May Sands Montessori School

Instructional Continuity Plan

Contents

The Instructional Continuity Plan for May Sands Montessori School provides guidance for its employees, the students, and their families and confirms the expectations for maintaining academic progress during an extended closure of its facilities. This document contains information about the emergency management practices, instructional stability, and ancillary supports that will keep the school community connected during a prolonged interruption from regular operations. Revisions to this document may occur as the Florida Department of Education disseminates new information.

Emergency Management Practices

Keeping the Community Connected

When emergency circumstances force the postponement of regular operations, May Sands Montessori School perseveres in keeping its community connected. The school relies on members of staff, students' families, and members of the charter board to provide accurate and up-to-date contact information for school-wide communication. The Student Information Service Administrative Assistant maintains responsibility for the parent/guardian contact data that exists within the Monroe County School District's Student Information System, FOCUS (i.e. parent/guardian name, email, phone number). The Human Resources and Finance Administrative Assistant maintains staff and charter board member contact data. School employees receive updated contact information from the school's administrative team as it becomes available.

Communication

The school's principal administrator initiates the chains of communication with stakeholders, providing the school community with clear direction and timely dissemination of reliable information from verified sources. A member of the administrative staff may serve as a proxy if the principal administrator is unavailable. All school employees will refrain from contacting families until receiving direction by the school's principal administrator or designee.

The following methods of communication will be used, as appropriate:

✓ **Mass notification system Blackboard ParentLink application**
   The Monroe County School District manages and maintains contact data for May Sands

Montessori School employees and students on these applications, and provides user access to the school staff. Options for delivery include telephone, email, and SMS text messaging.

- ✓ **Electronic mail**

  All messages sent on behalf of the school shall originate from a district or school-sponsored system (i.e. @KeysSchools.com, @MaySandsMontessori.com, @KeysStudents.net). Any messages to multiple recipients must be sent blind carbon copy (Bcc). Electronic written communication must comply with Family Educational Rights and Privacy Act (FERPA) law.

- ✓ **School website and social media applications**

  The school's principal administrator maintains administrative rights to the school's website and official social media applications. Use caution when posting school-wide announcements and updates to social media channels as not all stakeholders have social media accounts.

- ✓ **Collaborative Cloud Storage**

  The Monroe County School District (MCSD) provides a *G Suite* brand account for staff and students at all schools (@KeysStudents.net), which includes *Google Drive* cloud-based storage. The MCSD's managed *G Suite* account provides employees and students across the district the capability to share documents, folders, and applications.

Facilitating Student Engagement

When extended closure of the campus prevents regular opportunities for personal connection, the school's employees shall persevere in maintaining positive relationships with students and their families. Primary methods of contacting individual families regarding student engagement should be via phone calls or video chats followed by email correspondence. School employees may use the free Google Voice phone application to maintain discretion with their personal phone number. Individual outreach efforts to students and their families will be shared among the student's instructional leader, the SIS/Technology Assistant, and the school's principal administrator or designee via email and direct communication.

Employee Reporting Responsibilities

Providing assurances to school employees amid the uncertainty of a prolonged campus shutdown is paramount to developing a viable instructional continuity plan. While administrative staff and instructional leaders have firm reporting responsibilities during remote operations, the roles and responsibilities of support staff may be modified to keep compensation levels intact. The principal administrator may develop work plans with members of staff and assign alternate positions as needed to fortify instructional efficacy.

Instructional Leaders

When extreme weather or unforeseen circumstances force a prolonged campus closure, the instructional leaders shall maintain instructional continuity via the Google for Education learner management system. When circumstances permit, delivery of instruction shall occur within the school facilities.

Student Information Systems & Technology Assistant

The student information systems and technology assistant has a vital role in maintaining instructional continuity by facilitating technology device deployment. Upon postponement of in-person instruction, the assistant will confirm an inventory of all devices, peripherals, and agreement forms on file to the principal administrator. The school will issue a device deployment schedule, depending on the nature and severity of the extended campus closure.

