



First State Montessori Academy

Distance and Hybrid Learning Handbook



2020-2021

School Calendar - Remainder of 2020

September						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9/4 – Holiday/School Closed

9/7 – Holiday/ School Closed

9/8 – 1st day for ALL students - virtually

October						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10/5 – 1st Day of In-Person for Hybrid Students

10/9 – No School for Students/Teacher Inservice

10/30 Parent Teacher Conferences (Virtual Day)

November						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11/2 Parent Teacher Conferences (Virtual Day)

11/3 – Holiday/School Closed

11/11 – Holiday/School Closed

11/23 – 11/27 Holiday/ School Closed

December						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

12/23 – 12/31 Holiday/ School Closed

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Support at FSMA

The staff at FSMA is available to support students and families while students are working from home in our distance learning model, as well as in school during in person instruction. Please reach out to us as needed so that we can help you to get the information you need to make distance learning the most optimal it can be.

Technical Support - for questions about a borrowed device, Google Classroom , or any of the learning platforms, email techsupport@fsma.k12.de.us

If you would like to get on a google meet with a tech support person to help walk you through something, there are open hours on Wednesday's from 2-3 pm.

To access tech support

- Log into meet.google.com with your student's google account
- Click "join or start a meeting"
- Enter the code: techsupport

Questions about specific assignments - email your child's cohort teacher (firstname.lastname@fsma.k12.de.us)

Social or Emotional Support website (*Lots of great resources!*):

<https://sites.google.com/fsma.k12.de.us/fsmacounsel/home>

Student Support/School Counselor - laura.schwait@fsma.k12.de.us

Student Support - carla.broadway@fsma.k12.de.us

School Psychologist - holly.pommerening@fsma.k12.de.us

Special Education Staff -

Anabelle O'Malley - anabelle.omalley@fsma.k12.de.us

Brielle Colbert - Speech/Language brielle.colbert@fsma.k12.de.us

Lauren Janusz - Occupational Therapist - lauren.janusz@fsma.k12.de.us

Leslie Turner - leslie.turner@fsma.k12.de.us

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Overview

FSMA is committed to utilizing a Montessori approach in both our Hybrid and Distance Learning Plan to make learning as optimal as possible without physically being in the Montessori classroom environment for any or all of the school day. We have received feedback from parents, teachers, and students about our implementation last spring. Using that information, along with current research about distance learning, a committee of teachers and staff at FSMA have spent countless hours creating a robust distance learning plan for this coming year.

Communities

Students will be grouped together in multi-age classes for hybrid and distance learning. These smaller learning communities are their class cohorts. Their cohort teacher will be their teacher throughout the first phase of the school year - from the start of school through the December break. The cohort teacher is in charge of all of their lessons and assignments. It will be like a regular classroom at FSMA in which community building, collaboration, joy, and relationships are all of great importance. Families will be communicating directly with their child's cohort teacher and getting regular check-ins and updates.

Hybrid and Distance Learning Program will include:

- Assessment, feedback, pacing, and guidance of student work
- A variety of learning formats and choices
- Opportunities to collaborate and showcase projects
- Enrichment, read alouds, and movement opportunities
- Special area classes
- A predictable, age appropriate guided daily schedule

Distance Learning Will Include synchronous (Live) sessions:

- Participate in live teacher-led morning meetings
- Participate in small group live academic lessons throughout the week
- Check in with teacher during a scheduled 15 minute/week Google Meet (parents will be asked to participate in this check-in each week)

An adult/family member will oversee each child's distance learning program and will be asked to:

- Utilize FSMA tech support (resources will be provided by FSMA)
- Create an environment that supports distance learning. Suggestions about preparing your home to be an optimal learning space are included in The Prepared Home Environment of this handbook.
- Support your child's independence while providing the support they need to manage learning at home.

First 4 Virtual Weeks

Distance and Hybrid Students

September 8 - October 2 - The first four weeks of school are virtual for ALL students.

The first four weeks of school will be done virtually for both hybrid and distance learners. During this time class cohorts will experience a number of different things to get them set up for their next phase of learning in October. The days will build over the course of the four weeks with the amount of work time increasing and the number of lessons/tasks increasing. The goal by the end of the first four weeks is that the students be prepared for the full schedule of learning opportunities when the next phase begins on October 5th.

- Build trust with students, activities for students and teachers to get to know each other/build community
- Teach procedures for technology use
- Teach expectations for meetings, lessons, at home work space, email (4th -8th graders)
- Teach and practice online learning platforms,
- Small group academic lessons
- Individual academic assessments
- Hybrid students - safety lessons for procedures needed for in person instruction

	K - 6
Weeks #1 and #2 (9/8 - 9/18)	All students need to be available from 8:30 a.m. - 12:00 p.m. (with 1:1 meetings scheduled for the afternoon.)
Week #3 and #4 (9/21 - 10/2)	Students need to be available from 8:30 a.m. - 12:00 p.m. with additional asynchronous (on your own) activities

	Middle School
Week #1 (9/8 - 9/11)	All students need to be available from 9:00 a.m. - 12:00 p.m. (with 1:1 meetings scheduled for the afternoon.)
Week #2 - #4 (9/14 - 10/2)	Students need to be available from 9:00 a.m. - 3:00 p.m.

