



# **COVID-19 Guidebook**

**COVID-19 Guidelines  
&  
Procedures  
for In-Person Learning  
2021-22**

# Welcome and Overview

Welcome to this new adaptation of Montessori education, when activated by a world pandemic, we are called to innovate and return to the roots of our Montessori method. This guidebook is a consolidation of many developing resources. It is meant to support us in following state guidelines and adapting to these conditions while continuing to offer adults and children a safe and vibrant Montessori learning experience.

This guide presumes that there may be times when we could be called to work remotely and within the prepared environment of the school. Therefore, it details essential considerations without compromising our method while continuing to value and support all members of our community. We ask you to take the time to familiarize yourself with the important information contained in this guide. From what we learned already, we know the healthier we keep our community, the more days we will have in the prepared environment of the classroom. These measures may feel burdensome or unreasonable; however, they will allow us time with Montessori materials in a setting that fosters development.

The state allows schools to return face-to-face without the requirement of remote learning. We will continue to support families regarding their concerns about students in the school building. We know this virus is not “over”. We will continue to work with the guidelines from the Centers for Disease Control and Prevention (CDC), the North Carolina Department of Health and Human Services (NCDHHS), and the North Carolina Department of Public Instruction (NCDPI).

We are committed to growing the excitement for the first day of school and all that follows. The first day is magical -- it comes with wonder about new relationships and fresh moments of pride and accomplishment. Please join us in building enthusiasm for the grandest day of them all -- the first day of the 2021-22 school year!

Based on current recommendations and requirements, this guide outlines IMS practices/policies and how our families should contribute to the safety and healthiness of our learning environment.

With deepest respect,

Your IMS Administrative Team

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# Overview of the IMS Safety Approach

Decisions about the methods and procedures for opening our school are based on guidance from the Centers for Disease Control and Prevention (CDC), the North Carolina Department of Health and Human Services (NCDHHS), and the North Carolina Department of Public Instruction (NCDPI). Guidance from these groups is subject to updates. If the circumstances surrounding the COVID-19 pandemic change, our plan may also change.

The image shows the cover and several pages of the "2020-2021 DIALED APPROACH PLAN" from Island Montessori. The cover features the school's logo and the title. The first page states the school's goal for the 2020-21 school year. The second page contains a circular diagram with three segments labeled Plan A, Plan B, and Plan C, with "IMS DIALED APPROACH" in the center. The following pages provide detailed descriptions for each plan, including what turns the dial to that plan and what the plan looks like. The final page contains additional notes about the approach and a list of key safety pillars.

Additionally, we closely follow the guidelines of the American Academy of Pediatrics (AAP), whose current recommendation states:

“Schools are fundamental to child/adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity.”

Our [Dialed Approach](#) to support the education of our students begins with the belief that each of our voices is critical in designing strategies to best support the health and well-being of our students! We join together, unified in creating a plan, with confidence that we are capturing the needs of our school community. Adaptability and flexibility are essential ingredients to our success, along with how well we effectively work together to communicate with one another throughout this time.

Our approach is organized into four pillars. Three pillars concern safety and procedure, while the final pillar defines the Montessori experience. Each pillar is listed below.

- Screening and Approach to COVID-19 Cases
- Hygiene and Sanitation
- Social Distancing Procedures
- Culture of Learning

# Screening

## Symptom Awareness and Knowledge

### Screening and School Guidelines for Cases

Daily Health Checks play a crucial role in keeping any infectious disease, including COVID-19, out of our community. Each staff member is required to complete a Daily Health Check questionnaire before starting their day. Responses are monitored by the administration. Parents are required to screen their children each morning for new or otherwise unexplained symptoms. Upon arrival at school, students will not be screened by staff to enter the building; therefore, parents must screen their children and keep symptomatic children home.

### COVID-19 Symptoms:

As outlined by the Strong Schools Public Health Toolkit, the COVID-19 symptoms used in screening metrics for health and safety (with or without being diagnosed with COVID-19) include:

- Recent fever (100.4°F)
- Chills
- Shortness of breath
- Difficulty breathing
- New cough
- Fatigue
- Muscle or body aches
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Headache
- Gastrointestinal symptoms (nausea, vomiting, or diarrhea)

Children must be free of symptoms potentially related to COVID-19 to be on the school campus. Most importantly, children who are feeling unwell or have a temperature of 100.4°F should not come to school.