Front Desk Assistant

During a public health crisis, the school must provide reliable and up-to-date information to its stakeholders. The front desk assistant has a vital role in supporting the dissemination of information to the school community, whether in classroom mailboxes, on the exterior bulletin board, on the school's website calendar, or via electronic messaging system. Initial responsibilities include collecting and posting the following information to the school's exterior bulletin board and website:

- ✓ Modified school hours
- ✓ Local health care services – locations and operating hours
- ✓ Mental health supports
- ✓ Local food and meal resources

✓ Other helpful community resources

Classroom Assistants

A prolonged campus closure impacts the regular responsibilities of classroom assistants; reporting expectations require careful consideration and flexibility. Preliminary activities include preparing devices for distribution, implementing care plans for class pets and plants, and securing classrooms for safety. As instruction transitions to the online learning platform, classroom assistants may serve as facilitators and moderators for the lead guides where appropriate or might engage in campus projects (i.e. disinfecting materials and furnishings, records management, organizing materials).

Classroom Assistant Roles & Responsibilities for Online Learning

✓ Serve as a moderator in Morning Meetings
✓ Facilitate breakout sessions as needed
✓ Coordinate with Instructional Support team to facilitate student needs on-campus
✓ Supervise playground and lunch for students on-campus
✓ Prepare materials for Lead Guides to be distributed at later dates
✓ Serve as a substitute for the lead guide during planned or unplanned absences

Performance Management

The principal administrator applies the components of performance management to link the human resource functions to school improvement and in times of crisis, the school's ability to maintain operations depends on how its employees are able to adapt to the circumstances.

Strategic Planning

Early indicators of a developing condition warrant heightened attention to state and local information streams and a responsive approach to emergency planning readiness levels:

Level 4: Normal Conditions – Regular campus operations are unaffected.

Level 3: Increased Readiness -- Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

Level 2: High Readiness -- Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or

District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

Level 1: Maximum Readiness -- Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.

Goal-oriented Action

Initial communication to school employees contains clear, short-term directives for safety precautions and contingency planning as well as the possible need for professional development to implement virtual instruction. The principal administrator assembles the administrative team to prepare for the large-scale dissemination of resources to staff and students as needed, and conducts a web-based meeting with instructional staff to confirm the plan of action. Remain alert to information updates that might affect contingency plans.

Review Progress

Maintain frequent communication with the instructional staff to analyze the effectiveness of the remote learning plan. Areas of focus include:

- ✓ Ease of access to information: Topics, modules, folders, and active links
- ✓ Cohesion between lesson objectives and instructions
- ✓ Evidence of active engagement: Google Meet, meaningful feedback, and course stream discussion thread
- ✓ Use of multiple modalities to present lessons and engage students

Feedback

The principal administrator provides responsive support to instructional staff for continuous improvement of performance, and considers expanding circles of support to students and families as needed.

Instructional Stability

"*We must accept adaptation as the basis upon which we can build a concept of education*" (Montessori, 1946).

Preparing a New Environment

Understanding human development as a social and creative process, Dr. Montessori regarded education an aid to life. When extreme weather conditions or emergency circumstances force an extended closure of its physical plant, schools must respond quickly by providing new pathways to learning and working. Although children in Montessori schools learn in carefully prepared environments that promote personal agency, disruptions to the setting require adaptation. The May Sands Montessori School ameliorates the transition to remote instruction and remote work by attending to the fundamental characteristics of behavior that engender success in new environments.

The primary task that supports independence in a new environment is understanding its design and our place within it. The May Sands Montessori School determines stakeholder readiness for remote learning by disseminating Monroe County School District's *Home Internet Survey*. Efforts to provide equitable access to an online learning environment include sharing information about local resources available for families.

Comcast https://internetessentials.com/
$9.95 per month   - Covid-19 Update: New families who connect between now and December 31, 2020 will receive 60 days of free internet service.   - For more information, call (855) 846-8376.   - Data: 25/3 Mbps   - No installation fee. No modem fee.
Access from ATT https://www.att.com/shop/internet/access/index.html
$10.00 per month   - Covid-19 Update: Eligibility has been expanded based on income and includes (a) households with income 135% or less than federal poverty guidelines, and (b) households participating in the National School Lunch Program/Head Start. All home internet data overage fees are waived.   - For more information, call (855) 220-5211.   - Data: 150GB or 1TB based on type & speeds available   - No installation fee. No charge for in-home Wi-Fi modem.