Sample Schedule for K - 6th Grade Virtual Weeks

**Each component is described following the four weeks of schedules*

**Green areas - students must attend live session*

**Work Period - students will only be live for part of the work block (see component descriptions on following page for more details)*

Week #1 - 9/8 to 9/11

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	No School	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:15 - 10:45		Work Period	Work Period	Work Period	Work Period
11:00 - 11:30		Non-screen choice activities	Non-screen choice activities	Non-screen choice activities	Non-screen choice activities
		Technology Lesson (Parents Welcome)	Technology Lesson (Parents Welcome)	Technology Lesson (Parents Welcome)	Technology Lesson (Parents Welcome)
12:00 - 12:30		Lunch	Lunch	Lunch	Lunch (Optional Synchronous)
12:30 - 2:00		Individual Assessments	Individual Assessments	Individual Assessments	Individual Assessments

Week #2 - 9/14 to 9/18

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	Morning Meeting	Morning Meeting	Family Checks-Ins	Morning Meeting	Morning Meeting
9:15 - 10:45	Work Period	Work Period	Work Period	Work Period	Work Period
11:00 - 11:30	Non-screen choice activities	Non-screen choice activities		Non-screen choice activities	Non-screen choice activities
	Technology Lessons (Parents Welcome)	Technology Lesson (Parents Welcome)		Technology Lesson (Parents Welcome)	Technology Lesson (Parents Welcome)
12:00 - 12:30	Lunch	Lunch		Lunch	Lunch (optional synchronous)
12:30 - 2:00	Individual Assessments	Individual Assessments		Individual Assessments	Individual Assessments

Week #3 - 9/21 to 9/25

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	Morning Meeting	Morning Meeting	Family Checks-Ins scheduled throughout the day	Morning Meeting	Morning Meeting
9:15 - 11:30	Work Period	Work Period	Work Period	Work Period	Work Period
11:30 - 12:00	Technology Lessons (Parents Welcome)	Technology Lesson (Parents Welcome)		Technology Lesson (Parents Welcome)	Technology Lesson (Parents Welcome)
12:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch (optional synchronous)
12:30 - 2:00	Recess Special	Recess Special	Recess Special	Recess Special	Recess Special

*6th grade science begins (6th grade students will be given a set time for a 40 minute science lesson on Monday, Wednesday and Friday between 1:00 and 3:20 p.m.)

*6th grade advanced math begins (6th grade students who qualify for advanced math will have classes on Monday from 3:00 - 3:40 p.m., Wednesday from 9:00 - 9:40 a.m. and Friday from 9:00 - 9:40 a.m.)

Week #4 - 9/28 to 10/2

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	Morning Meeting	Morning Meeting	Family Checks-Ins scheduled throughout the day	Morning Meeting	Morning Meeting
9:15 - 10:45	Work Period	Work Period	Work Period	Work Period	Work Period
11:00 - 11:30	Non-screen choice activities	Non-screen choice activities		Non-screen choice activities	Non-screen choice activities
	Technology Lessons (Parents Welcome)	Technology Lesson (Parents Welcome)		Technology Lesson (Parents Welcome)	Technology Lesson (Parents Welcome)
12:00 - 12:30	Lunch	Lunch		Lunch	Lunch (optional synchronous)
12:30 - 3:00	Recess Special Work Time	Recess Special Work Time	Recess Special Work Time	Recess Special Work Time	Recess Special Work Time

Daily Component Descriptions:

Morning Meeting - Each day begins with a live Morning Meeting at a set time with their cohort. This is an important facet of the Montessori classroom and serves multiple purposes. Morning Meeting allows the teacher and students to connect with each other, enjoy a quick greeting, game or activity to help students learn about each other, and form relationships among themselves and the teacher, to build a community. Social/emotional learning is an integral part of the design of the morning meeting and combined with many academic components, it is a purposefully planned part of each day. It also allows the teacher to lay out the plan for the day and allows the students to set their intentions for what they will accomplish that day. Overall, it sets the tone and is an integral and required element of a successful day at FSMA.

Work Period - A Montessori work period consists of many different options. Students will complete independent assignments, participate in small group lessons, and choose self initiated learning. Some assignments will be online, hands-on, and paper/pencil. During this time, small group lessons for Language Arts and Math will be scheduled.

Non-Screen Choice Activities - It is important that students have time for movement, to disconnect from the screen, or get outside to extend their learning. FSMA teachers will provide choices for students that may align with cultural (science/social studies) lessons, personal, or physical growth. A list of choices will be provided by teachers.

