



# May Sands Montessori School

## Instructional Continuity Plan

*"We must accept adaptation as the basis upon which we can build a concept of education."*

-Maria Montessori, 1946

SEPTEMBER 24, 2021

A component of the Monroe County School District

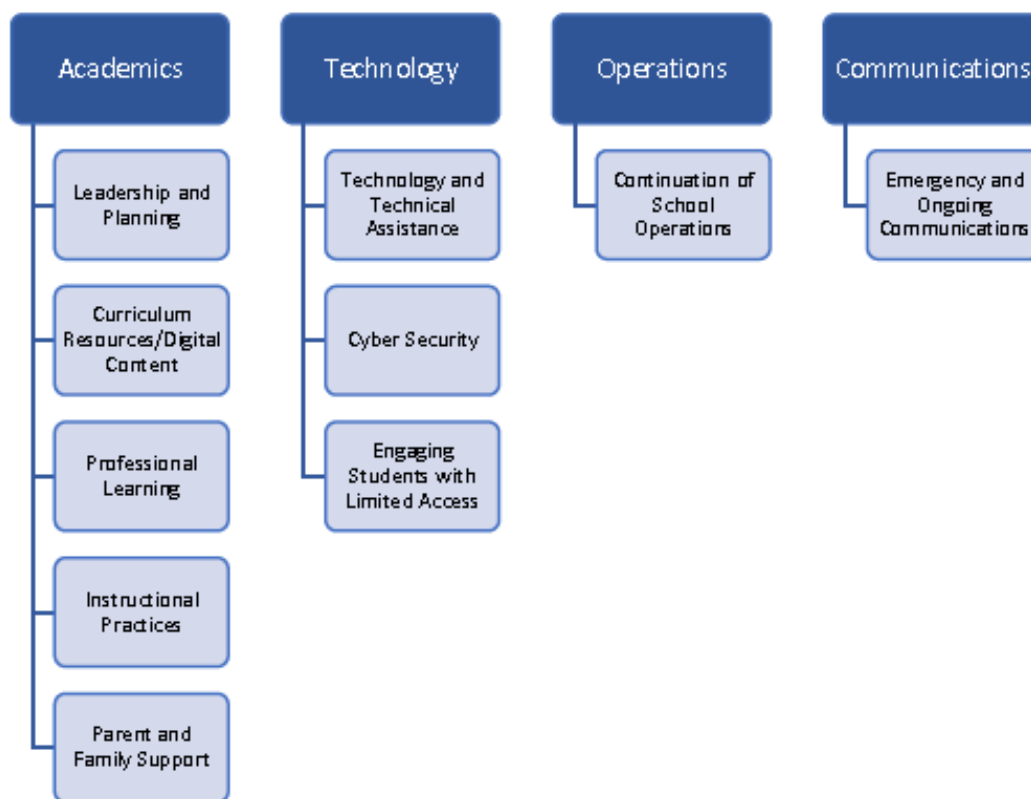
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# Instructional Continuity Framework for Leadership & Planning

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 school operations during an extended closure of its facilities. This document includes the components of the Instructional Continuity Framework, which was developed by the Florida Department of Education (2021).

**figure 1**

*ICP Framework Components*



# Academics

## Component 1: Leadership & Planning

### Charter School Personnel Cross-functional Planning Team

Principal Administrator

Student Services & Technology Manager

Lead Instructional Personnel (Primary, Elementary, Secondary program levels)

Instructional Personnel (Student Supports)

#### Statement of Purpose

This document contains information about the emergency management practices, commitment to instructional stability, and availability of ancillary supports that will keep the May Sands Montessori School operational and its community connected during a prolonged interruption from regular operations. Revisions to this document may occur as the Florida Department of Education disseminates new information.