## Home Symptom Screening Guidelines

Knowing the COVID-19 symptoms and understanding how to screen your children using the symptom guide above can drastically reduce the spread of disease, thus providing a healthy space to continue learning in the classroom. Staying home when sick is a community responsibility, which we should follow so our children can have more time in the physical Montessori environment.

Daily, children must have a health screening at home, including temperature checks. Use this checklist for your at-home screening:

- ✓ Check your child's temperature. Do not come to school if their temperature reads 100.4°F or higher.
- ✓ Children must be free of symptoms potentially related to COVID-19 (listed above) to come to the school campus.

## Symptom Identification During School

If a child feels ill while on campus, they must immediately tell a staff member who will notify the front office. If a staff member notices a child is not feeling well or observes signs of illness, they will notify the front office. After contacting the front office, children who are feeling unwell or have a temperature of 100.4°F or higher will be held in the isolated waiting area. An employee will contact the child's parents/guardians to pick them up within 30 minutes.

## Reporting of COVID-19

We will report suspected, presumptive, or positive cases of COVID-19 to the New Hanover Department of Health Services and work with them for follow-up and contact tracing. Privacy will be maintained and prioritized. If there is a confirmed case of COVID-19 at school, the impacted areas will be disinfected per [CDC guidelines](#). The classroom teacher and/or administration will communicate with the family to connect and support.

## Suspected, Presumptive, and Confirmed Positive Cases of COVID-19

The resources above help you determine when to responsibly keep your child(ren) at home. If you have questions regarding when to send your child(ren) to school or keep them home, please refer to our guidance in the [Diagnostic Guidelines for Returning to School](#) and contact our school with additional questions.

## Guidelines For Returning to School

Once displaying symptoms, being in contact, or being tested for COVID-19, the guidelines below must be followed to determine a safe return to school.

The table below provides the information from the [NC Safe Schools Toolkit](#).

Students who have...	EXPERIENCED AT LEAST ONE COVID-19 symptom, WITH or WITHOUT being diagnosed with COVID-19	Been DIAGNOSED WITH COVID-19 but DO NOT HAVE SYMPTOMS	Been EXPOSED* TO COVID-19 and DO NOT HAVE SYMPTOMS
Can I send them to School?	NO	NO	NO
When can I send them back to School?	<p><b>ALL MUST BE TRUE (or *see documentation)</b></p> <p>1) It has been at least 10 days since they first had symptoms.</p> <p>2) It has been at least 24 hours since they had a fever, without using fever-reducing medicine.</p> <p>3) It has been at least 24 hours since the symptoms have improved, including cough and shortness of breath without the use of medication.</p>	Once 10 DAYS HAVE PASSED since the date of their first positive COVID-19 diagnostic test.	Once 14 DAYS HAVE PASSED since the date of their last exposure (10 days if no symptoms have been reported during daily monitoring; or 7 days if no symptoms have been reported during daily monitoring) AND the student has received results of a negative antigen or PCR/molecular test on a test taken no earlier than 5 days of quarantine.
Do I need a Doctor's Note or COVID-19 Testing Documentation?	<p>NO</p> <p><b>**BUT-</b> If students have a negative COVID-19 test, they can return to school <u>once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.</u></p> <p>*If an alternative diagnosis from a healthcare provider determines a COVID-19 test is not needed, they can return to school, following normal school policies, once there is no fever without the use of medication and have felt well for 24 hours.</p>	NO	NO

\*Exposure is defined as being within 6 feet of someone diagnosed with COVID-19 for 15 minutes or more cumulative within a period of 24 hours.

## Healthy Hygiene Practices

### Hygiene and Sanitation

Increased diligence in cleaning and sanitizing our campus is already implemented. We understand that good hygiene practices are among the most effective ways to prevent the spread of illness, especially in a school environment. The staff was trained before opening classrooms on basic measures to prevent the spread of infection. Teachers will give lessons to students about these measures, as well as monitor student handwashing and sanitizing throughout the day. Face coverings, especially face masks and face shields, are an important piece of our strategy. We secured adequate PPE. Per North Carolina guidelines, all adults and youth, K-8th grade children, are required to wear face masks or cloth face coverings while on campus. This includes family members and caregivers waiting outside to drop off or pick up children. We have face masks available on an as-needed basis.