Technology Lessons - We recognize that technology takes a larger role in school than it once did. In order to fully understand how to use the different platforms that make distance learning possible, it means taking time to learn how to find assignments, turn them in, ask questions, get feedback etc. At times it feels like learning a different language. Students (especially younger ones) will need support navigating different sites and procedures throughout the day. We encourage families to join these lessons with their student so you can support them as needed throughout the day. Technology lessons will continue as needed but will likely conclude in the 3rd or 4th week of school.

Family Meetings - In order for students to learn and achieve, it takes effort from families, teachers, and the students themselves. While learning remotely it is imperative that the triad of family, teacher, and student all work together to assist the student in their learning. The only way to do so is to communicate often. All families will have weekly meetings with their child's teacher weekly during the remote learning phase. Then it will continue on a weekly basis for those in distance learning.

Middle School

Week #1 9/8 - 9/11 for All Middle School Students

Middle School Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:30 a.m.	Holiday	All Virtual ELA/SS – Synchronous (with homeroom class)	All Virtual ELA/SS – Synchronous (whole class)	All Virtual ELA/SS – Synchronous (whole class)	All Virtual ELA/SS – Synchronous (whole class)
9:45 – 10:00			Math Group 1 Science 2	Math Group 1 Science 2	Math Group 1 Science 2
10:05 – 10:20		10:30 – 10:50 203- Math 204 -Science	Math Group 2 Science Group 3 ELA/SS – Groups 4/5/6	Math Group 2 Science Group 3 ELA/SS – Groups 4/5/6	Math Group 2 Science Group 3 ELA/SS – Groups 4/5/6
10:25 – 10:40		10:50 – 11:10 206 – Math	Math Group 3 Science Group 1 ELA Groups 4/5/6	Math Group 3 Science Group 1 ELA/SS Groups 4/5/6	Math Group 3 Science Group 1 ELA/SS Groups 4/5/6
11:00 – 11:15		203 - Science	Math Group 4 Science Group 5 ELA/SS Groups 1/2/3	Math Group 4 Science Group 5 ELA/SS Groups 1/2/3	Math Group 4 Science Group 5 ELA/SS Groups 1/2/3
11:20 – 11:35		11:10 – 11:30 204 – Math 206 Science	Math Group 5 Science Group 6 ELA/SS Groups 1/2/3	Math Group 5 Science Group 6 ELA/SS Groups 1/2/3	Math Group 5 Science Group 6 ELA/SS Groups 1/2/3
11:40 – 11:55		11:30 – 12:00 Closing Meeting in Homeroom	Math Group 6 Science Group 4	Math Group 6 Science Group 4	Math Group 6 Science Group 4

All groups are synchronous. Students must be on time to start each class but classes may not be live for the entire time.

*Middle School Week #2 – regular schedule

Week # 2-4 9/14 - 10/2

(Your teen’s specific schedule will be provided by his/her/their teacher prior to Week #2)

Middle School Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:45 a.m.	All Virtual ELA/SS – Synchronous (whole class)	All Virtual ELA/SS – Synchronous (whole class)	All Virtual ELA/SS – Synchronous (whole class)	All Virtual ELA/SS – Synchronous (whole class)	All Virtual ELA/SS – Synchronous (whole class)
10:00 – 10:30	Math Group 1 Science 2	Math Group 1 Science 2	Math Group 1 Science 2	Math Group 1 Science 2	Math Group 1 Science 2
10:45 – 11:15	Math Group 2 Science Group 3 ELA/SS – Groups 4/5/6	Math Group 2 Science Group 3 ELA/SS – Groups 4/5/6	Math Group 2 Science Group 3 ELA/SS – Groups 4/5/6	Math Group 2 Science Group 3 ELA/SS – Groups 4/5/6	Math Group 2 Science Group 3 ELA/SS – Groups 4/5/6
11:30 – 12:00	Math Group 3 Science Group 1 ELA/SS – Groups 4/5/6	Math Group 3 Science Group 1 ELA/SS – Groups 4/5/6	Math Group 3 Science Group 1 ELA Groups 4/5/6	Math Group 3 Science Group 1 ELA/SS Groups 4/5/6	Math Group 3 Science Group 1 ELA/SS Groups 4/5/6
1:00 – 1:30	Math Group 4 Science Group 5 ELA/SS Groups 1/2/3	Math Group 4 Science Group 5 ELA/SS Groups 1/2/3	Math Group 4 Science Group 5 ELA/SS Groups 1/2/3	Math Group 4 Science Group 5 ELA/SS Groups 1/2/3	Math Group 4 Science Group 5 ELA/SS Groups 1/2/3
1:45 – 2:15	Math Group 5 Science Group 6 ELA/SS Groups 1/2/3	Math Group 5 Science Group 6 ELA/SS Groups 1/2/3	Math Group 5 Science Group 6 ELA/SS Groups 1/2/3	Math Group 5 Science Group 6 ELA/SS Groups 1/2/3	Math Group 5 Science Group 6 ELA/SS Groups 1/2/3
2:30 – 3:00	Math Group 6 Science Group 4	Math Group 6 Science Group 4	Math Group 6 Science Group 4	Math Group 6 Science Group 4	Math Group 6 Science Group 4
3:00 – 3:30			Personal World/7 Habits		

