period 3	Period 7	
1:40-2:50 PM	Period 4	Period 8	Period 4	Period 8	
3:00-4:00 PM	Studio Hours + Tutoring	Studio Hours + Tutoring	Studio Hours + Tutoring	Studio Hours + Tutoring	



Curriculum and Instructional Resources

Teachers will continue to use a wide array of resources to support student learning, including online instruction. These may include but are not limited to Edgenuity, Texas Home Learning 3.0, the TEKS Resource System and Khan Academy, among others.

We will use Google Classroom, as we have for several years, to house information regarding course materials, daily assignments and projects. All classes will rely on Zoom for their video conferencing, but teachers may supplement the student experience with other educational applications. We will use a consistent structure and learning routines to help reduce the amount of energy students need to use to navigate each class, preserving it for the work of learning.

Teachers will provide course-specific syllabi that outline what students and parents can expect regarding course content, major assignments, daily assignments, and participation. Parents with questions or concerns should first contact their child's teacher directly so that we can work together to meet the needs of each as quickly and easily as possible.

Students who need additional academic support or who have an Individual Education Plan (IEP) or (504 plan) will continue to receive essential services and accommodations that align with their identified learning needs and goals.

Student Work and Access

Students will be required to submit assigned work on a daily basis and by the end of the class period to comply with TEA regulations regarding attendance for remote-supported (online) learning. For multi-day assignments or larger projects, a daily progress check will be submitted in lieu of the completed assignment. Teachers may allow late work in individual circumstances and will assess that work according to the late-work policy established at the beginning of the semester. Late work may be counted for credit, but will not negate the absence.

Students will access their assignments for class and submit their completed work through Google Classroom. In a few rare situations, teachers may use a different platform that better aligns with the type of assignment and work associated with the specific class.

Attendance and Grading

Attendance at scheduled classes is required and will be taken daily by the teacher for each class. Attendance will also be recorded by a student's daily assignments which must be turned in by the end of the scheduled class period Monday – Thursday. Students must remain for the entire class period in order to be counted present for the class. Teachers will use a variety of tasks to check for understanding and to document the students' complete participation to the end of the class.

Friday assignments will be available by 8:00am and must be turned in no later than 3:00pm of that same day. As this is the only record of attendance for Fridays, late work cannot be accepted. Students who are unable to meet the deadline are strongly encouraged to contact their teacher immediately to resolve the issue.

Attendance will also be taken during Friday Forum and Assembly meetings.

During this time, we are adhering to our traditional school policy for absences. If your student is ill and cannot attend their designated Zoom classes, parents must notify our front office at 210-251-9594 or by emailing our attendance coordinator at smartinez@thealamedaschool.org.

Grading student work is a necessary part of school and will continue during remote-supported learning. Students are required to turn in their assignments just as if they were on campus. Teachers will follow the same grading

policies as have been used in the prior year and which are outlined in the HFA: Alameda School Handbook. Daily feedback will be provided during class and on the daily assignments submitted through Google Classroom. Families will receive a progress report every three weeks, with a more complete report card coming at the end of each marking period.

Technology Support and Requirements

Students who are not able to access online resources reliably are eligible for a device provided by HFA: Alameda School. Students who do not have reliable internet connectivity or for whom remote-supported (online) learning is not possible are eligible for on-campus supervised academic work center.

If, at any time, your student is in need of a device to work remotely, please email info@thealamedaschool.org with your request and we will respond as soon as possible.

Student Support

Students learn best when they are members of a positive, mutually supportive learning community. In these difficult times, we are being especially vigilant to ensure that all of our students receive the attention and care they need academically and social-emotionally.

School staff will reach out to each student and their family at least once every other week to check in, listen and learn about things are going and generally make sure all is well. Students will also meet with their Forum every other week to connect with a smaller group of students and a regular Forum leader to build connection and community within the student body and with a specific staff member.

Students who need additional social-emotional support may reach out to the school counselor and/or administration at any time to access their resources and to ensure we address the needs immediately and to the extent necessary for the child's mental health and wellbeing.

Students who are struggling academically and wish more support can sign up for afternoon Studio Hours or academic tutoring offered Monday – Thursday, 3:00 – 4:00pm.