## Measures of Personal Protection

The staff was trained on basic measures to prevent the spread of infection, including washing hands frequently and covering one's coughs and sneezes. Teachers will give lessons in class to students about these measures and monitor them throughout the day. Signage for these measures of personal protection can be found throughout the school and in classrooms.

### Handwashing and Hand Sanitation

Teachers will give frequent lessons on handwashing in the classroom, modify flexible schedules to include handwashing breaks throughout the school day, and reinforce handwashing during key times throughout the school day:

- ✓ Before and after eating
- ✓ After using the restroom
- ✓ Touching shared objects
- ✓ After recess
- ✓ When entering the school/classroom

If a child is unable to access a handwashing station, hand sanitizer (containing at least 60% alcohol) will be provided. Hand sanitizer stations are at the entrance to each classroom. Children are expected to use hand sanitizer when entering the classroom each morning.

We will encourage children and staff to wash their hands often with soap and water for at least 20 seconds or use hand sanitizer, especially before eating, after going to the bathroom, and after wiping their nose, coughing, or sneezing.

If your child experiences sensitivity to hand sanitizer, please inform your child's teacher and the front office staff so they can provide your child other opportunities to wash their hands.

### Covering a Cough or a Sneeze

Teachers will provide lessons on how to sneeze and cough into a tissue. Children will be encouraged to take the following actions when coughing or sneezing:

- ❑ Cover your cough or sneeze with a tissue, then immediately throw the tissue in the garbage and wash your hands.
- ❑ If you don't have a tissue, sneeze or cough into your sleeve or arm.

## Face Coverings

All children in K-8th grade are required to wear face masks. All teachers, staff, and adults who must enter the building are required to wear face masks even if they were vaccinated. As directed by the state Department of Instruction, if a child or family refuses to wear a face mask, they will be held to the school code of conduct. Some exceptions apply:

- When a student is eating or drinking
- Teachers and students are working outside and appropriately distanced
- Students are participating in recess or PE outside and appropriately distanced
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the face covering without assistance
- Anyone who cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs

If a child has a medical condition that does not allow for face masks, they may be asked to work remotely from home. This decision will be at the discretion of the Head of School.

Teachers and staff may lead guided short breaks from wearing face masks if safe opportunities occur, including when adherence to social distancing guidelines can still be met with utmost safety and precaution. Guided breaks may also occur during snack, lunchtime, and recess or as long as the child is engaged in physical activity with appropriate social distancing.

## Maintaining Healthy Facilities

### Facility Sanitation and Cleaning Procedures

Facility staff reviewed and received the [EPA's list of products](#) effective against COVID-19. Please contact the office for a list of the products we have on campus and their usage instructions.

For each protocol, IMS will use an EPA-approved disinfectant for SARS-CoV-2, the virus that causes COVID-19. Further, a Lysol sprayer with a hospital-grade disinfectant will be used daily after school, along with an electrostatic disinfectant sprayer to clean and disinfect the facility. Cleaning and disinfecting protocols will continually be reviewed and enhanced regarding frequency and intensity.

Cleaning supplies are kept locked and out of reach of children. All products being used are safe and appropriate for classroom settings. To allow for proper drying and ventilation, stronger products that might produce fumes will be applied after the school day.

## Responsibilities of the Nightly Cleaning Team

### Cleaning Protocol

- Clean and disinfect high-touch surfaces in classrooms, hallways, and bathrooms.
- Monitor hand sanitizer, soap, and paper products.
- Use an electrostatic disinfectant sprayer in the entire school building.

## Responsibilities of the IMS Staff and Faculty

### Classroom Cleaning Protocol (throughout work cycle) - Lead Teacher and Assistant

- Check cleaning checklist from the previous day to ensure the room is clean and disinfected
- Prepare the environment and cleaning stations
- Disinfect tables after use
- Disinfect Montessori materials after use
- Disinfect all touched surfaces mid-day or as needed (e.g., tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, faucets, sinks, etc.)

