



First State Montessori Academy

Distance and Hybrid Learning Handbook



2020-2021

School Calendar - 2nd Semester

January						
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

- 1/1 – Holiday/School Closed
- 1/18 – Holiday/ School Closed
- 1/19 – No School for Students/Teacher Inservice
- 1/20 – No School for Students/Teachers Inservice
- 1/21 – 1st day of 2nd Semester

February						
S	M	T	W	R	F	S
31	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						

- 2/12 -No School for Students/Teacher In-service
- 2/15 - Holiday/School Closed

March						
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			

- 3/3 and 3/4 - Parent/Teacher Conferences (Virtual Days)
- 3/5 – No School for Students/Teacher Inservice

April						
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	

- 4/2 – 4/9 Holiday/School Closed

May						
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					

- 5/28 – No School for Students/Teacher Inservice
- 5/31 – Holiday/ School Closed

June						
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

- 6/8 – Last Day for Students
- 6/11 – Last Day for Teachers

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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.

HYW b]WU`Gi ddcfh- 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, email the tech support address and someone will get back to you.

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

Ei Yghjcbg`UVci hgdYVZ]WUgg][ba Ybng - email your child's cohort teacher (firstname.lastname@fsma.k12.de.us)

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<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

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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

Meghan McNeill - meghan.mcneill@fsma.k12.de.us

Michelle Madden - michelle.madden@fsma.k12.de.us

Tracy Long - Director of Special Education - tracy.long@fsma.k12.de.us

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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.

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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.

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- 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

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- Participate in live teacher-led morning meetings
- Participate in small group live academic lessons throughout the week
- Check in with teacher during a scheduled 10 minute/bi-weekly Google Meet (parents may be asked to participate)

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- 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.

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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 bi-weekly meeting with the teacher/student	Math practice/assignments
Additional 1:1 or small group lesson if additional support is needed	Cultural tasks - science and social studies or integrated tasks
*6th grade science is scheduled for 3 live lessons/week - Mon, Wed, Fri	Choice Work

*Specials are also a part of the Distance Program (see page 15 for more information)

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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.

Distance Learning Program Schedule (K – 6th)

(Green shaded areas are live components)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:00	Morning Meeting	Morning Meeting		Morning Meeting	Morning Meeting
9:00 – 11:30	ELA/Math Lessons	ELA/Math Lessons	Whole Class Morning Meeting 9:30 – 10:30 Whole Class Live Cultural Lesson* 10:30 – 11:30 Check-Ins (Bi-weekly or weekly)	ELA/Math Lessons	ELA/Math Lessons
11:30 – 12:00	Group Lesson	Group Lesson	Hold for small group work as needed (RtI)	Group Lesson	Group Lesson
12:00 – 12:15	Teacher available	Teacher available	Teacher available	Teacher available	Teacher available
12:00 -1:00	Lunch/Movement	Lunch/Movement	Lunch/Movement	Lunch/Movement	Lunch/Movement
1:00 – 3:00	Independent Work Time Hold for small group work as needed (RtI)	Independent Work Time 1:30 – 2:30 Whole Class Live Cultural Lesson	Independent Work Time/ Specials	Independent Work Time	Independent Work Time
3:00 – 3:30	Optional Live Special (K/1)	Optional Live Special (4/5/6)		Optional Live Special (2/3)	

*Student Check-Ins can be scheduled at a different time of day if that is when the student/teacher are available.

*Cultural Lessons will take place within this time period and will be between 30 minutes and 1 hour.

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- Daily **CZjW' < ci fg** (Quarter Hour) – Teacher will be available live for questions
- **7\ YW!jbg** will be every other week (unless weekly is needed or requested by parent)/Check-ins will focus on working with individual students on academic skills. Parents may join to support their student when working at home
- **K YXbYgXUma cfb]b[g'k]''j bWi XY'UZk ''j YWta dcbYbhg** but most of the day will continue to be asynchronous
- **7i `hi fU' @ggcbg** will be Tuesday afternoons and Wednesday mornings
- **GdYjUg'k]''cb`miVY'cbYgdYjU`YUW** week with a live option and a recorded option (students choose 1). The live specials will not be interactive but will happen in real time for students to follow along. The recorded lessons will be similar to what they were in the 1st Semester.

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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.

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Hybrid K-6th Grade
4 days/week In-Person at FSMA Monday, Tuesday, Thursday, Friday - 8:30 a.m. - 12:30 p.m.
Wednesday - Asynchronous Learning/Synchronous Lessons in morning
Lessons given in person with follow up practice work
Cultural (Sci/SS) Lessons given on Tuesday afternoon and Wednesday morning (both synchronous and asynchronous) with follow up tasks
Specials classes - (See page 15 for more information)
Additional 1:1 or small group lesson if additional support is needed
*6th Grade Science synchronous lessons 3x/week - the same as currently scheduled

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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.