Elementary K-6th Grade

Distance Learning

Distance Components:

Synchronous (live in real time)	Asynchronous (done independently during the day)
Morning Meeting - daily	Reading practice/assignments (phonics, spelling, fluency, comprehension, vocabulary)
2 lessons - may be small group or large group depending on topic and need - daily	Writing task - journal or formal assignment
1:1 meeting with the teacher/student/family - weekly	Math practice/assignments
Specials classes - occasionally will meet with specials teacher if needed	Cultural tasks - science and social studies or integrated tasks
Additional 1:1 or small group lesson if additional support is needed	Special Area classes
	Choice Work

Distance Schedule:

Schedules and routines are important for all students. Students and classrooms need norms, agreements, procedures, and schedules. Students need to be able to predict what their day will look like, what the academic expectations are, and what the behavioral expectations look like. This kind of predictability is important for kids and adults alike to feel comfortable. In this time of unprecedented uncertainty, students need to be able to rely on these basics. In the absence of a daily school schedule, the expectation for distance learning is that the daily schedule is replicated at home.

In a Montessori classroom, the day starts with a morning meeting to build community and set the daily expectations and intentions. This is followed by a “work period.” This work period is when a huge amount of practicing and learning occurs. This morning work period can be replicated in your home. It consists of students being released from the morning meeting with a decision by them about what they will begin. Students then start their independent work. Throughout the morning students continue their independent work while also taking breaks for a

snack, movement, or a teacher directed lesson. After lunch and a big movement break, it's a great time to either continue their morning work period if they are on a roll or switch to a special area or cultural project, spend some quiet time with a book, or to listen to a story.

Sample Distance Learning Schedule - Times subject to change

	Monday	Tuesday	Wednes.	Thursday	Friday
8:30	Morning Meeting	Morning Meeting	Asynchronous follow up assignments/ projects and family meetings	Morning Meeting	Morning Meeting
9:00-11:30 lessons, independ. work, snack, movement	9:30 Math Lesson -mult. groups 10:45 ELA Lesson -mult. groups	9:30 Math Lesson -mult. groups 10:45 ELA Lesson -mult. groups		9:30 Math Lesson -mult. groups 10:45 ELA Lesson -mult. groups	9:30 Math Lesson -mult. groups 10:45 ELA Lesson -mult. groups
11:30 - 12:00	Whole Group Lesson	Whole Group Lesson		Whole Group Lesson	Whole Group Lesson
12:00 - 1:00	Lunch/Outside time/ Freeplay	Lunch/ Outside time/ Freeplay	Lunch/ Outside time/ Freeplay	Lunch/ Outside time/Freeplay	Lunch/Outside time/ Freeplay
1:00	Art	Music	1:1 meeting as needed	PE	Tech
1:45	Cultural Lesson (possibly synchronous)	Cultural Lesson (possibly synchronous)	Cultural Lesson (possibly synchronous)	Cultural Lesson (possibly synchronous)	Independent Work Time
2:30	Independent Work Time	Independent Work Time	Independent Work Time	Independent Work Time	Independent Work time

Elementary K-6th Grade

Hybrid Learning

The hybrid learning program at FSMA focuses on the balance between learning at school and learning at home. We aim to optimize the time that students are in school with lessons, social/emotional learning, and teacher feedback. Students are expected to do some follow up assignments, movement, and special area classes while at home. It will still be necessary to set up your home environment for optimal success. Please see the [Prepared Home Environment](#) section.

Hybrid Components:

Hybrid K-3rd Grade	Hybrid 4-6th Grade
4 days/week - 8:30 a.m. - 12:00 p.m. Mon/Tues, Thurs/Fri - In Person at FSMA	4 days/week - 8:30 a.m. - 12:00 p.m. Mon, Tues, Thurs - In Person at FSMA Fri - At home Synchronous Learning
Wednesday - Asynchronous learning	Wednesday - Synchronous Learning
Lessons given in person with follow up practice work	Lessons given in person with follow up practice work
Cultural (Sci/SS) Lessons given in the afternoon (both synchronous and asynchronous) with follow up in person tasks	Cultural (Sci/SS) Lessons given in the afternoon (both synchronous and asynchronous) with follow up in person tasks
Specials classes - Asynchronous in the afternoons	Specials classes - Asynchronous in the afternoons
Additional 1:1 or small group lesson if additional support is needed	Additional 1:1 or small group lesson if additional support is needed

Hybrid Schedule:

In a Montessori classroom, the day starts with a morning meeting to build community and set the daily expectations and intentions. This is followed by a “work period.” This work period is when the majority of lessons, practicing and learning occurs. Students will receive their lessons in person while in school in their small cohorts. Students leave each lesson with follow up assignments and practice to continue their learning. When students go home they will eat lunch and have a movement break. Then, they will move on to a special area or cultural class, or project, or spend some quiet time with a book, or complete follow up assignments.