### Common Areas Cleaning Protocol - Administration and Support Staff

- Daily walk through of playground and building
- Sanitize drop-off areas
  - Handwashing and sanitizing stations
  - Tardy clipboard, early signout clipboard, and pens
  - Restock gloves and other PPE equipment
- Sanitize kitchens and office equipment throughout the day and after use
- Clean high-touch areas
  - Door handles
  - Railings
  - Water coolers
  - Copy machine buttons
  - Light switches
- Sanitize pick-up areas
- Final clean of classrooms and hallways after all children leave

### Material Cleaning Protocol - Lead Teacher and Assistant

All frequently touched materials are included in our cleaning protocol. This includes tables, chairs, cubbies, and Montessori shelf works. Teachers will educate children about proper sharing of materials or supplies.

- When children finish using materials, they place them in a designated area for the Teacher/TA to disinfect. Adults clean and sanitize materials before placing them back on the shelf for use.
- Books/paper materials do not need additional cleaning/disinfection unless exposed to bodily fluids.

## Limited Building Access

To protect the health and safety of our community, only essential visitors are allowed on our school campus. Essential visitors will be approved by the administration ahead of access to the building. These measures in minimizing the number of people on site limit unintentional exposure

in our school environment.

All efforts will be made to keep necessary visitors to a minimum, including the use of virtual or telephone meetings with families and guests. Before entering the building, necessary visitors are required to follow all face-covering guidelines, receive a temperature check, and complete the screening questionnaire.

## Social Distancing

### Building Social Distance Awareness

Social distancing means keeping space between students and other people outside of their household, and is a key tool to decrease the spread of COVID-19. The following guidance reflects the latest CDC recommendations that physical distancing be maximized to the greatest extent possible for students and staff in K-12 settings.

Plan A still has no requirements of a minimum amount of physical distance, and Plan B still requires a minimum of six feet of physical distance at all times. However, there are new recommendations added under Plan A, only, to reflect the updated considerations from the CDC. The CDC recommends a minimum of three feet of distance between K-12 students in communities with low, moderate, and substantial levels of transmission. In areas of high community transmission, the CDC recommends a minimum of three feet physical distance for elementary and middle school students.

We took actions to ensure our environments support measures of health and safety that honor social distancing. We evaluated our children's daily procedures from the time they arrive until the time they are dismissed. Each environment we prepare naturally lends itself to promoting social distance and gently alerting children to be aware of social distancing. The actions taken to prepare arrival/dismissal areas, hallways, bathrooms, and outdoor areas include:

- ✓ Signage to remind children of social distancing practices
- ✓ Floor markings in all hallways and congregating areas to indicate 6 feet
- ✓ Appropriate placement of equipment in recess and sidewalk areas to help provide spacial awareness

### Arrival and Dismissal

#### Drop-off Procedures

Drivers will pull into the school from the main entrance off Carolina Beach Rd. Single file line of

cars will line up in front of the school building. Please start to line up at the end of the blue building before the turn (there will be a cone and stop sign there). Please do not go past this cone or turn at the curve until after your child(ren) has exited from the car. Staff will be outside to help with students exiting from the car. Temperature checks will not be required for a child to enter the building, so once again, home screening will be vital to the health and safety of our school. As students exit from the car, they will enter the main door of the school building and report directly to their classrooms. Staff will be present in the front glass room and hallways to help make sure there are no students congregating.

Early Drop-off begins at 7:45. Please keep your children in the car until staff say to exit the vehicle. Normal drop-off begins at 8:00. Please only utilize early drop off if needed. Our students will report directly to their classrooms and teachers will be in their rooms to welcome them.

### **Late Drop-off Procedures**

If you arrive after 8:15, your child is considered tardy. You will need to park your car and walk your child to the main entrance door. Please ring the bell, a staff member will bring the sign-in sheet to you and allow your child to enter the building to head to their classroom.

### **Dismissal Procedures**

Dismissal begins promptly at 3:00pm. You are required to place your sign with student name(s) in your dashboard. In order to safely dismiss following social distancing requirements, please be prompt and aware of the flow of traffic. Please see the procedures below:

- 1- Drive down the gravel road and around the circle. Two lines will be formed.
- 2- Have your student name sign on your dashboard or front window.
- 3- A staff member will approach your car and walkie talkie for your child.
- 4- Once the group of students' names have been called, children will walk out of their designated doors, to the crosswalk, and to your car.
- 5 - Once all children are in the car, the group will be signaled to drive forward. Then the next group will be called.

