



childpeace
M O N T E S S O R I S C H O O L

MMM Back to School Guide 2020-21

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Overview

Metro Montessori Middle School (MMM) is starting the 2020-21 school year on September 8 with distance learning. We are also fully prepared to welcome our students back to on-campus learning after our initial 6 week commitment to online learning. The MMM team, supported by Childpeace administration is redesigning classroom spaces in the MMM building and developing a Comprehensive Distance Learning program that offers a fresh approach to meeting our adolescents' developmental needs. In addition, we are preparing for partial or intermittent closure and are offering families an opt-in opportunity for online learning simultaneous to on-campus instruction. This comprehensive and varied range of options aims to meet the needs of all MMM families.

This Guide has been created to ensure that we, as a community, are taking appropriate action to protect our MMM community, staff, children, and families and to minimize the risk of a potential outbreak of illness. Policies outlined in this handbook override existing ones from our current parent handbook in any areas where they may overlap. Together we will work to continue the quality program that this community has created, while offering a safe place for work and learning for our children and staff.

Policies in this Guide are meant to provide direction for families and staff while on Childpeace and more specifically MMM grounds, to help control the potential of an illness outbreak in our school community, and provide protection for our staff, children, and families. Each policy outlined in this document applies to all employees and community members while on Childpeace Montessori School property.

We have based the policies in this Guide on guidance from both the Center for Disease Control (CDC) and the Oregon Department of Education (ODE) in collaboration with the Oregon Health Authority (OHA).

All policy and procedures are subject to change as ODE and other guidelines change in response to COVID-19. Please expect that this Guide will be updated periodically.

As we are balancing the need for quality education and health and safety, we are guided by the ODE's **Guiding Principles for Collective Action and Leadership** and **Key Principles for Reducing Potential Exposures**:

Guiding Principles for Collective Action and Leadership

Ensure safety and wellness. The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and create the conditions to support mental, social, and emotional health of students and staff.

Cultivate connection and relationship. Quality learning experiences require deep interpersonal relationships and a learning environment where people are seen, known, and loved. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.

Center equity. In Oregon, based on data released by OHA, all racial and ethnic groups are disproportionately impacted by COVID-19 as compared to their white peers. Recognize the disproportionate harm and impact that COVID-19 has caused for certain communities. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.

Innovate. The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

Key Principles for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

1. Physical distancing — minimizing close contact (<six feet) with other people.
2. Hand hygiene — frequent washing with soap and water or using hand sanitizer.
3. Cohorts — conducting all activities in small groups that remain consistent over time with minimal mixing of groups.
4. Protective equipment — use of face shields, face coverings, and barriers.
5. Environmental cleaning and disinfection — especially of high-touch surfaces.
6. Isolation of sick people and quarantine of exposed people.
7. With the above considerations foremost, outdoor activities are safer than indoor activities.

Due to the nature of the pandemic, changes are inevitable and MMM will provide clear communication in a timely manner regarding any changes to policy or protocols.

Program Information

Hours

For on-campus learning, our school hours will be:

- Monday - Friday 8:15 am - 3:30 pm (including entrance and exit protocols)
Classes begin promptly at 9 am

For distance learning, our school hours will be:

- Monday, Tuesday, Thursday, Friday 8:30 am - 3:30 pm
- Wednesday 8:30 am - 12 pm (Wednesday afternoon Guides will meet for professional development to consolidate observations that then inform refinements and responsiveness in the program.)

Arrival and Departure

We will have four separate points of entry and exit as outlined below. Please note: there will be a staggered entry into the building for Classrooms 1 and 2 (West End). We will conduct daily wellness screenings at each point of entry and exit. In order to lower the risk of the spread of illness in our community, we ask that each household completes a daily wellness questionnaire for their student(s) covering exposure, pending test results, and symptoms. We also check each student's temperature before the student is allowed in the building. Each morning at arrival and in the afternoon at departure, we sign students in and out and maintain cohort logs for purposes of contact tracing. We will be admitting students to the building between 8:15 and 8:50 am. Sidewalks will be marked with directions for physical distancing.