Sample Hybrid Schedule - Times subject to change

	Monday	Tuesday	Wednes.	Thursday	Friday
9:00	Morning Meeting	Morning Meeting	Asynch. follow up assignm. and projects - (meaningful-not busy work)	Morning Meeting	K-3rdgrade at school ((same as Thurs) 4-6th grade Synchronous Lessons (at home)
9:20-11:40 lessons, independent work, snack	In-Person Math Groups ELA Groups	In-Person Math Groups ELA Groups		In-Person Math Groups ELA Groups	
12:30	Dismissal	Dismissal		Dismissal	
1:00	Lunch Outside time/ freeplay	Lunch Outside time/ freeplay	Lunch Outside time/ freeplay	Lunch Outside time/ freeplay	Lunch Outside time/ freeplay
1:45	Cultural Lesson (possibly synchronous)	Cultural Lesson (possibly synchronous)	Cultural Lesson (possibly synchronous)	Cultural Lesson (possibly synchronous)	Independent Work Time
2:30	Art	Music	Independent Work Time	PE	Tech

Middle School - 7th-8th Grade

Components:

Synchronous (live in real time)	Asynchronous (done independently during the day)
Advisory Meeting Student Presentations (as needed)	Assignments in critical reading, comprehension, vocabulary, writing
ELA/SS Lesson	Collaborative integrated projects
Math Lesson	Math practice/assignments
Science Lesson	Science assignments and projects
Personal World (approx. 2 days/week)	Personal World
Optional Elective Class	Optional Elective Classes

*All Math and Science lessons will be taught virtually.

* Students who attend in-person will receive instruction at school which will be similar to the instruction given synchronously to distance students (but not at the same time).

Schedule:

Schedules and routines are important for all students - Teens included - despite what they may say! Students and classrooms need norms, agreements, procedures, and schedules. Students need to be able to predict what their day will look like, what the academic expectations are, and what the behavioral expectations look like. This kind of predictability is important for teens and adults alike to feel comfortable. In this time of unprecedented uncertainty, students need to be able to rely on these basics. In the absence of a daily school schedule, the expectation for distance learning is that the daily schedule is replicated at home.

In a Montessori middle school classroom, the day starts with a morning advisory meeting to build community and set the daily expectations and intentions. This is followed by a rotation of core classes. During this time students will go to their scheduled lessons. When they are not in their scheduled lessons they are completing their follow up assignments and tasks - either independently or collaboratively with a peer or group of peers.

Teens are social beings and need opportunities for socialization. During distance learning, this can happen through collaborative projects, lesson discussions, lunch with a friend online, or some outside time. They need time to connect with other teens and we, as the adults in their lives, need to honor this.

Sample Hybrid Student Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
		Arrival <i>Bus:</i> 8:15 a.m. <i>Car:</i> 8:40 a.m.		Arrival <i>Bus:</i> 8:15 a.m. <i>Car:</i> 8:40 a.m.	
9:00 - 9:45	Advisory/ Language Arts and Social Studies	In-Person - Advisory/ Language Arts and Social Studies	Advisory/ Language Arts and Social Studies	In-Person Advisory/ Language Arts and Social Studies	Advisory/ Language Arts and Social Studies
10:00 - 12:00	Work Period - Math and Science Synchronous Classes	Work Period - Language Art and Social Studies Classes	Work Period - Math and Science Synchronous Classes	Work Period - Language Art and Social Studies Classes	Work Period - Math and Science Synchronous Classes
		Dismissal <i>Bus:</i> 11:45 a.m. <i>Car:</i> 12:05 p.m.		Dismissal <i>Bus:</i> 11:45 a.m. <i>Car:</i> 12:05 p.m.	
	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:30	Work Period - Language Art and Social Studies Synchronous Classes	Personal World/ 7Habits	Work Period - Language Art and Social Studies Synchronous Classes	Personal World/ 7Habits	Work Period - Language Art and Social Studies Synchronous Classes
1:00 - 3:00		Math and Science asynchronous classes/work		Math and Science asynchronous classes/work	
		Math and Science Teacher Office Hours		Math and Science Teacher Office Hours	

*Work Period - Children will be given scheduled times for their curriculum groups/lessons. They will not be expected to be “live” for the entire work period.

*Green are synchronous (at home) and in-person components.