Hybrid Learning Program Schedule (K – 6th)

(Green shaded areas are live components)

	Monday (In-Person)	Tuesday (In-Person)	Wednesday (Online)	Thursday (In-Person)	Friday (In-Person)
8:15 – 9:00	Student Arrival/ Work Time	Student Arrival/ Work Time		Student Arrival/ Work Time	Student Arrival/ Work Time
9:00 – 9:20	Morning Meeting	Morning Meeting	Whole Class Morning Meeting	Morning Meeting	Morning Meeting
9:20 – 11:45	ELA/Math Lessons	ELA/Math Lessons	9:30 – 10:30 Live Cultural Lesson	ELA/Math Lessons	ELA/Math Lessons
			10:30 – 11:30 Independent Work Time		
			11:30 – 12:00 Hold for small group work as needed (Rtl)		
11:45 – 12:25	Dismissal/ Work Time	Dismissal/ Work Time		Dismissal/ Work Time	Dismissal/ Work Time
12:30 – 1:30	Lunch/Movement	Lunch/Movement	Lunch/Movement	Lunch/Movement	Lunch/Movement
1:30 – 3:00	Hold for small group work as needed (Rtl)	1:30 – 2:30 Live Cultural Lesson	Independent Work Time / Specials	Independent Work Time	Independent Work Time
	Independent Work Time	Independent Work Time			
3:00 – 3:30	Optional Live Special (K/1)	Optional Live Special (4/5/6)		Optional Live Special (7/8)	

*Cultural Lessons will take place within this time period and will be between 30 minutes and 1 hour.

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K YXbYgXUma cfb]b[g will include a few live components but most of the day will continue to be asynchronous

7i`hi`fU`@ggcbg will be Tuesday afternoons and Wednesday mornings

GdYWUg`k`J`cb`miVY`cbYgdYWU`YUW week with a live option and a recorded option (students choose 1). The live specials will not be interactive but will happen in real time for students to follow along. The recorded lessons will be similar to what they were in the 1st Semester.

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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).

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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.

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	Monday Synchronous Parts	Tuesday Hybrid/Distance Day	Wednesday Synchronous Parts	Thursday Hybrid/Distance Day	Friday Synchronous Parts
9:00 – 9:45	All Virtual ELA/SS – Synchronous (whole class)	8:30 a.m.–12:30 p.m. Hybrid – ELA/SS	All Virtual ELA/SS – Synchronous (whole class)	8:30 a.m. – 12:30 p.m. Hybrid – ELA/SS	All Virtual ELA/SS – Synchronous (whole class)
10:00 – 10:30	Math - Blue Science - Purple	9:30 – 10:30 a.m. Beth/Liz – office hour	Math - Blue Science -Purple Health – 8 th Grade Group B	9:30 – 10:30 a.m. Beth/Liz – office hour	Math - Blue Science - Purple
10:45 – 11:15	Math Purple Science - Teal ELA/SS - Yellow/Green/Orange	Distance - Math and Science (Asynchronous)	Math Purple Science - Teal ELA/SS – Yellow/Green/Orange	Distance - Math and Science (Asynchronous)	Math Purple Science - Teal ELA/SS -Yellow/Green/Orange
11:30 – 12:00	Math - Teal Science Blue ELA/SS – Yellow/Green/Orange		Math - Teal Science Blue ELA/SS - Yellow/Green/Orange		Math - Teal Science Blue ELA/SS - Yellow/Green/Orange
			12:30 – 1:00 Electives		
1:00 – 1:30	Math - Green Science - Yellow ELA/SS - Purple/Blue/Teal	1:15 – 1:55 p.m. Personal World/ 7 Habits Synchronous	Math - Green Science - Yellow ELA/SS - Purple/Blue/Teal	1:15 – 1:55 p.m. Personal World/7 Habits Synchronous	Math - Green Science - Yellow ELA/SS - Purple/Blue/Teal
1:45 – 2:15	Math - Yellow Science - Orange ELA/SS - Purple/Blue/Teal	2:00 – 3:00 p.m. <i>Distance:</i> ELA/SS (synchronous)	Math - Yellow Science - Orange ELA/SS - Purple/Blue/Teal	2:00 – 3:00 p.m. <i>Distance:</i> ELA/SS (synchronous)	Math - Yellow Science - Orange ELA/SS - Purple/Blue/Teal
2:30 – 3:00	Math - Orange Science - Green	<i>Hybrid:</i> Math and Science Asynchronous Beth/Liz – office hour	Math - Orange Science - Green Health – 8 th Grade Group A	<i>Hybrid:</i> Math and Science Asynchronous Beth/Liz – office hour	Math - Orange Science - Green
3:00– 3:30		Hold for small group work as needed (Rtl)	Personal World/7 Habits Asynchronous	Hold for small group work as needed (Rtl)	

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Health is a required course for 8th graders. Each child will be placed in a group so that it does not interfere with any academic components. Students must attend a 30 minute Health class each week on Wednesdays

Electives will be offered in the 2nd Semester. Please see page 16 for more information.