We welcome parents who would like to help with wellness screenings at the beginning of the day. If you're interested, please contact Regina Feldman (regina@childpeace.org).

Due to health restrictions, we will not be allowing parents inside the building at this time.

Here are entry and exit points for our four classrooms (please observe markings on the sidewalks and follow protocols to ensure distancing requirements are met.):

- For Classroom 1 (West End): Students enter and exit through a designated courtyard door and the 14th Avenue fence gate between 8:15 and 8:30 am.

- For Classroom 2 (West End): Students enter and exit through a designated courtyard door, use the ramp and the Savier Street fence gate between 8:35 and 8:50 am.
- For Classroom 3 (Central Room): Students enter and exit through the main MMM door.
- For Classroom 4 (Sun Room): Students enter and exit through the Raleigh Street door.

At 8:50 am, students and Guides are preparing for class; the exterior doors will be closed. If you arrive after 8:50 am, please call the MMM office at 971-200-8316. A staff member will meet you as soon as possible at your student's entry point for a health check and log-in. Students who are arriving late, on their own, and do not have a phone can ring the bell at the main door and a staff member will direct them to their entry and check them in. Please keep your phone handy after drop-off, in case we need to contact you with questions or concerns after your student's wellness screening.

The staff will also complete logs when students leave at the end of the day. Please expect short wait times for your student to arrive at your car. Thank you for your patience with these important health and safety measures.

Physical Distancing Strategies

MMM is creating four self-sufficient classroom spaces that meet the ODE requirement to establish a minimum of 35 square feet per person.

- All activities and instruction support physical distancing, striving to maintain at least six feet between individuals.
- We minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, etc.
- We will model, teach, and reinforce physical distancing and hygiene practices until they become an expected and accepted way of being at school. In other words: we will provide instruction and will not employ punitive discipline.

De-centering Campus: A New Approach to Teaching Adolescents in Uncertain Times

The guiding theme for the fall 2020 will be "fundamental human needs," a Montessori concept that emphasizes the development of practical life skills and human interdependence with the world. We also aim to "de-center campus," meaning we want to shift a significant part of learning to our students' home and neighborhood, so that a campus closure has a less disruptive impact on their learning.

Here are some directives that are guiding our planning for the fall.

- **Moving work outdoors.** Most of work and study will be taking place in our self-contained classrooms, however, especially in your Occupations - Humanities (OCCHUM) planning where we can work with longer periods of time, we will be using the outdoors as much as possible. We know that working outside is much safer than inside, plus students always love leaving the building.
- **Creating integrated Occupations - Humanities Projects (OCCHUMs).** We will focus on the development of core skills through project work that will transcend the usual Humanities - Occupations divide and instead allow students to learn through integrated sets of lessons, reading/writing/research, design work, planning, and hands-on work.
- **Working on OCCHUM Projects on campus AND off campus (at home).** We want to be prepared for possible transition between on-campus and online, potentially more than once. Hence work on campus and at home will be distributed differently.
 - We will focus on academic work when students are on campus. Much of students' work will be focused on core academic skills in their "nuts and bolts" classes in Rotation Cohorts, and integrated skill sets in their OCCHUM Projects.
 - OCCHUM time at school will focus on lessons, design, building, etc. that enable students to run their projects (ideally with peers who live in the same neighborhood) at home - a new kind of homework, if you will.
 - When students go home, they will be challenged to roll out their projects in their homes and neighborhoods based on identification of fundamental human needs right there in their own backyards.
- **Feeling connected, useful, empowered.** We know that adolescents thrive on social connection. Precisely at a time when physical distancing and potential campus closure may be keeping us apart at school, students will cultivate new forms of meaningful social connection with local peers, family, and neighbors in their home environments. Work in a limited sphere such as one's home or neighborhood also fosters independence, another major development goal of adolescence.

Student Rights & Responsibilities, online Norms, and Tips for Parents/Caregivers

As a student, you have the right to...