Instructional Leader Training

The MCSD offers a professional development course to support implementation of remote instruction, which is available via the Canvas professional learning platform. All instructional

leaders at May Sands Montessori School will have access to the course content and provided with a timeline to complete the initial training. The 12-hour professional development modules orient instructional leaders to the digital tools that facilitate on-demand learning for students. Additional training videos appear on the school's YouTube channel for ongoing professional development, as well.

MCSD Instructional Continuity Plan Training

Online Platform Training
- Getting Started with your LMS (1 hour)
- Curriculum Expectations (20 minutes)
- Instructional Personnel (10 Minutes)
- Teacher/Student Expectations (30 Minutes)
- Exit Survey

G Suite and Canvas to promote student Engagement
- Video Conferencing/recording (30 minutes)
- Google Suite/Attendance (20 minutes)
- Whiteboard Platforms (20 minutes)
- Specialized Instruction Considerations (1 hour)
- Best Practices (30 minutes)
- Virtual Collaboration live practice (20 minutes)

Online Training
- Assessment and Accountability (45 minutes)
- 3rd Party Plug ins (45 minutes)
- Curriculum Support (45 minutes)
- Contact Information and Methods (15 minutes)
- Virtual Course Peer Review (30 minutes)

Online Training
- Best practices continued (30 minutes)
- Working with Instructional Support (30 minutes)
- Curriculum Support (30 minutes)
- Dry run (1 hour)
- Virtual Course Peer Review (30 minutes)

Technology Resource Deployment

As a public charter school, May Sands Montessori purchases technology infrastructure using specifications compatible with the Monroe County School District (MCSD), who manages and provides technical support for school-issued devices. Early each school year, students learn proper care and use of the technology resources. The May Sands Montessori School expects respectful, responsible, and ethical use of the Internet and digital tools by each of its

students. When circumstances suspend regular delivery of instruction, the school provides access to technology devices for students. Device deployment procedures include orienting students and their parents/guardians to the expectations for proper use and care of school-based technology as well as providing students with an electronic copy of the *Technology Resources Handbook*.

Instructional Adaptation

The service delivery platform for maintaining instructional continuity during extended closure of the school campus is *Google for Education*, which school employees and students access from a single sign-on portal, *ClassLink*: https://launchpad.classlink.com/mcsd with a Google Gmail account assigned, managed, and monitored by the Monroe County School District (MCSD). May Sands Montessori School maintains a home-based learning page on its website where helpful information, including visual models, orient students in their online classrooms.

Establishing an Ordered Environment

Planning, organization, and time management are examples of self-regulation skills practiced in Montessori classrooms that promote independence and support students' social and emotional development. Emergency situations that cause a prolonged disruption to school schedules may cause anxiety and stress in students as well as their families. As soon as it is practical, families should establish a general plan and develop new routines, even if temporary, to restore a calming sense of order in the home. Engagement schedules published on the school's website serve as a reference for the delivery of online instruction during the extended closure of campus. Other visual models highlight organizational tools that will help students access their assignments and other instructional content within their connected learning environment.

Online Classroom Expectations

The instructional leaders introduce order in the online environment by posting assignments and scheduling live sessions in their *Google Classroom* as well as publishing them to the *Google Calendar*. Guidelines for etiquette in virtual classroom communities begin by modeling expected behavior; lead guides demonstrate digital tools for taking turns, participating in group lessons, and following the expectations for behavior:

- ✓ One person speaks at a time.
- ✓ All students' microphones should remain on mute until called on during the lesson, and returned to mute after their turn. Students may need a gentle reminder if they forget to mute their microphone after their turn.
- ✓ The chat box is only to be used for asking questions or posting resource links.
- ✓ The emoji characters may only be used during chat time before the lesson starts or after the lesson has ended.

Digital tools and applications must be approved through the Monroe County School District's G Suite account, which is made available to students and staff via the @KeysStudents.net account. Lead guides should present early lessons on how to create an organized file system in the Google Drive cloud-based storage for students to save their work.

