



FLORIDA DEPARTMENT OF
EDUCATION
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2020-21 Florida's Optional Innovative Reopening Plan

May Sands Montessori School

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support charter schools and charter school networks in the development and submission of their Innovative Reopening Plan for the Fall 2020 school semester. This document will assist schools in aligning their plan with required assurances, or serve as the actual template for schools without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Charter schools and charter school networks shall complete this form and submit it electronically to their sponsoring school districts for review and approval *by the time specified by the district* (All plans are due to the Department by July 31). Charter schools have **two options** in the submission of an Innovative Reopening Plan:

☒ **Option 1:** The charter school or charter school network provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in that plan (captured next to Assurances 1-5 below). The charter school's Innovative Reopening Plan must accompany this template upon submission. *(Note: charter school networks may submit one plan that covers multiple schools within their respective networks, provided that each participating school is identified.)*

☐ **Option 2:** The charter school or charter school network completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The charter school or charter school network shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: pp. 3-10

Classified as a combination school, May Sands Montessori serves students from Primary through Early Secondary program levels. The school's Innovative and Flexible Instructional Model addresses the precautions and adaptations required due to the COVID-19 pandemic.

In-person Instruction (p. 6)

Live Synchronous Instruction (p. 6)

Specialized Instruction (p. 7)

Reopening Plan Assurances (Required for Option 1 and Option 2)

The charter school or charter school network must agree to ALL of the assurances by checking the corresponding boxes.

☒ **Assurance 1:** Upon reopening in August, the charter school or charter school network will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: p. 6

☒ **Assurance 2:** The charter school or charter school network must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: p. 6

☒ **Assurance 3:** The charter school or charter school network will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: p. 7

☒ **Assurance 4:** The charter school or charter school network will work with IEP teams to determine needed services, including compensatory services for students with disabilities. Charter schools must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: p. 8

☒ **Assurance 5:** The charter school or charter school network will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Charter schools should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: p. 8

☒ **Assurance 6:** Progress monitoring data must be shared regularly by the charter school with its sponsoring school district, in a manner prescribed by the Department.

Assurance 6 does not require an additional narrative.

2020-21 Florida's Optional Innovative Reopening Plan

Acknowledgement

The charter school or charter school network verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
Lynn Marie Barras, Principal Administrator
Contact information: email, phone number
Lynn.Barras@KeysSchools.com 305.293.1400, ext. 53430
Date submitted
7/31/2020
Signature of authorized representative