- work in a well-prepared environment that honors your need for orientation, order, safety, and respect

- be presented with lessons and clear expectations for work and study as well as assignments that allow you to master skills and content syllabi describe
- ask questions and seek help with any challenges you may face in your work, may they be intellectual or social
- receive feedback on your work so you are able to work to your full potential and self-perfect
- choose work within the classes' parameters that allows you to do meaningful, challenging, and engaging work
- express your opinion freely as long as you do so in a respectful way (are your words kind, necessary, and true?) and have a constructive suggestion to make things better.

As a student, you have the responsibility to...

- come to class on time, bring all necessary materials, and be ready to fully engage in all aspects of class
- give your work your best effort, honor due dates, and organize materials as instructed by your Guides
- practice academic honesty by submitting your original work and crediting all sources used
- strive to be self-directed during independent work times and take necessary steps to focus and use the time effectively
- take responsibility for your work by asking for help before work is due
- make class a safe, respectful, and clean environment that honors everyone's space and needs.

Working online requires a few extra norms. You should...

- arrive to online meetings on time (get situated 10 minutes before)
- be dressed
- have your camera and microphone on, unless the Guide asks you to mute your microphone
- be in a space that is free from noise and distractions. Use headphones if you have them
- follow the flow of the meeting as established by the Guide. It might be a little awkward
- not text or do other things while in the meeting. Avoid doing other activities or work on your computer unless you need to reference it for the call
- use the chat function only for things related to the meeting (if you need to tell someone their mic isn't working, if you're sharing a link, etc.)
- mute yourself and leave your phone or computer where it is if you need to leave the call for a minute (bathroom etc.). You can mention in the chat that you are

stepping out

- do your best. We will understand if you have tech issues or other problems during the meeting
- take time for self care: take breaks, eat well, exercise, and get enough sleep
- ask for help with organization, time management, and sometimes motivation and focus: your Guides and your parents are here to help! :)

Tips for Parents/Caregivers

- Prepare one dedicated workspace with your student, best in a public space that allows some parent supervision, but is out of the way enough so the student is not disrupted while working. Students' phones should be stored away. Work spaces should be clean, have good lighting, and have essential materials such as pens, paper, etc. available. Consider if the student's work space supports online learning.
- Help students establish a regular schedule for doing homework. When we work online, a regular bedtime and a work schedule that matches the flow of the school schedule with breaks for eating, exercise, rest, and socializing works best. For on-campus learning, after students come home, they have a snack and short break, then work for one hour.
- Work with your student on maintaining a paper planner, whether we work on campus or online. We will work with students especially at the beginning of the year to help them with organization and time management. They will practice keeping track of work in their planners. Planners should be going back and forth between school and home to allow systematic tracking of assignments. A well-kept planner is also a great tool for communication between parents, students, and Guides.
- Be available to help. Especially if students work online for an extended time, they will need a supporting adult to help with schedule, organization, time management, practical aspects of learning, technology, and less tangible aspects of work and study such as motivation, maintaining routines, and social-emotional support. Be positive, flexible, and let us know how we can help!

Instructional Models

We are planning for two Instructional Models that are consistent with each other in terms of program so we can transition at any point from Model 1 (On-Campus Learning) to Model 2 (Comprehensive Distance Learning). Learning may also shift to online if a cohort must quarantine or isolate (partial closure), or if campus needs to close for short-term (intermittent closure for up to four weeks) for health reasons.

Stable Cohorts

Students will be part of stable cohorts. Cohorting refers to a consistent group of students that stays together for the duration of the school day. Our cohorts will consist of approximately 11 students each, plus Guides. Each cohort will spend the day in their designated classroom space, except for outdoor activities. Each student will be part of two cohorts:

- **Monday, Wednesday, and Friday, students will spend the day in their Rotation Cohort.** Rotation cohorts will be groups of about 11 students each, in which students participate in rotation classes: Math, STEM, ELA, Spanish, and PE or CE (Creative Expression) or Civics. The Guides for these rotation classes will rotate into the Rotation Cohort space, meaning the students stay in their designated classroom space, in order to minimize their exposure to possible health risks. A full sanitization will be completed at the end of each day to prepare classrooms for the cohort switch the next day.
- **Tuesday and Thursday, students will spend the day in their Advisory Cohort.** Advisory cohorts will be made up of one Advisory (around 11 students), their Advisor, and one additional Guide. In the morning block, the Advisory Cohort will work together on the Occupations or Humanities class their Advisor is teaching that cycle. In the afternoon, Guides will switch while students remain in their designated classroom space. Our plan is for students to take two OCCHUM classes concurrently, instead of one at a time like we have done in previous years. This is to increase integrated and project-based coursework as well as provide variety in work while still keeping cohorts stable during the day. Other Guides may be teaching short lessons by communicating with students through computers.

Instructional Model 1: On-Campus Learning

We will continue to operate at full capacity in four newly self contained classroom spaces. Each classroom exceeds the required 35 square feet per person and supports physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals as required by the ODE. In addition, each classroom will have its one designated entrance/exit, bathroom, access to water, hand sanitizer station, and pathways. The two classroom spaces in the West End (Green Room) will be separated by a physical barrier.

Here are our four classrooms and their Guides:

- Classroom 1 (West End 1) - Sara Adams

- Classroom 2 (West End 2) - Jimmy Whipps
- Classroom 3 (Central Room) - Chara Stamp
- Classroom 4 (Sun Room) - Jon Erickson

Instructional Model 2: Comprehensive Distance Learning

During periods of campus closure, we will transition to Comprehensive Distance Learning (CDL). CDL will benefit from our experience in the previous school year and best practices we have identified, as well as additional professional development over the summer. We are asking families to anticipate that their student will need help from a supporting adult at home with organization, schedule, technology, and social-emotional support. Please complete the Technology and Connectivity Survey so we can assess families' needs and offer support early. This will help parents and MMM staff to feel well-prepared and ready, before CDL even starts. Here are some highlights of our refined approach to Distance Learning:

Screen time for Essential Instruction and Communication:

- MMM offers a calibrated mix of synchronous and asynchronous work.
- Live lessons allow for social interaction. Recorded lessons will be available for 'on demand' access.
- Asynchronous work allows for differentiation in terms of content, skills, and pacing.
- Small workgroups allow students to work together with or without the support of a Guide. Small groups also give students an opportunity to hold each other accountable.
- Optional events with Guides will give students easy access to help.

Support and Accountability:

- Guides will have weekly office hours to check in with students.
- We will share daily announcements, live, recorded with screen sharing, and shared in writing.
- MMM will offer both voluntary and mandatory check-ins (for students who do not request help), so no one slips through cracks.
- We'll continue to send weekly work slips to parents to help them stay in the loop.
- Guides will give verbal reminders to students during synchronous learning sessions to provide overview and orientation.

Logistics:

- Online groups will be small.
- Regular rituals, routines, and fun activities keep everyone engaged.

- Access to and procedures in Google Classroom will be streamlined.
- We will teach fundamentals of working online including Google Classroom, Google Calendar, Google Meet, To-do lists, email, taking a good picture to submit or post, etc. for both school on campus and online.

Accommodations for Students who are in Isolation or Quarantine

- Advisors will coordinate communication and instruction for students who are in isolation or quarantine.
- Guides will record lessons and share them with students who are in isolation or quarantine and are able to work, using Google Classroom. If a student is sick and cannot complete school work, work will be modified until the student feels well enough to work and/or is well enough to return to school in person. We will work with families and make accommodations according to the individual student's situation, relying primarily on email and phone conversation for communication.
- If an entire cohort needs to isolate, instruction will move online until the cohort can return safely to campus, see 'Protocol if a Student or Staff Member gets Sick.'

Opt-in Opportunity: Simultaneous Online Instruction

Montessori education thrives on person-to-person interaction between students and Guides. However, we recognize that some families may choose to prioritize concerns about COVID-19 infection over on-campus instruction. We are dedicated to serving all our families, and therefore families may opt in to simultaneous online instruction. Although we will do our best to keep students who choose this option engaged and connected, distance learning cannot offer some of the same social and academic benefits of an in-person program. At the same time, online learning can be an opportunity for a student to develop as an independent learner.