#### Critical Success Factors to Support the ICP

- ✓ Stakeholder Cooperation
- ✓ Personnel Flexibility
- ✓ Collaboration
- ✓ Accurate Data (contact information)
- ✓ Comprehensive Data (participation in surveys, responsive to requests for critical information)

#### Critical Success Factor: School Leadership Engages in Action Planning

- ✓ Collect stakeholder readiness data at the beginning of each school year ([Home Technology Survey](#))
- ✓ Conduct emergency management practices according to emergency circumstances
- ✓ Initiate chains of communication
- ✓ Disseminate information to stakeholders
- ✓ Confirm personnel reporting responsibilities
- ✓ Conduct training as needed (personnel, parents, students)
- ✓ Schedule device distribution if possible
- ✓ Establish engagement norms
- ✓ Support overcoming barriers to engagement
- ✓ Monitor student engagement (attendance, participation, work completion)
- ✓ Solicit feedback from stakeholders

### **Critical Success Factor: Evaluating ICP Effectiveness**

- ✓ Monitor operations and solicit feedback for continuous improvement of performance
- ✓ Evaluate the ease of access to information (topics, modules, folders, active links)
- ✓ Monitor evidence of active engagement (Google Meet, meaningful feedback, course stream discussion thread)
- ✓ Monitor evidence of multiple modality implementation for presenting lessons and engaging students
- ✓ Maintain progress with Student Communication Log (outreach, wellness checks)
- ✓ Conducting parent survey for soliciting feedback
- ✓ Review progress with personnel

### **Component 2: Curriculum Resources & Digital Content**

Understanding human development as a social and creative process, Dr. Montessori regarded education as an aid to life. The primary task that supports independence in a new environment is understanding its design and our place within it. The May Sands Montessori School ameliorates the transition to remote instruction and remote work by using technology to maintain instructional stability.

### **Critical Success Factor: Secure Learner Management System and Collaborative Cloud Storage**

The service delivery platform for maintaining instructional continuity during extended closure of the school campus is Google for Education. This suite includes Google Docs (word processing), Sheets, Drawings, Forms, Slides, and Gmail. Students, Lead Guides, and other members of the Instructional Team at May Sands Montessori access the online learning community from a single sign-on portal, ClassLink: <https://launchpad.classlink.com/mcsd> using a Google Gmail account (@KeysStudents.net) assigned, managed, and monitored by the Monroe County School District (MCSD). The 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.

The Monroe County School District (MCSD) provides a **G Suite** brand account for staff and students at all schools, 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. 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.

### Component 3: Professional Learning

#### Critical Success Factor: Relevant Professional Development

The Cross-functional Planning Team will conduct periodic surveys of instructional personnel to develop a plan for professional development. The Monroe County School District (MCSD) offers a professional development course to support the 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 be 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 Professional Development Course

##### 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

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##### 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)

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

- 
- 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)
-

### **Critical Success Factor: Evaluate Professional Development Opportunities**

Instructional personnel will provide the Cross-functional Planning Team with feedback on the effectiveness of professional development opportunities. The Cross-functional Planning Team will use the responses to plan future professional development offerings. The Principal Administrator will conduct periodic observations of professional development sessions as well as the implementation of practices in the remote learning environment.

## **Component 4: Instructional Practices**

### **Critical Success Factor: Establishing an Organized 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. 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*. The school's website will contain engagement schedules to serve as a reference for the delivery of online instructions well as other visual models and organizational tools that will help students access their assignments and other instructional content within their connected learning environment.

### **Classroom Morning Meetings**

When interruption of operations occurs before school personnel deploy school-issued devices, instructional leaders will set up a conference call for morning meetings <https://www.freeconferencecall.com> and share login information with students and their families. Lead guides should set up a conference call that students will call at a predetermined time. Once school-issued devices have been deployed, instructional leaders will utilize the *Meet* feature from *Google Classroom* for morning meetings. Lead guides will take attendance during morning meetings and orient students to the activities planned for their school day.

### **Daily Check-in**

It is expected that instructional leaders will call each student enrolled in their class, individually, each day for check-in, to discuss what work they are going to do (their plan), and what work options they have for that day. This should be done starting at 9:00 am. Students should be

instructed to be available between 9:00 and noon.