May Sands Montessori School

SY2021 Reopening Plan

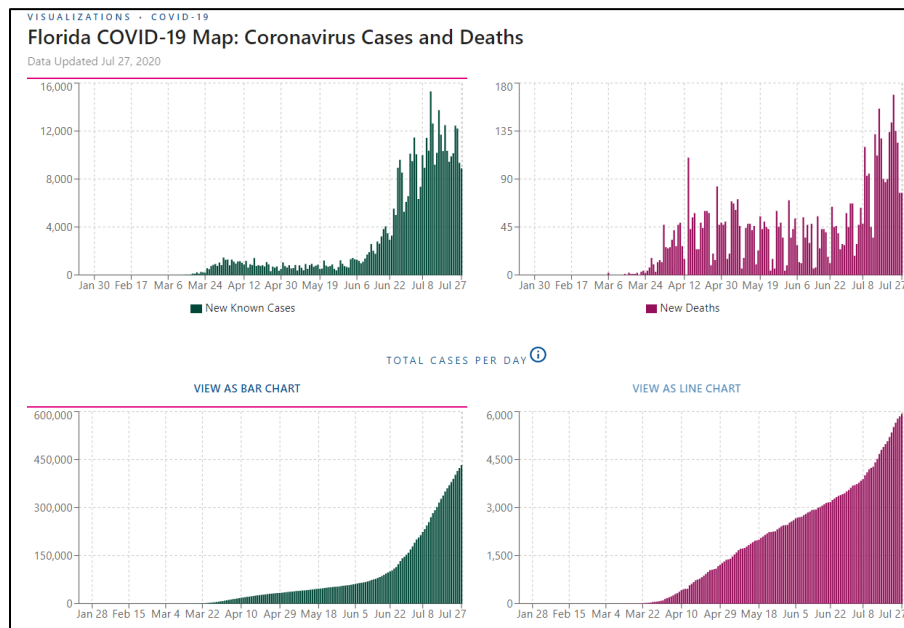
JULY 28, 2020

A COMPONENT OF THE MONROE COUNTY SCHOOL DISTRICT

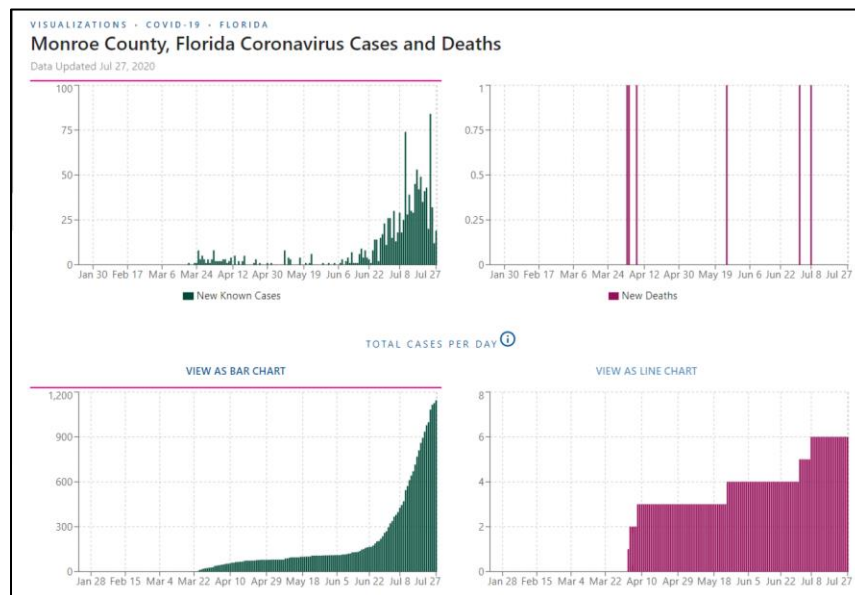
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On July 6, 2020, the State of Florida Department of Education filed an Emergency Order ([DOE Order No. 2020-EO-06](#)) issued by Richard Corcoran, Florida’s Commissioner of Education, to provide flexibility in meeting the education statutes and rules amid the COVID-19 pandemic. The emergency order charges schools to develop a plan for reopening its facilities, and charter schools must submit the plan to their sponsoring district for approval (July 6, 2020, p.5). Presently, cases of COVID-19 continue to surge in Florida and in our community as well.



(Source: <https://usafacts.org/visualizations/coronavirus-covid-19-spread-map/state/florida>)



(Source: <https://usafacts.org/visualizations/coronavirus-covid-19-spread-map/state/florida/county/monroe-county>)