Sample Distance Student Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:45	Advisory/ Language Arts and Social Studies	Work Time	Advisory/ Language Arts and Social Studies	Work Time	Advisory/ Language Arts and Social Studies
10:00 - 12:00	Work Period - Language Arts and Social Studies Synchronous Classes	Math and Science asynchronous lessons/work Math and Science Teacher Office Hours	Work Period - Language Arts and Social Studies Synchronous Classes	Math and Science asynchronous lessons/work Math and Science Teacher Office Hours	Work Period - Language Arts and Social Studies Synchronous Classes
	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:30	Work Period - Math and Science Synchronous Classes	Personal World/ 7Habits	Work Period - Math and Science Synchronous Classes	Personal World/ 7Habits	Work Period - Math and Science Synchronous Classes
1:30 - 3:00		Work Period - Language Arts and Social Studies Synchronous Classes		Work Period - Language Arts and Social Studies Synchronous Classes	

*Work Period - Students will be given scheduled times for their curriculum groups/lessons. They will not be expected to be “live” for the entire work period.

*Green are synchronous (at home) and in-person components.



Additional Information

The Prepared Home Environment

The environment is of the utmost importance in Montessori education. A prepared environment allows for structure and order and children begin to internalize the order around them. Students should have the tools they need at hand in a predictable place. Just as in the classroom, students are expected to use the right materials for a task and then return those tools to their proper places and clean up their workspace.

A prepared home environment for learning consists of:

- a quiet, comfortable, designated work space
- a computer or tablet with internet connection
- Montessori learning materials kit provided by FSMA
- organized storage for materials, pencils, notebooks etc.
- a clean, organized, and peaceful work space

Supplies

An updated supply list will be distributed at the end of August that is similar to what students would normally need at the start of the school year. This is revised and will be specific to the needs of hybrid and distance learning for each age level.

Montessori Materials Kit

While we cannot send home every Montessori material that a student might use while at school, we value the need for students to learn from concrete materials that they can manipulate with their hands. This is another tenant in Montessori education. FSMA will be providing age appropriate materials kits for students to use while distance learning.

Students (with family support) will be asked to set up their own prepared environment (aka workspace.) Families should talk with each child about where materials should be located so that they may be accessed independently. The teachers will also be working with students to discuss the importance of an organized workspace and the need to put materials back where they belong after each task. We ask that families support students by using reminding language to keep their workspaces organized. “Remind me how this should look when you’re done for the day.”

Family Commitment

Undoubtedly students will need support from the adults in the home in getting up and running with distance learning. Teachers have a carefully created plan to start students in a way that will teach them the procedures and routines for distance learning. We usually consider the first 6 weeks of school to be the transition time when students are learning specific procedures, routines, and expectations for classroom actions and behaviors. Teachers will work together with the students to create norms for their interactions. It is no different for distance learning.

During this transition time families will need to provide their student(s) a lot of support for:

- Establishing Procedures
- Managing their time
- Organizing their materials
- Reminding (to keep things organized)
- Redirecting
- Following the schedule
- Guiding students to the next task

Students will need this support while distance learning as well. Some support they will get from their teacher, and they will need YOU, the adults at home, to help them as well. As a team, the expectation is that the adults at home will help to support students to get up and running with their distance learning. In education we call this the **gradual release of responsibility** - we give students a great deal of support and guidance in the beginning and then as the students begin to internalize the routines and expectations, we pull back on the amount of support given until students are performing independently. This will take time, patience, reminders, questions, and grace.

We ask that you work as a team with the teacher for the benefit of your child so that they can learn their role in this distance learning environment, and then gradually let them do more and more on their own.

When you have a question, a concern, a worry, please reach out to us. We are here to help you to help your student!

Special Area Classes

Special Area classes are an important facet of student learning. FSMA believes in the importance of the development of the whole child. It is the interplay of academic, social/emotional, and physical development, as well as their interests and passions that help them develop into confident and intrinsically motivated learners.

Special Area classes will happen weekly. Students are to log in and participate in the specials lesson asynchronously, meaning, a short segment will be recorded, students can watch it any afternoon and then follow through on the given task. We have allocated 40 minutes in the sample for each special, though the amount of time spent on the task will be dependent on the interest level of the student. If they are engaged and productive, they should continue!

Each special area class will have it's own google classroom on your child's google classroom login.

Required Special Area Classes

Kindergarten/1st Grade	Art, Music, Phys Ed, Library
2nd/3rd Grade	Art, Music, Phys Ed, Technology
4th, 5th, 6th Grade	Art, Music, Phys Ed, Technology
7th, 8th Grade	Optional Elective classes begin in October/November

Specials Teachers

Art - shivaun.jester@fsma.k12.de.us

Library - meaghan.harris@fsma.k12.de.us

Music - cory.leydic@fsma.k12.de.us

PE - jennifer.boulianne@fsma.k12.de.us

Technology - maureen.northey@fsma.k12.de.us

Special Education/Accommodations

Students who have an Individualized Education Program (IEP) or Section 504 plan can expect that FSMA will continue to provide a Free Appropriate Public Education (FAPE). FSMA will provide a free and appropriate public education (FAPE), however, delivery of FAPE in the current environment may include special education and related services being conducted through distance instruction provided virtually, online, or telephonically.