Here is what MMM families who opt-in should know before making a commitment to our simultaneous online program:

Virtual Home Visit:

Once a family has expressed interest in our online option, we will set up a virtual home visit to better understand the learning environment the student will be working in. We will work with the family and student to establish a designated work space for the student, review their schedule and routines, look at hands-on work options in the home environment, and generally help families optimize the home environment for online learning.

Identifying a Supporting Adult at Home:

Students who will work online for an extended time will need a supporting adult to help with schedule, organization, time management, practical aspects of learning, technology, and less tangible aspects of work and study such as motivation, maintaining routines, and social-emotional support for the student. This adult will also be the primary communication partner with supporting MMM Guides. Ideally, the supporting adult has a flexible schedule and is available to help for one to two hours every day.

The Role of the DL Specialist and Metro Guides:

Students who choose online learning will be part of classes and advisories. They will also form another small community and will be supported by our Distance Learning Specialist. This MMM Guide will provide the following support for the cohort:

- Lead a regular check-in for the group to orient them to schedule and work
- Answer questions and provide support for assignments
- Support synchronous participation in class, e.g., in seminar or presentations
- Serve as the online learners' primary ELA teacher
- Help to record and share lessons that students can access asynchronously
- Function as the primary contact person for families when they have questions or concerns about the specifics of academic work.

The MMM DL Specialist connects regularly with Guides to know what is going on in classes and will also communicate with Guides about online learners' needs. Online learners will continue to be members of their advisories. Advisors and Guides in whose classes the online learner is participating will communicate through Google Classroom and email and will be available for individual check-ins with the student and/or family. The DL Specialist is the main partner for communication with families. In other words, we will do our best to offer connection and support to our online learners and their families.

Length of Opt-in Commitment: If a family chooses online learning, they are making a commitment to online learning for one whole semester. The MMM program is highly integrated, and OCCHUM projects in particular will run for the length of one semester. At the end of the fall semester, the family can switch to on-campus instruction if they so wish.

Technology

We are upgrading technology in the building and will have nearly one computer available per student while working on campus. For distance learning, students will need access to a personal computer, desktop or laptop or a Chromebook at home.

- Computers need a strong internet connection and a working microphone and camera. We are sharing a connectivity and technology survey to assess needs and offer help to assure equity. Metro will have a limited number of laptops available for loan to families who have need.
- Each student will have a school-issued Google account that will include email for use for all school-related distance learning activities. Secure school-created email will remove many of the permission obstacles students experienced in joining meetings and accessing content or other tools.
- We will work with students from the beginning of the year to support them in becoming comfortable and proficient with Google Classroom. Some features such as To Do lists, Google Calendar, integrated Google Meets, and online submission of assignments support the development of organization and time management skills for our students. As students gain confidence in Google Classroom, transitions between on-campus and distance learning will be smooth.
- When students arrive on campus, cell phones are stored in designated classrooms. Students pick up their phone at the end of the school day. Parents can call the office if they need to reach their student during the day. Please do not call or text students directly during school hours.

Outdoor Environment, Trips

We are exploring opportunities for activities outside in the courtyard, greenspace, and immediate neighborhood to accommodate our students' need for physical activity. ODE also considers outdoor activities safer than indoor activities.

MMM has canceled trips including Odyssey for the fall.

Lunch and Snacks

Please send your student to school with a backpack/reusable bag with a morning snack, a complete lunch, an afternoon snack, and a water bottle each day. Remember to include any necessary utensils or napkins as the school will not be able to provide them at this time.

Warm lunches should be packed in thermos containers. There will not be access to microwaves. Your student will need to bring a full water bottle or other self-contained drink. There will not be access to drinking glasses, though there will be filtered water available for each classroom space. Lunch containers will need to be taken home for cleaning each day.

There will be no sharing of food or drinks.