Cohort sizes will continue to be based on classroom square footage and DOE guidelines



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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

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.

Material Pick-Up Days: January 20th / March 4th / April 28th

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."

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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 **[fUXi U' fYUgY'cZfYgdcbg]V]]hm-** 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!

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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.

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- Each student will be expected to complete 1 special each week. The specials will run on 2 week cycles to allow for cumulative projects.
- There are two options for viewing your specials courses. One is a live demonstration type lesson (not interactive) at a set time each week. The second option is similar to what was done in the 1st Semester and can be completed at any time throughout the week. Both options will cover the same material but we wanted to provide a live option for those who prefer a set time.
- Tech will be integrated into the classroom instruction and will not be a stand alone special in the 2nd Semester.

(Option 1) **GW YXi`YX`H]a Yg`Z:f`GnbW fcbci g`f@j YL`@ggcbg:**

K/1 - Mondays at 3:00 p.m.

2/3 - Thursdays at 3:00 p.m.

4/5/6 - Tuesdays at 3:00 p.m.

(Option 2) **5 gnbW fcbci g`@ggcb:**

Students may log into 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. (These will be a similar format to the lessons in the 1st Semester)

	1/25 – 2/5	2/8 – 2/19	2/22 – 3/4	3/8 – 3/19	3/22 – 4/1	4/12 – 4/23
K/1	Art	PE	Music	Art	PE	Music
2/3	Music	Art	PE	Music	Art	PE
4/5/6	PE	Music	Art	PE	Music	Art

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Electives 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.

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Each student will choose one elective. The requirement for each 7th/8th grade student during the 20-21 school year is one quarter of electives. Students may participate in more upon request. We understand that this is a unique school year and that some students may need more time on their core academic areas. Parents may opt their student out of electives by submitting a letter to the Head of School stating the request and rationale.

Electives run for approximately 8 weeks, except for French which will run for the full 2nd semester (approximately 16 weeks). Students will have one live lesson a week from 12:30 – 1:00 on Wednesdays.

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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.

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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

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Each Classroom will have a classroom website. The audience for this site is parents. You be able 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.

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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.

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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	

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A-B-AI A '5 HH9B85B79'F9EI F9A9BHG. 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

(See the FSMA Family Handbook for the Full Attendance Policy)

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The following addendum to our attendance policy applies while FSMA is operating in the distance and hybrid instructional models. All other attendance practices and policies as outlined in the family handbook remain in effect.

Attendance is expected of all students each day, both when students are physically present in the building and when they are participating remotely.

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On days when students are participating remotely, either as part of the remote or hybrid instructional models:

- Students will receive a combination of synchronous instruction (teacher and students all logged on and participating at the same time), and asynchronous instruction (teacher recorded lessons, activities, or assignments that can be viewed and completed at a time chosen by the student), while also completing independent work.

- Teachers will take attendance at each synchronous (live) class.
 - If a child attends all synchronous classes each day, they will be marked present.
 - If a child attends the earlier classes and then does not attend later classes, they will be marked as an early dismissal.
 - If a child misses an earlier class but attends later classes, the child will be marked tardy.
 - If a child only attends a class in the middle of the day, the teacher will determine if it is an early dismissal or tardy based on the time the absence occurs.
- For distance learning attendance, it is important to note that 5 unexcused tardies or early dismissals will count as 1 absence. The attendance policy regarding absences and truancy will be in effect.
- If there are circumstances that prevent synchronous attendance during a specific class meeting, it is the responsibility of the student and family to communicate directly with the teacher and make alternate arrangements to view the lesson at a later time. In these cases, review of the lesson asynchronously and completion of related coursework within 24 hours will ensure the student is considered “present” during the missed class. If a student is absent and does not complete related coursework, the absence will be considered unexcused unless a note is provided.
- Middle School Attendance is by academic class. At each live group time, the teacher will take attendance. Middle School students must be present for a minimum of 85% and receive a passing grade in order to be promoted to the next grade level.

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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 set-up 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.

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