Exploration

The principal administrator and instructional leaders at May Sands Montessori School respond swiftly to a prolonged closure of its facilities by carving new pathways to learning. The school's website is a repository for supplementary resources to nurture exploration and discovery for students, and provides resources to support parents/guardians as well. Instructional leaders that continue to explore educational technology resources increase the likelihood of cultivating a connected environment for students to practice responsible use of technology.

Manipulation and Repetition

Two behaviors that promote success when learning are manipulation the work of the hand - and repetition. The expectation for May Sands Montessori instructional leaders is 100% engagement with students, daily, through their Google Classroom. Each lead guide shall maintain regular contact with students and their parent/guardian throughout the remote learning experience with at least one individual outreach effort per student, per week. Instructional Leaders that support students with identified needs are expected to have at least two individual outreach efforts per student, per week. It is encouraged that students, staff, and parents allow themselves and each other grace to make mistakes and the resolve to persevere. The May Sands Montessori School community experiences increased precision in a remote learning environment by modeling and encouraging active engagement through

use of the digital tools.

Student Attendance

Attendance records are a legal requirement, which may be audited, even in a distance learning setting. Instructional staff will continue to report student attendance in FOCUS. Lead guides must record attendance, daily, and those in the Early Secondary program must record attendance at each period. Confirming attendance requires a visual confirmation for student presence. Students may be marked tardy if they do not log into the class at the predetermined time.   Students may also demonstrate attendance by participating in a school-approved educational activity such as:

- ✓ Engaging in a phone call with the lead guide or instructional school support employee
- ✓ Communicating via district-supported instant messaging application (Hangouts) with the lead guide or instructional school support employee
- ✓ Participating in an online forum or web thread conversation within the student's assigned class

Work Expectations and Grading Practices

The onset of remote learning will involve an initial grace period to resolve any technical issues and ensure that all students have access to their courses. Instructional leaders shall establish norms and expectations for working in our online classroom communities, including information regarding individual course grading practices, to students, parents/guardians, and the school's principal administrator.

Instructional leaders will provide opportunities for independent work and off-screen activities. Additional engagement is especially important for students in the Primary and Lower Elementary programs, where developmental capacity limits online instructional time. All program levels will abide by generous completion timelines for academic work during the remote learning experience, to allow students ample opportunity to access assignments and submit completed work. As a general rule, instructional leaders should provide students with seven (7) days to complete and submit assignments.

Instructional staff must exercise compassion with grading methods by considering barriers to participation and completion. Students will be held harmless for work not completed due to lack of access or technical issues as long as it is communicated to the teacher within 24 hours of the due date. Instructional leaders shall maintain reporting student grades at least one time per week using the parameters below:

Participation: The student is actively engaged and participating in online activities, such lectures and discussions (either live or via recorded sessions or discussion boards).

Completion: The student completes the assigned task as instructed and receives feedback from the teacher which will lead to a numerical grade.

Many factors outside of the control of the school system may affect student engagement. Students that log into the online environment but do not participate/complete assignments (long idle times) will not receive credit. Students who lack participation in or fail to access the online environment require more intensive outreach. Instructional Staff will communicate any engagement challenges with the SIS/Technology Assistant and the principal administrator or designee.

Active Engagement and delivery of online instruction

Instructional leaders are required to participate in at least three hours of active engagement and delivery of online instruction each day. The balance of the duty day should be available for plans of instruction, grading student work, and building course progressions in the Google learning management system.

Examples of Active Engagement Tasks (3 hrs.)	Tasks for the Rest of the Duty Day

Morning Meeting	Grading papers
Whole group Instruction Google Meet	Planning for next day
Small group Instruction Google Meet	Answering emails
Actively engaging in a discussion board or online board format such as Padlet or Jamboard	Reading discussion posts.
office hours to answer questions & offer support on assignments	Phone calls to parents
Kahoot or Quizzes live version	Slide show
Use of Flipgrid with active feedback live	Completion of reading
Reading to students	Entering Grades
Personal phone calls to students/families	Creating video tutorials

Ancillary Supports

The primary concern is for the continued health and safety of the school community; its employees, students, and their families. Outreach efforts will include helpful information and other resources to assist stakeholders throughout the postponement of regular operations. While specific support information may change according to the circumstance, the foremost considerations are the provision of meals, mental health and wellness resources, and information about access to medical care. The school community receives information regarding ancillary supports from the weekly newsletter and the school's website, and information posts to the school's social media channels as well.