### Work Cycle

Work Cycle each day needs to consist of assignments or practical lessons that students can do at home, preferably without access to a computer. This can include, but not be limited to math fact practice, a short project, writing prompts, or if students do have access to the internet, IXL practice. Independent work is something students have been introduced to and is a suitable practice activity. New material will be presented during live lesson sessions.

### Critical Success Factor: Establish Online Classroom Expectations

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 chatbox 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.

### Critical Success Factor: Standards for 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
Active engagement in a discussion board online (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



Examples of Active Engagement Tasks (3 hrs.)	Tasks for the Rest of the Duty Day
Reading to students	Entering Grades
Personal phone calls to students/families	Creating video tutorials

### **Critical Success Factor: Student Attendance**

Attendance records are a legal requirement, which may be audited, even in a distance learning setting. Instructional personnel 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 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

### **Critical Success Factor: 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 following parameters:

**Participation:** The student is actively engaged and participating in online activities, such as 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.

### **Critical Success Factor: 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. 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.

### **Critical Success Factor: Manipulation & Repetition Engender Success in the Remote Environment**

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, personnel, 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 the use of digital tools.

### **Component 5: School Family Community Supports**

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, the lead guides will recommend that families establish a general plan and develop new routines, even if temporary, to restore a calming sense of order in the home. The primary concern is for the continued health and safety of the school community; its employees, students, and their families. In addition to the provision of instruction in academics, outreach efforts by school personnel 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.

#### **Critical Success Factor: Stakeholder Access to Technology Engenders Student Success**

At the beginning of each school year, the May Sands Montessori School determines stakeholder readiness for remote learning by disseminating a [Home Technology Survey](#).

Efforts to provide equitable access to an online learning environment include sharing information about local internet resources available for families on the school's website: <https://maysandsmontessori.com/resources/student-resources/>.

## **Technology**

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.

## Component 6: Technology & Technical Support

The Student Services & Technology Manager and Principal Administrator are key members of the Instructional Continuity Planning Team. The school provides technical support for personnel and students that experience difficulty connecting their district-issued devices or need help retrieving usernames and passwords. It is expected that school personnel uses their school credentials (MCSD\username and password) along with a telephone number to request support via <http://help.keysschools.com/>. Students should never share their account passwords with others. If a student's account is compromised, the Monroe County School IT Department reserves the right to disable the student's account. The MCSD It Department manages requests to reset student accounts. District and school support information are published on the school's website.

**Monroe County School District IT Support number: 305-293-1400 Ext 53313**

**School-based support number: 305-293-1400 Ext 53326**

### **Critical Success Factor: Robust Technology Infrastructure**

As a public charter school, May Sands Montessori purchases technology infrastructure using specifications compatible with the Monroe County School District (MCSD), which 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.

The May Sands Montessori School operates within the Monroe County School District's managed network, which provides secure, cloud-based access and includes content filtering to protect students and school personnel. MCSD technology technicians configure all school-issued devices for personnel and students.

### **Critical Success Factor: Technology Resource Deployment**

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 the proper use and care of school-based technology as well as providing students with an electronic copy of the *Technology Resources Handbook*, which is available on the [school's website](#).

## Critical Success Factor: Access to the Online Learning Community

School personnel will use their school credentials (MCSD\username and password) to access the LMS, webmail, and the MCSD professional development platform.

All students at May Sands Montessori School will use their school-district-issued ID to log on to the online learning community. Lead guides will send student UserNames and Passwords in a separate, personal message to the student's primary contact.

The general convention for student UserName is **[FirstNameInitial][LastName]**

The general configuration for student passwords is **44[LunchNumber]0**

### Students Connecting with a School-issued Device

1. Turn on the Chromebook
2. Select an available Wi-Fi network, enter the password, and click Connect.
3. Log into the Chromebook using the same method you would typically use on campus.