Innovative and Flexible Instructional Model

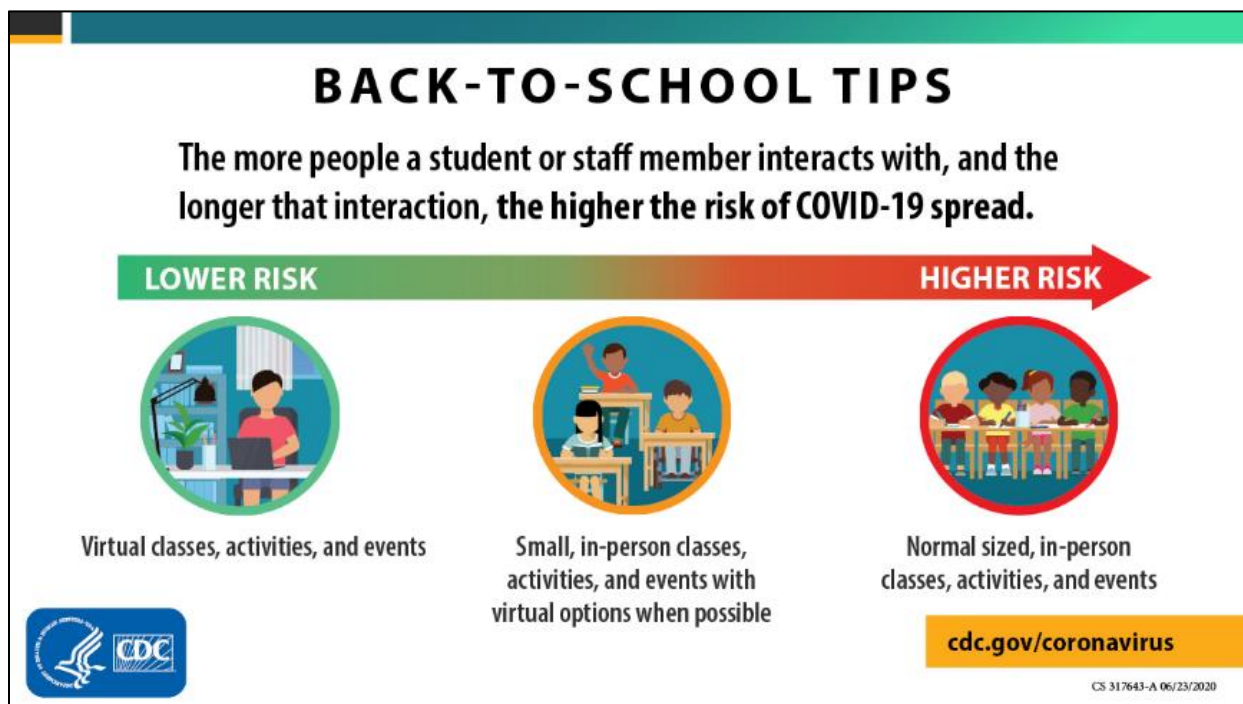
The planning process for reopening school facilities is unstable, as the number of coronavirus cases continues to proliferate in Florida; school leaders have a responsibility to provide a nurturing educational environment while protecting the health and safety of their stakeholders. Now more than ever, schools that seek to educate the whole child must engage in promoting social and emotional development in addition to academic rigor by developing innovative and flexible instructional models. To that end, results from May Sands Montessori School's ***Return to Campus Planning Survey*** underscore the need to provide diverse and equitable options for instructional delivery. The Collaborative for Academic, Social, and Emotional Learning (CASEL) created a guidance document for schools that affirms the value of a systemic approach to social and emotional learning (SEL) in expanding our understanding of a learning community:

In the process of reopening schools, SEL provides an opportunity to elevate student voice and agency, support educator SEL and well-being, deepen partnerships with families, broaden our definition of what learning is and where it takes place, and contribute to more inclusive and equitable learning environments (CASEL, p. 4).

The May Sands Montessori School Reopening Plan represents a new paradigm of school choice and an expanded definition of a learning community. The plan, developed through a commitment to the school's mission and core values, references the most current guidance from the Centers for Disease Control (CDC), the American Academy of Pediatrics (AAP), the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Florida Department of Health (FLDOH), and the Florida Department of Education (FLDOE). The school's plan is subject to updates as new information occurs.

Considerations for Instructional Delivery

The Florida Department of Education requires that schools provide a description of the instructional methods of delivery accompanied by assurances for the continuity of instruction as outlined in [DOE Order No. 2020-EO-06](#). The CDC provides three risk levels for schools to consider when planning for instructional delivery during the COVID-19 pandemic:



As the risk of transmission becomes greater with prolonged and increased interpersonal contacts, schools must stay abreast of the rate of infection in the community. When determining the need to implement alternate methods of instructional delivery, May Sands Montessori School follows guidance from the Centers for Disease Control, Florida's Governor, the Florida Department of Health, and Monroe County School District.

To protect the health and safety of its stakeholders, May Sands Montessori School anticipates providing a method of instructional delivery commensurate with the level of community transmission of COVID-19. Utilizing the communication methods outlined in the school's Instructional Continuity Plan, the principal administrator will inform the school community of any change in the level of community transmission and the corresponding impact to the method of instructional delivery.