### **Early Pick-Up Procedures**

If you need to pick up your child early, please be certain to do so by 2:15 p.m. Between the times of 2:15 p.m. and 3:00 p.m., we kindly ask that you refrain from an early pick-up. With new dismissal procedures in place to accommodate social distancing, your arrival in this time frame will cause an irregular traffic flow. When picking up your child early, follow the procedures below:

- 1- Call the front desk to alert the front office of your arrival.
- 2- Park in a designated space and wait in the car, prepared to wear a mask when staff arrives.
- 3- Staff will assist your child in arriving to your car.
- 4- The sign-out page with a sanitized pen and clipboard will be brought to you.

## Late Pick-Up Procedures

Students who are not picked up by the end of dismissal will remain in their classrooms until their parent/ride arrives. Please note that late students inhibit teachers from completing end-of-day sanitation and planning. To support our staff, please be in the carline by 3:00 p.m. If you are late, please follow these procedures:

Please reference the parent/student handbook about our [late pick-up policy](#).

- 1- Call the front desk to alert the front office of your arrival.
- 2- Park in a designated space and wait in the car, prepared to wear a mask when staff arrives.
- 3- Staff will assist your child in arriving to your car.

# The Montessori Experience - A Learning Culture

## Remote Learning (When Required)

Remote learning will not be a full-time option for families this school year. If a student requires remote learning due to quarantine requirements, an online learning option will be provided. The student will have access to a Google Classroom with links to materials, a guide of daily task completion, and email/chat to stay in contact with the Lead Teacher and Assistant. One daily Zoom meeting will be provided to check-in and answer any questions.

If the governor declares schools to return to Plan C (full remote only) or Plan B (hybrid), IMS will plan accordingly to allow a fluid transition between face-to-face and online learning. Teachers will diligently focus on providing Montessori lessons and materials to the best extent possible.

## Culture of Shared Responsibility in Remote Learning (When Required)

Replicating, as best as possible, what happens in our classrooms is a unified effort of our teachers and families. Our goal is to collaborate with families to (a) keep alive the culture of learning unique to Montessori and (b) provide families with support and activities that match the

developmental needs and characteristics of their children. For us to accomplish this goal together, we must have a clear understanding of the roles we play in achieving this goal.

Below is an outline of the responsibilities of families and the school in supporting the Montessori remote experience, if it is required for a student, classroom, or the school to utilize remote learning.

## Parent Responsibilities

Parents play a crucial role in the success of their child's education, and remote learning is no exception. IMS staff are committed to providing children learning experiences to help them reach their full potential. All the while, parents commit to taking on the role of coaching learning at home. This means parents should:

- Update your contact information with teachers and staff: phone number and email
- Engage with teachers regularly to discuss student progress
- Check email, SchoolCues, school and class websites and other communication platforms for updates from the teachers or administration
- Ensure your child engages with scheduled works and lessons for learning
- Provide a learning environment conducive to a remote school setting
- Monitor and maintain academic integrity
- Assume responsibility for your child's school attendance as required by the school handbook.

## Student Responsibilities

Remote learning environments provide an opportunity for children to learn from home, allowing for flexible pacing. Montessori is founded on freedom through self-discipline and responsible limits. The benefits of flexibility in remote learning coincide with the responsibility of understanding the characteristics and behaviors of high-quality remote work ethic. Children will be held accountable for their attendance, assignments, and assessments. A student who is effectively engaged in remote learning will:

- Prepare for and engage in works and remote lessons as assigned by teachers
- Maintain active communication with teachers
- Check Google Stream announcements and emails daily
- Complete assignments as indicated by the teacher with academic integrity and honesty
- Follow all remote learning procedures established by the school
- Demonstrate positive digital citizenship by:
  - Protecting private information from unauthorized online applications
  - Respecting yourself and others in your words and actions while engaging in online discussions
  - Respecting copyright and the intellectual property of others.