### Students Connecting with a Personal Device

1. Open a Google Chrome browser
2. Use this link to connect: <http://launchpad.classlink.com/mcsd>

## Component 7: Cyber Security Framework

The May Sands Montessori School follows guidance based on the National Institute of Standards and Technology for cybersecurity risk management.

**figure 2**

*Cybersecurity Framework*



**Critical Success Factor: Identify Critical Processes and Assets**

School Website: a repository for information as well as supplementary resources for students and parents/guardians as well. The Front Desk Assistant and Principal Administrator update the site, frequently.

Cloud-based File Storage (i.e. OneDrive): district-managed file storage and backup application provided to school personnel. The Human Resources & Finance Manager maintains electronic copies of all contracts for school personnel and agreements with vendors.

Cloud-based File Storage (i.e. Google Drive): provided by the Monroe County School District (MCSD) for personnel and students at all schools. Instructional personnel and students contribute to and maintain the online curricular materials.

Learner Management System (i.e. FOCUS): a district-managed, web-based storehouse of student information. School personnel regularly enter attendance and grades, and referrals as needed.

Renaissance Hosted Site (i.e. STAR Assessments): a school-managed, web-based application to assess student performance in grades K-8 and monitor progress throughout the school year. Instructional leaders support student participation in the STAR assessments and monitor progress.

IXL: a school-managed, web-based application used by students in grades 1-8 for skill practice across Math, Reading, Science, and Social Studies subject areas. Instructional leaders assign practice work and review student progress.

Contact Management Software (i.e. DonorView): cloud-based contact management software used by the school as a tool for fundraising. The school's Development Director and Finance Manager create and manage fundraising campaigns that enable deposits to the school's fundraising account.

**Critical Success Factor: Protect Access to Data**

School personnel uses their district-issued credentials to access information and applications. The Monroe County School District maintains access control for school personnel and students.

**Critical Success Factor: Detect Vulnerabilities and Mitigate Threats**

The Monroe County School District manages device operating systems for personnel and students, including automated backup processes, and endpoint security.

**Critical Success Factor: Respond Effectively and Efficiently to Cybersecurity Events**

The school's Principal Administrator is the main point of contact for responding to and reporting incidents. Periodically through the year, school personnel will engage in training to respond to incidents. The charter board of directors will be notified of incidents and will provide recommendations for responding to external sources as needed.

**Critical Success Factor: Recover with Resilience**

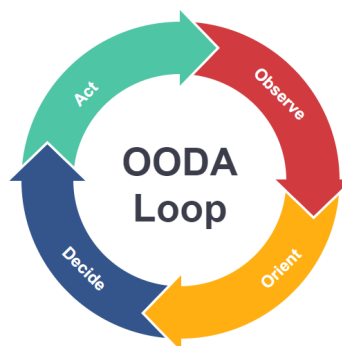
The Principal Administrator will determine information-sharing protocols to safeguard sensitive data and asset protection. The recovery process will include affected personnel participating in an after-action review to improve future processes.

**Critical Success Factor: Incident Response and Business Continuity Planning**

Schools are generally considered simple, stable environments with predictable routines. While the incidence of unforeseen disturbances or emergencies in most schools is relatively low, May Sands Montessori school personnel must be prepared for a variety of situations requiring their urgent attention. The purpose of business continuity planning is to ensure the continued operation of the school's critical systems so that the educational environment is protected. The principal administrator uses the OODA Loop decision-making process to assesses the incident and initiates the chain of communication with stakeholders as appropriate. School personnel will use the emergency response plan on file in disaster situations. <https://erip.safeplans.com/#erip>

**figure 3**

*Boyd's Cycle OODA Loop*



### **Plan of Action for Cyber Security Improvements**

School personnel and students will continue to abide by the Monroe County School District's Use of Technology Policy, Administrative Procedures, and Acceptable Use Agreement by signing written confirmation, annually.

Instructional personnel and school administrators will receive training on the use of monitoring software such as Hapara that enables viewing the screens and activity on school-issued devices.

The Monroe County School District shall continue filtering internet traffic for content defined in law as harmful to minors.