Level 1: No Community Transmission

The school conducts regular operations with in-person, on-campus instruction; remote learning is not activated.

Level 2: Minimal to Moderate Community Transmission

The school implements a blended method of instructional delivery, providing in-person as well as synchronous online learning options for families. On its website, the American Academy of Pediatrics (AAP) advocates for developing policies aimed at having students physically present in school accompanied by ‘implementation of several coordinated interventions’ to mitigate the spread of COVID-19 ([AAP, 25 June 2020](#)). The May Sands Montessori School adopts the following strategies to protect the health and safety of students and staff while on campus:

- ✓ Physical distancing in enclosed spaces;
- ✓ Utilizing outdoor spaces to maximize personal space in classrooms;
- ✓ Limiting group size across all areas of campus, including lunchtime, recess, and during enrichment classes;
- ✓ Students remain in cohorts
- ✓ Wearing a face covering over the nose and mouth when indoors and in close proximity to others;
- ✓ Frequent hand washing with soapy water for at least 20 seconds;
- ✓ Avoiding touching eyes, nose, and mouth with unwashed hands;
- ✓ Prominently displaying informational signs around campus that promote health and good hygiene;
- ✓ Remaining at home if temperature is 100.4 or higher;
- ✓ Being fever-free without medication and waiting 24 hours before returning to school.
- ✓ No visitors on campus

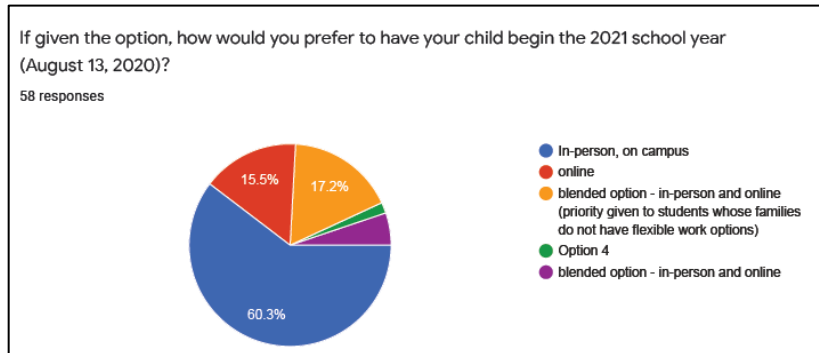
Level 3: Substantial Community Transmission

The school facilities close and online instructional delivery begins, as outlined in its Instructional Continuity Plan.

Reopening Plan Assurances

Assurance 1: In-person Instruction

Results from the *Return to Campus Planning Survey* reveal that a majority of parents prefer an in-person, on campus start to the 2021 school year. To accommodate students



whose families do not have flexible work options and to comply with Commissioner Corcoran's emergency order, the May Sands Montessori School shall open its school

campus for all students at least five days per week, commensurate with the level of community transmission of COVID-19. (subject to the advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders).

Assurance 2: Provision of Educational Services

The May Sands Montessori School provides all students with the full array of educational services required by law, whether in-person and on-campus or by synchronous remote attendance.

Live Synchronous Instruction

A return to in-person, on-campus learning may not be advisable for students who have compromised immune systems, underlying health conditions, or live with family members at high risk for infection. All classrooms have the technological capability to provide live synchronous instruction for students who are unable to participate in on-campus learning. Lead guides and instructional support staff will work together with students and their families to provide an equitable educational experience. If substantial community transmission of COVID-19 arises, all instructional service delivery methods will transition to the Google for Education Classroom.

Specialized Instruction

The lead guide and instructional student support staff shall ensure that students with identified needs (ESE, ELL, Gifted, and 504 Plan) and vulnerable populations (economically disadvantaged, migrant, homeless, foster care) continue to receive the services as required by law. Students with identified needs and vulnerable populations will be afforded the same flexibility of participation in-person, on-campus or live synchronous instruction with additional services, supports, and accommodations for completing assignments. If substantial community transmission of COVID-19 arises, service delivery supports will transition to the Google for Education Classroom with follow-up telephone calls to parents of identified students.