During a time of distance and hybrid education, FSMA will provide special education and related services in accordance with the students IEP within reason and without discrimination. FSMA's special education and related services staff will communicate with parents on an individual basis and hold an IEP meeting to determine the amount of services that will be provided and how they will be provided during distance or hybrid learning.

From the Delaware Department of Education, Guidance Document:

IEP Services and Supports

During the global pandemic, IEP teams across the country are beginning the 2020-2021 school year with an unprecedented task of re-identifying the individualized needs of each student with a disability. There needs to be an acknowledgement that assessing and determining individual needs will take time. Teachers can maximize instructional time by using a variety of assessments closely connected to their instructional materials with the goal of continuously refining and adjusting instruction and providing useful, just-in-time information for moving all students forward on their grade-level. In addition, some students may have new needs when they return to school.

When school is back in session, LEAs will need to convene IEP teams to collaborate with families and students to assess individual needs, progress, and/or loss of skills and ultimately determine if each IEP should be revised to reflect appropriate changes to services and supports. The sudden and unexpected shift to remote learning at the end of the 2019-2020 school year may have impacted some of the special education and related services provided to students with disabilities and, as a result, may require a revision to the IEP to ensure the student continues to access the general education curriculum and receives FAPE.

As part of the IEP process, IEP teams are required to make annual decisions regarding Extended School Year (ESY) services. It is important to note that the purpose of an ESY is to ensure that the student with a disability, who might regress otherwise, receives FAPE. IEP Teams will need to address the individual student present levels and may need to consider specific goals and services that could be appropriate for ESY

For questions related to Special Education, please contact our Director of SpecialEducation, Tracy Long - tracy.long@fsma.k12.de.us

Websites and Logins

Classroom Website:

Each Classroom will have a classroom website. The audience for this site is parents. You beable to access information about the teacher, schedules, logins and passwords, and any resources your student will need for learning. Your cohort teacher will send you the link to their site. Please bookmark this site for easy access to information.

Google Classroom:

Google classroom is for the students to log in, see their assignments, communicate with their teachers, and connect to a google meet. Your child will have one google classroom account and have different “classes” on their dashboard. Ie - homeroom cohort, Art, Music, PE, Tech, Student Support

Web Address: classroom.google.com
Login: firstname.lastname@fsma.k12.de.us
Password: fsmatechstudentid

Your student ID is a 4-6 digit number that can be found on the student’s report card in the upper left corner. It is also their lunch account number.

To join a classroom (click +) and put in code sent to you by your child’s teachers. Once they are set up with their cohort the teachers will give you the codes to join the special area classes.

Online Learning Resources:

Platform	Grade Level/Subject	Login Info
Dreambox	K-8 Math	https://play.dreambox.com/ Login: firstname.lastname@fsma.k12.de.us Password: fsmatechstudentid
Freckle	K-3 ELA	https://student.freckle.com/#/login Enter Class Code
Quill	4-8 ELA	

Attendance Policy

During the phases of Distance and Hybrid learning, FSMA's attendance policy remains in effect. Parents are expected to support the goal of punctuality by having their children arrive on time, remain in school for a full day, and schedule appointments after school hours.

MINIMUM ATTENDANCE REQUIREMENTS: As per Title 14, Chapter 4, a violation of the attendance requirements set forth by FSMA may result in dismissal at the end of the school year. FSMA's attendance requirements are:

- Attendance for 85% of the school year
- No more than 12 unexcused tardies or early dismissals

§ 407 Duration of enrollment in receiving district. (a)(1) A pupil accepted for enrollment in a school or program pursuant to this chapter shall be entitled to remain enrolled therein until graduation from the school or completion of the program provided that the pupil continues to meet the requirements for such school or program, provided however, that upon the concurrence of the boards of both the district of residence and the receiving district, a pupil's right to remain enrolled may be terminated prior to graduation from or completion of the program where such termination is based upon the pupil's:

- a. Failure to continue to comply with the receiving district's requirements for attending school or class, or
- b. Multiple violations of, or one or more serious violations of, the receiving district's student code of conduct.

Maximum number of absences permitted in a school year: 25 absences

Note: Excused absences are included in the maximum number of absences permitted to meet the Delaware Department of Education's requirement of attendance for 85% of instructional time to qualify for promotion to the next grade level.