## Parent & Student Remote Learning Agreement

Before the beginning of remote learning, parents and children enrolled in any type of remote learning are asked to read and sign this handbook as the remote learning agreement. Teachers will help guide parents and children in understanding what the statements in the agreement mean. The intent is to help parents and children understand their roles in the remote learning environment.

### Island Montessori Responsibilities

IMS will maintain parent and student help videos posted on school and classroom websites. Support videos for their classes are posted to Google Classroom. IMS also has Google/IT Support for families through the use of a Google Form, located in the Google Classroom, class website, and school website under IMS Virtual.

Teachers and administrators established and will sustain a remote learning environment based on our shared curriculum while focusing on the children's social-emotional well-being.

- Provide and maintain communication with weekly parent newsletters each Friday, so families can plan their upcoming week
- Balance synchronous and asynchronous learning
- Meet live with children regularly as defined by IMS
- Participate in staff development, staff meetings, and team meetings
- Design lesson plans grounded in Montessori and submit for the Head of School and Instructional Coordinator to observe and evaluate remote environments.
- Provide individual student conferences to promote social presence and relationship building
- Timely and personalized feedback to all children via Google Classroom
- Provide office hours for children to check in daily and provide instructional support
- Provide opportunities for parents and children to offer feedback
- Lead with strong communication to define and disseminate information about school remote policies and procedures to parents, children, teachers, and community
- Maintain an operational student help desk/support method to address all remote learning needs related to technology devices, digital resources being used for instruction, etc.

### Technology and Connectivity

When a student is required to quarantine, they are encouraged to have access to high-speed internet and a device. Families in need of a device may request one from the front office staff, and an IMS Chromebook will be provided. Children lacking connectivity in their remote learning environment will be guided and assisted by IMS and/or community partners. When possible, IMS will support connectivity issues families may experience. Children without connectivity outside of school will be provided learning packets of print materials as necessary.

Outlined below is the technology checkout system for IMS:

- Device sign-out is available for families that need a device to support remote learning at home.
- Pick up times will be scheduled with families prior to the beginning of remote learning.
- Devices will be collected by staff on or before the last day of remote learning or upon student withdrawal from school. Additionally, if the device is not returned or damaged, the student and the student's parent/guardian will be assessed the full replacement cost of the device.
- Parents and children will review and sign the Chromebook/iPad Parent and Student Agreement form which outlines responsibilities including all fees.
- If the device malfunctions, the student will immediately report the problem using the IT Hardware Form.

## Montessori and Remote Learning Design and Structure

Children will use Google Classroom for their work cycle. A combination of teacher-created materials and online learning materials/lessons will be posted on Google Classroom. These will afford children the opportunity to practice and grow, focusing on following the child as their leader, as we prioritize academic skills appropriate for their unique development and the physiological planes of development outlined by Maria Montessori. Teachers will have all work cycle assignments, recorded lessons, and scheduled live lessons for the coming week ready to go live Monday mornings for children. Teachers will place an entire week of work cycle learning in the classroom with suggested pacing to help children complete their work throughout the week.

Children are expected to complete each posted assignment by the end of the week. Using this weekly set of assignments and a planner, as they do in the classroom, they will choose and record their daily accomplishments, while organizing their works with their teacher's guidance in the virtual classroom. Childrens' assignments will be differentiated, like in the classroom, so students are accessing skills aligned to the academic level for skill development.

The growth of the child will be nurtured by the following:

- Prioritized learning goals or objectives for each lesson
- Utilize work plans to organize remote learning
- Whole group instruction videos with modeling
- Small group instruction (recorded) videos or live sessions
- Small group and independent activities through choice boards
- Assessment/progress monitoring with rich feedback
- Teacher office hours for individual or small group student support

## **Assessment and Evaluation of Progress**

Children participating in any remote learning option will receive formal feedback, evaluation remarks, and/or rubrics, as they would in a traditional Montessori classroom. Children's progress in remote learning will be part of their final progress report.

## **Special Populations**

Island Montessori School is committed to providing an inclusive learning experience for all children, including those children with disabilities whose needs are served under IEP or Section 504 plans. The Exceptional Children's staff will continue to collaborate and plan with the general education teachers and provide services in a remote learning setting to assist children in meeting their IEP goals. Each student will have a contingency plan created to support the delivery of service minutes and accommodations to support learning in the remote setting.