Clinics for Students

The Keys AHEC Health Centers offers full-service medical care for students and current patients. Appointments are necessary, and personal information should be completed prior to entering the clinic on an Intake Form.

> **Horace O'Bryant School** 1105 Leon St.-Key West
> 305-296-5628 ex.t 65328
> **Key West High School** 2100 Flagler Ave-Key West
> 305-293-1549 ext. 54357

Gerald Adams School 5855 W. Jr. College Rd, Key West

305-293-1609 ext. 51316

Sugarloaf School 255 Crane Blvd-Sugarloaf

305-745-3282 ext. 50365

School Meals

When possible, Monroe County Schools will provide FREE grab & go breakfast and lunch during school closures. Meals will be available to all children 18 & younger. Meal service will take place at one standard time (i.e. from 11:00 am to 12:00 pm Monday – Friday), and will generally occur at the following schools:

- ✓ Key Largo School
- ✓ Coral Shores High School
- ✓ Marathon Middle/High School
- ✓ Sugarloaf School
- ✓ Gerald Adams Elementary
- ✓ Horace O' Bryant School
- ✓ Key West High School

At the discretion of the MCSD, parents/guardians may not need to have their children with them when they pick up meals from school district drive-through locations. Parents/guardians, please take only the number of meals that you will need for the children at your home. No meals will be available for adults. A reminder that ALL children 18 years and younger are eligible to receive a meal at no cost.

The *United Way of The Florida Keys* has compiled a list of local food and meal resources for residents of the Keys. A flyer that provides a daily list of food pantries and fresh meals to go was posted to the May Sands Montessori School's Facebook and Instagram accounts and shared with families in the weekly newsletter.

Support Groups

The Montessori Foundation offers online meeting events facilitated by leaders in the Montessori community for parents and professionals, alike. There are opportunities for parents and caregivers to share resources and ideas in forums facilitated by leaders in the Montessori community.

The Monroe County School District's counselors created separate support groups for

teachers, parents, and students. Additionally, the [Guidance Care Center](#) is available if you feel that either you or your child would benefit from some guidance during these challenging times. You can contact the **Care Center** office Monday thru Friday, 9-5 (305-434-7660).

Checklist for Instructional Staff Continuity Plan Implementation

Updates to the checklist will occur as information changes or is received.

Instructional Planning

- ✓ Attend all virtual meetings as sent by school administration and district office.
- ✓ Complete all virtual [training modules](#).
- ✓ Provide school administration with your work reporting location, if needed.
- ✓ Determine phone setup for school-based communication, and set up Google Voice if needed.
- ✓ Include principal administrator and special education professionals as co-teachers in your Google classroom.
- ✓ Complete and disseminate the *Daily Schedule* among all school staff and parents of students
- ✓ Determine a virtual peer review partner to review your classroom content.
- ✓ Conduct an orientation of classroom expectations with students and their parents, as well as regular reviews to improve the function of your virtual classroom.
- ✓ **AVOID** applications that require additional logins if at all possible. Use my.keysschools.com and Google integrations as principal resources for instructional content delivery.

Attendance/Accountability

- ✓ Create an attendance plan and share with your students and administrator. Confirm attendance in FOCUS.
- ✓ Keep a record of grades (Currently FOCUS gradebook). Be flexible for late assignments.

Student Welfare

- ✓ Maintain regular communication with students and their families via email, Blackboard ParentLink, and telephone.
- ✓ Remind students that this is a learning process for all and flexibility is key.
- ✓ Communicate concerns of student attendance or participation to the principal administrator.
- ✓ If a student does not have a signed photo release, live chats **CANNOT** be recorded.
- ✓ If concern for student safety is witnessed, contact administrator or appropriate channels immediately.

Teacher Welfare

- ✓ If time off is scheduled, plan for an alternate teacher during the period of time and include in the course teacher roster.
- ✓ Share your experiences with others and do not be afraid to ask for help. Not everything will run

smoothly; we must adapt to our changing environment.