EXCUSED ABSENCE: An excused absence is for one of the following reasons listed below and for which the required documentation (see above) has been submitted:

1. Illness of child
2. Scheduled appointments to a physical or mental healthcare provider, including, but not limited to, a physician, dentist, orthodontist, and psychologist
3. Contagious diseases within the home of a student subject to regulations of the Division of Public Health and Department of Health and Social Services
4. Death in the family or of a close friend
5. Legal business requiring the student's presence
6. Observance of religious holidays
7. Medical diagnosis and/or treatment

8. Absence, pre-approved by the administration, to participate in other educational experiences or authorized school activities
9. Emergency situations as determined by the Head of School
10. Suspension or expulsion from school

DOCUMENTATION OF ABSENCE: When a student is absent, upon his/her return to school or distance learning, and **no later than the fifth school day**, a parental written note of explanation must be presented to the office in order for the absence to be excused. All written notes must have a parent signature. If a student has been to see a doctor, the student should return with a note from the doctor's office. Written notes may be faxed or e-mailed to the office with a scanned signature.

A student's absence will be marked as unexcused until the parental note is submitted.

When absent, a student may not participate in any school activities that day. These include games, plays, or anything that is school sponsored. In addition, a student who is absent is not permitted to be on school property, except to acquire missed academic assignments.

PREARRANGED ABSENCE: A request for a prearranged absence should be submitted in writing to the Head of School, giving the full particulars of the absence on our "Anticipated Absence –Request for Excusal" form available from our main office. Approval for such absences should be sought, where practicable, at least two (2) weeks prior to the date on which the absence is to occur. In some cases, there will be the development of a plan by student and teacher for making up the assignments to be missed. The Head of School will determine if the absence as excused. Prearranged absences will not be approved during the state assessment periods.

UNEXCUSED ABSENCE: An unexcused absence from school or class is an absence that cannot be explained by any of the reasons listed above and is not otherwise approved.

LEAVING SCHOOL: First State Montessori Academy is a closed campus. Students are not permitted to leave campus during school without parent permission and administrative approval. The "campus" refers to the school building, and outside areas utilized regularly during recess and physical education. Students arriving by bus, or other means of transportation are to proceed directly to the school. Students may travel between the two buildings but must be accompanied by a staff member.

TARDINESS AND EARLY DISMISSAL: All students are expected to be punctual to school or to virtual school lessons. Students are expected to be in the classroom on time and remain until the end of the school day. If a student arrives late, to school or their distance classroom they are tardy. For safety reasons and accountability, a parent/guardian must accompany a tardy child into school and sign the child in at the main office. Reasons such as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note. Late arrivals are closely monitored by the student's teacher and the Head of School. Parents or Guardians will be contacted to discuss the student's tardiness. Families

should recognize that a written explanation from home does not automatically cause the tardiness to be excused. Such reasons as car trouble, personal business, heavy traffic, home obligations, etc., while understandable, are not acceptable excuses and will be listed as unexcused.

Instructional time is lost when a student misses any portion of the academic day. After 5 unexcused late arrivals or early dismissals, a letter will be sent home. A conference with the administration may be requested after 10 or more unexcused later arrivals or early dismissals. When a student accumulates any combination of 12 unexcused late arrivals and/or unexcused early dismissals, a meeting with the Head of School will be required. *The Governing Board may recommend that the student not be invited to return to First State Montessori Academy for the following academic year.*

TARDINESS TO CLASSES (6th grade and Middle School only): All students are to be on time to all classes whether in person or online.

1st offense – warning from teacher

2nd offense – meeting with administration

3rd offense – parent notified /

Subsequent offenses – parent conference required (Please note that if a student has 12 or more latenesses to a class, they may receive a failing grade for that specific class.)

Email/Technology Expectations

Students in grades 4-8 will be given an FSMA email account. Students will be taught how to access this account, read, compose, and respond to messages. Students may ONLY communicate with others within the FSMA domain (staff and students.)

Uses:

- Students are encouraged to check their email at least once per day.
- Students may receive email from their teachers to communicate reminders, course content, pose questions related to class work, etc.
- Students may send email to their teachers with questions or comments regarding class
- Students may send emails to other students to collaborate on group projects and assist with school classes.

General Email Guidelines for Students:

- Email is to be used for school-related communication.
- Do not send harassing or offensive email messages or content.
- Do not send email containing a virus or other malicious content.
- Do not send email to share test answers or promote cheating in any way.
- Do not use the account of another person.

Student Emails to Staff

- Students are encouraged to email staff concerning school-related content and questions.
- Teachers will not be expected to answer student email outside of their regular work day, although they certainly may do so.

Monitoring and Filtering of Email

- Email that is sent within the FSMA domain is monitored and filtered.
- Rules/filters are setup to monitor student email for profanity, harassment, and other inappropriate content.
- Student email that is identified as inappropriate will be blocked from delivery.

Expectation of Privacy

At any time and without prior notice, the school reserves the right to monitor, inspect, review, and store any and all usage of the network and the Internet, as well as any information sent or received in connection with this usage. Because files remain the property of FSMA, no one should have any expectation of privacy regarding such materials.