Personal Items

Students will keep school supplies, lunches, and any personal items in a backpack for the day in their classrooms. They will not have access to lockers or cubbies at this time due to requirements for physical distancing. We will share a detailed school supply list soon. Students are encouraged to keep the quantity of personal items to a minimum. All school supplies must be labeled with the student's name and will not be shared with peers due to health considerations.

Social-Emotional Health Support

It is important to recognize that COVID-19 impacts staff and students differently based on race, age, culture and/or role. Attending to the well-being of everyone in the MMM community is a necessary prerequisite when planning our 2020-21 school year.

- The MMM team is engaging in professional development this summer on trauma-informed care to better understand the needs of our students and provide high-quality social-emotional support in these challenging times.
- Childpeace and MMM are committed to address mental, social, and emotional health and familiarize staff with resources and strategies to recognize and acknowledge stress and trauma students, families, and staff have experienced

and may continue to feel during the school year with the goal to normalize the experience and prioritize time to process.

- MMM will make contact information for community-based mental and emotional health service available to students, families, and staff.
- In addition, we will engage our school psychologist Dr. Elizabeth Schwarz in decision-making regarding students' mental health service and support delivery and needs.
- We will also engage in frequent contact with students previously identified as requiring mental and emotional support, or known to have significant life challenges.
- We will provide opportunities for skill-building in social emotional learning, stress-reduction, and trauma-sensitive and culturally sensitive practices.
- Advisory will continue to be a great place to build community and process thoughts and feelings in a safe space. Advisors in particular are advocates for our students and are the primary contact for families to address questions and concerns regarding your student's social-emotional health.
- As in the fall, we will also communicate with families about our observations at school and make recommendations for conversation and supportive actions at home to help students process difficult emotions and experiences.

Communication

Reaching Your Child's Guide

Please feel free to reach out with questions and concerns. While in-person meetings will not be an option at this time, you can still communicate directly with us.

Please email your student's Guide or Advisor with questions about the program or a specific class. You can reach Guides directly at:

Sara Adams: sara@childpeace.org

Jon Erikson: jon@childpeace.org

Jimmy Whipps: jimmy@childpece.org

Chara Stamp: *forthcoming*

Heidi Skildum: heidi@childpeace.org

Jenny Edwards: jennyedwards@childpeace.org

If you need to share some information with all Guides (e.g., you need to pick your child up early from campus), please email us collectively at guidesmmm@childpeace.org or call the MMM office at 971-200-8316. We will make sure your message reaches the right person.

At MMM, Regina Feldman (regina@childpeace.org) will be the main point of contact and will process and/or forward urgent messages directly to your student's Advisor and/or Guide.

FAQ

What will the 2020-21 program at MMM look like?

We are making significant changes to the program to adjust to the challenges the pandemic is creating. Under the motto of a *decentered campus*, MMM is prepared to teach both on campus and online. We are also prepared to support students or cohorts who may need to isolate, quarantine, or families who choose to opt into online learning for at least a semester. Your student will be participating in all the program components that make the MMM program unique, strong, and supportive of adolescent development: skill-focused classes such as Math, ELA, STEM, Spanish, PE, CE, and Micro-economy and integrated project-focused courses that integrate Occupations and Humanities (OCCHUMs) will continue to be the backbone of the program. Unfortunately trips, including Odyssey, have been canceled for the fall. In addition, we are prioritizing opportunities for outdoor activities. As always, our Advisory system will provide ample support for students and their families. Please see the 'Program' section of this Guide for details.

Does MMM offer a simultaneous online program?

Yes, families can opt into simultaneous online instruction when MMM is in session on campus. Please review the program in the section titled 'Opt-in Opportunity: Simultaneous Online Instruction.'

What preventive measures does MMM put in place to minimize the risk for COVID-19 infection?

Our primary triad of preventative measures are: physical distancing in all parts of the MMM program (see the section on 'Physical Distancing'), required face coverings (all adults and students are wearing cloth masks), and frequent hand-washing and cleaning. In addition, MMM conducts health screening during entry and exit and maintains logs for

the purpose of contact tracing. Staff and families commit to these same efforts to minimize the risk of infection. All of Childpeace closely follows protocols as required by a multitude of agencies and our medical advisors (for details please see the document 'COVID-19 Policy and Procedures').