Students may not use or install any operating system on their school-issued device other than the current version that is supported and managed by the district.

The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All technology resources provided by the school, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district. If a website is blocked in school, then it will be blocked out of school. If an educationally valuable site is blocked, students should contact school personnel, who in turn, will submit a Helpdesk ticket to request the site be unblocked.

### **Component 8: Engaging Students With Limited Access**

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.

#### **Critical Success Factor: Continuity of Student Support Services**

The lead guide and teacher of student supports 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 accommodations for completing assignments.

The Monroe County School District has developed online 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 if necessary, for students with disabilities. 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.

The 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.

## **Operations**

### **Component 9: Continuation of School Operations**

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. Maintaining school infrastructure and providing assurances to school personnel amid the uncertainty of a prolonged campus shutdown is paramount to developing a viable operations plan for instructional continuity.

#### **Critical Success Factor: Expectations for Personnel Reporting during Remote Operations**

In times of crisis, the school's ability to maintain operations depends on how its employees are able to adapt to the circumstances. While administrative personnel and instructional leaders have firm reporting responsibilities during remote operations, the roles and responsibilities of support personnel may be modified to keep compensation levels intact.

#### **Role: Principal Administrator**

Establishes expectations for personnel reporting. Develops personnel work plans and assigns alternate positions as needed to maintain school operations and fortify instructional efficacy. Assemble the administrative team to prepare for the large-scale dissemination of resources to staff and students as needed. Conduct meetings with instructional staff to confirm the plan of action.

#### **Role: 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. The instructional leaders may utilize the classroom assistants to facilitate instructional delivery using methods outlined in the ***Classroom Assistant Responsibilities for Online Learning***

#### **Role: Student Services & Technology Manager**

The student services & technology manager has a vital role in maintaining instructional continuity by facilitating technology device deployment. Upon postponement of in-person instruction, the manager will confirm an inventory of all devices, peripherals, and agreement forms on file to the principal administrator. When planning for device deployment, the manager may enlist the support of classroom assistants to complete an inventory of classroom devices. Together with the principal administrator, the manager will issue a device deployment schedule, depending on the nature and severity of the extended campus closure.

#### **Role: Front Desk Manager**

The front desk manager 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 an 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

#### **Role: 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 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

### **Critical Success Factor: Continuity of Ancillary Services**

While specific support information may change according to the circumstance, the basic consideration for health and wellness 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 305-296-5628ext. 65328

**Key West High School** 2100 Flagler Ave-Key West 305-293-1549ext. 54357

**Gerald Adams School** 5855 W. Jr. College Rd, Key West 305-293-1609 ext. 51316

**Sugarloaf School** 255 Crane Blvd-Sugarloaf 305-745-3282ext. 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. May Sands Montessori School will post informational flyers listing food pantries and fresh meal distribution centers on its social media accounts and share them with families in the weekly newsletter.

### Support Groups

The [Guidance Care Center](#) is available for parents and children. The general office hours are Monday thru Friday, 9-5 (305-434-7660). The May Sands Montessori School will inform its school community of meetings and events hosted by the Monroe County School District as well as those facilitated by leaders in the Montessori community to support the wellbeing of parents, caregivers, and children, and to share resources and ideas.

### Critical Success Factor: Frequent Progress Monitoring of Remote Operations

The principal administrator provides responsive support and actionable feedback to school personnel for continuous improvement of performance and expands circles of support to students and families as needed. Maintain frequent communication with the instructional personnel 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

## Communications

### Component 10: Emergency and Ongoing Communications

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.

#### **Critical Success Factor: Accurate Data Enables Communication to the School Community**

School personnel receives updated contact information from the school's administrative team as it becomes available.

#### **Role: Student Services & Technology Manager**

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).

#### **Role: Human Resources and Finance Manager**

Maintains staff and charter board member contact data.

#### **Critical Success Factor: School-based Communication Flows from School Leadership**

The school's principal administrator initiates the chain of communication with stakeholders. All school employees will refrain from contacting families until receiving direction from the school's principal administrator or designee.