Assurance 3: Progress Monitoring

All students, regardless of instructional service delivery method, will participate in diagnostic assessments for progress monitoring using the following tools: STAR Early Literacy or Reading, and STAR Math by Renaissance. The schedule for diagnostic assessments includes four administrations: Fall, Winter 1, Winter 2, and Spring. Within the first 30 days of the school year, students in Kindergarten will be screened using the Florida Kindergarten Readiness Screener (FLKRS), which is the Star Early Literacy®, an online, adaptive tool consisting of 27 questions that students complete independently in approximately 15-20 minutes. Special instructions for completing the FLKRS are provided separately. May Sands Montessori School uses STAR standard benchmark settings to determine proficiency categories for Reading or Early Literacy and Math:

- ★ *At/Above Benchmark* = At/above 40th percentile
- ★ *On Watch* = 25th to 39th percentile
- ★ *Intervention* = 10th to 24th percentile
- ★ *Urgent Intervention* = Below 10th percentile

A review of student performance on the preliminary diagnostic assessments will guide instructional planning to address learning gaps. Students who score less than the 39th percentile at the end of the first nine weeks will receive additional support through strategies developed by the student's lead guide and the teacher of student supports in the Multi-Tier System of Supports (MTSS) framework. If a student who is receiving

instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method.

Assurance 4: Provision of Services for Students with Disabilities

The Monroe County School District will develop practices for individual education plan update meetings as well as meetings to determine student placement in special education programs. The IEP team consisting of the student's lead guide, the teacher of student supports, and the Monroe County School District staffing specialists will collaborate to determine needed services, including compensatory services for students with disabilities. IEP team will convene a meeting early in the school year to identify students who may have regressed during school closures. Above all, the IEP team adheres to a student-centered approach with a commitment to ensure that the individual needs of each child are met.

Assurance 5: Support for English Language Learners

May Sands Montessori School shall continue with the identification protocols for English Language Learners (ELL). The teacher of student supports shall administer WIDA ACCESS screening tools to determine listening, speaking, and pre-literacy skills. ELLs will be afforded the same flexibility of participation in-person, on-campus or live synchronous instruction with additional services, supports, and accommodations for completing assignments.

Mitigating Transmission of COVID-19

The May Sands Montessori School follows guidelines from the Centers for Disease Control (CDC) and Monroe County School District for responding to a suspected case of COVID-19 in the school.

Self-monitoring for Symptoms

School employees and students are urged to remain home if they exhibit symptoms associated with COVID-19. The Centers for Disease Control provides a guide: [what to do if you are sick](#). School employees and families must notify the principal administrator or designee if they or their child becomes sick with COVID-19, test positive for COVID-

19, or come into contact with a confirmed case of COVID-19.

When Symptoms Present at School

Employees that present with symptoms of COVID-19 (such as fever, cough, sore throat, body ache, headache, or shortness of breath) in the school setting will be relieved of their duty immediately and referred to a local healthcare facility depending on the severity of their symptoms. Instructional continuity will be supported by a member of the school's instructional support team, under the supervision of the principal administrator.

Parents/Guardians of students that present with symptoms of COVID-19 (such as fever, runny nose, cough, fatigue, muscle aches, vomiting, and diarrhea) will be called to respond promptly and pick up their child for referral to a local healthcare facility.

Cleaning and Disinfecting

After the symptomatic individual has left the school, the classroom will be closed for a period of 24 hours before [cleaning and disinfecting](#), as recommended by the CDC.

The school utilizes cleaning products that follow recommendations from the American Academy of Pediatrics and [labeled as safe for humans and the environment](#). The school maintains safe storage protocols for all cleaning products.

Informing Health Officials and Close Contacts

In accordance with the HIPPA Privacy Act, Americans with Disabilities Act (ADA), state, and local regulations, the school's principal administrator will notify the local Department of Health, school employees, and school families immediately of any known case of COVID-19 while maintaining confidentiality of the individual. The most recent guidelines from the CDC recommend quarantine and testing for all members in the same cohort to prevent further disruption to the school and community by limiting exposure.

References

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