What do stable groups look like at MMM?

Every student will be a member of two stable groups called the Advisory Cohort and the Rotation Cohort. Please see the section on 'Stable Cohorts' for specifics.

How does MMM support students who are in isolation or quarantine?

If a student is temporarily unable to go to school, Advisors will be the primary contact and will tailor support to the student's situation. Please see the section 'Accommodations for Students who are in Isolation or Quarantine' for specifics. If families prioritize health concerns due to COVID-19, they have the opportunity to opt into online learning only and are making a commitment for one semester. Please see the section titled 'Opt-in Opportunity: Simultaneous Online Instruction' for details on opting in.

To what extent can my student opt to move between on-campus and online learning?

A family that opts into online learning will make a commitment to this option for one full semester. The family can return to on-campus learning at the end of the fall semester. If the campus needs to close in the short - or long-term, all students will participate in Comprehensive Distance Learning. For conditions when a student who had to isolate or quarantine may return to campus see the document 'COVID-19 Policy and Procedures' for details. Our curriculum is designed to make transition between on-campus and online learning as smooth as possible.

How can families support their students during online instruction?

Prepare one consistent work space with your student for both homework during on-campus instruction and distance learning. Think now about who will be the supporting adult at home, especially during distance learning. Work with MMM Guides to establish a schedule and reliable routine. Communicate with your student's Advisor and MMM Guides whenever you or your student has questions. Observe any signs of distress, confusion, low mood, anger, etc. that may indicate that your student is struggling with the shift in academics and social connection. Be prepared to be flexible as we all deal with stresses and may need to adjust expectations. And remember we are in this together, and we are all doing our best!

What will the school supply list look like for 2020-21?

The school supply list will be more extensive than in previous years since students must not use shared materials such as pens or scissors at school. Your student can get a head start by purchasing the usual school supplies and labeling each item with their name. Lunch boxes will need to include a water bottle, utensils, napkins, a thermos, a cooling element, and snacks. Personal lunch and snack containers and utensils will need to be taken home every day for cleaning. Students will have access to a desktop or laptop computer during on-campus instruction, however, your student also will need access to a computer during school hours when working from home. We are assessing technology needs in our Technology and Connectivity Survey. The school will have a very limited number of laptops available for loan. The full school supply list will be shared soon.

How do I reach a Guide? How do I reach my student?

You can email Guides directly at:

Sara Adams: sara@childpeace.org

Jon Erikson: jon@childpeace.org

Jimmy Whipps: jimmy@childpece.org

Chara Stamp: chara@childpeace.org

Heidi Skildum: heidi@childpeace.org

Jenny Edwards: jennyedwards@childpeace.org

You can reach the Program Director, Regina Feldman at regina@childpeace.org.

If you need to reach your student during school hours, please call the office at 971-200-8316, and we will give your student your message and/or allow them to call you back.

My student is enrolled in synchronous online learning. Who do I contact with questions?

The primary communication partner at MMM for you or your student is our Distance Learning Specialist. This Guide provides comprehensive academic and logistical support. If a question needs further input from a classroom teacher, the teacher will reach out by email, through Google Classroom, or on the phone. Your student's Advisor will be available to discuss overall academic and social-emotional concerns. This team

of MMM Guides is further supported by the Program Director. The supporting adult at home will be a crucial partner assuring a great online experience for your student.

How does MMM support the social-emotional health of students?

All MMM Guides are completing professional development specifically to understand and cope with the challenges COVID-19 poses to the social-emotional health of our students. We will share resources with you and process student's feelings and concerns, primarily through advisory. In addition, Dr. Elizabeth Schwarz, our school psychologist, will advise and support our efforts.

Your student's Advisor is always looking out for your student and can be a valuable partner in the conversation about your student's social-emotional health. You can reach your student's Advisor directly at:

Sara Adams: sara@childpeace.org

Jon Erikson: jon@childpeace.org

Jimmy Whipps: Jimmy@childpece.org

Chara Stamp: chara@childpeace.org