#### **Role: Principal Administrator**

Provides the school community with clear direction and timely dissemination of reliable information from verified sources. Initial communication to school personnel contains clear, short-term directives for safety precautions and contingency planning as well as the possible need for professional development to implement virtual instruction. Remain alert to information updates that might affect contingency plans. A member of the administrative staff may serve as a proxy if the principal administrator is unavailable.

#### **Critical Success Factor: Multimodal Methods of Communication for Equitable Outreach**

**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 as a 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.

#### **Google Voice**

School personnel may use the free Google Voice phone application to maintain discretion with their personal phone numbers. All school personnel shall provide the Front Desk Manager and Principal Administrator with their Google Voice phone numbers.

### **Critical Success Factor: Individual Outreach Facilitates Students Engagement**

#### **Role: Instructional Personnel**

Instructional leaders should have a phone number from which they can call students from and students can reach out to them. School personnel may use the free Google Voice phone application to maintain discretion with their personal phone numbers <https://voice.google.com/u/0/about>. With Google Voice, school-issued laptops may be used to make and receive calls.

Primary methods of contacting individual students and their families should be via phone calls or video chats followed by email correspondence. Individual outreach efforts will be shared among the student's instructional leader, the Student Service & Technology Manager, and the school's principal administrator or designee in an electronic communication log that resides on the school's collaborative cloud storage (Google Drive).

## Sample Email to Families When Device Distribution Has Not Yet Occurred

*\*Use and adjust as necessary for your age group\**

Hello Families,

I understand that we are all stuck between a rock and a hard place right now, but if we work together, we will not miss too much of our instructional time. Since we do not have Chrome books distributed, we will be working the following way STARTING TOMORROW.

### **Morning Meetings**

Mornings will be held as a group with students calling the number listed below. Students should call in at 8:30 and we will begin promptly at 8:35. I will discuss any work options for the day, take attendance, and hold a short morning meditation to begin our day.

Students will be able to practice Grace and Courtesy while on the phone call by remaining quiet (or on mute if the surroundings are loud).

***Insert link to conference call number and Insert Access code#***

### **Individual Check-in with Students**

I will call each student individually each day for a 5-15 minute conversation to discuss their work plan and work options they have for that day.

### **Daily Work Cycle**

***(The following is an example; adjust accordingly)***

It is expected that students will work on the following topics each day:

**Math:** Multiplication facts, the 6's, 7's and 8's should be a high priority. (Please attachments for clarity) Students can use an app, create flashcards, write down each fact, or use the attachments to print off for practice. We will be checking in on progress on these facts when we return to campus. If students already know these facts, I will work with them on finding work that suits their needs.

**Reading:** should be done each day for at least 30 minutes. Students should keep a reading log on a sheet of paper with the date, which pages they read, and a short description of what occurred in the story.

If students have access to a computer, IXL is also an option for them to be working on. I will be assigning certain topics to students there so we can ensure we don't lose much in our studies. (Please see the coming email for instructions on how to log on).

**Spelling Words:** students will be given a list of spelling words (also attached) for the week. Please be sure to click on the appropriate attachment for the grade level of the student. To assist students in learning the words, there are activities they should be doing each day to learn them in the same document.

At any time if students have questions, they are to call the number below. If there is no answer, students can text this number or just leave a message and I will get back to them ASAP. *(Insert your Google Voice Number here)*

\*\*\*Please respond to this message with the BEST NUMBER to call to reach out to your child. They will need to be available during the hours of 9 am-12 pm\*\*\*



## Checklist for Instructional Staff Continuity Plan Implementation

Updates to the checklist will occur as information changes or are 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 the 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 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 it with your students and administrator. Confirm attendance in FOCUS.
- ✓ Keep a record of student grades (Currently FOCUS grade book). 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 the administrator or appropriate channels immediately.

### Teacher Welfare

- ✓ If time off is scheduled, plan for an alternate teacher during the period of time and include it 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.