



Last Updated: 8/8/20

UMCS Learning Everywhere Addition to Family Student Handbook

UMCS is committed to providing a safe and healthy learning environment for all members of our community. Our priority is to enable all to work and learn in the safest place possible, knowing that may vary depending on each families' and students' responsibilities and situation. We recognize that the threat from COVID-19 is not over, and it continues to affect our community in different ways, including how, when, and where many of us are able to work.

Reopening the UMCS campus for students entails some increased risk of contracting the COVID-19 virus for all concerned because attending school involves daily human contact among children and staff, who will then be in contact with others in their own homes. Our decision to reopen our campuses will recognize that (1) for UMCS families and staff, that risk is balanced against the educational, social, economic and other costs of remaining closed, (2) our school must reopen with many new health and safety protocols to do everything we can to responsibly mitigate that risk to the full extent possible, and (3) each family and staff member must decide how to balance those risks, and whether to return to campus.

We will continue to follow county and state guidelines regarding the reopening of school campus and have created this addition to our parent handbook to support understanding of the expectations and responsibilities of parents and students in our remote "Learning Everywhere" program.

COVID-19 Overview

What is the 2019 Novel Coronavirus (COVID-19)?

COVID-19 is a respiratory illness caused by a novel (new) virus, and we are learning more about it every day. There is currently no vaccine to protect against COVID-19. At this point, the best way to prevent infection is to avoid being exposed to the virus that causes it. Stopping the spread of the virus through everyday practices is the best way to keep people healthy. More information on COVID-19 is available at www.cdc.gov/coronavirus/2019-ncov

How does COVID-19 spread?

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COVID-19 is thought to be spread from person to person by respiratory droplets. Respiratory droplets transmitting this virus are produced mainly by coughing or sneezing, but it is possible that laughing, singing, or even talking may produce similar droplets.

Larger droplets usually fall within 3 feet, smaller droplets within 6 feet – but tiny droplet nuclei might travel farther in some circumstances. For this reason we are recommending a minimum of 6 feet be maintained between people. Farther away is better. Shorter duration of interaction is better. Risk of transmission is lower outside than indoors.

Because infectious droplets may fall onto surfaces, we can pick them up on our hands and introduce them to the respiratory tract by touching our eyes, nose or mouth with unwashed hands. This is the reason we are recommending frequent handwashing, and frequent cleaning and disinfection of high-touch surfaces.

Learning Anywhere: Expectations for Students and Families

Individual Circumstances

UMCS acknowledges that we are a community of individuals with different abilities and circumstances. Our goal is to work with each of you individually to best support your's and your student's needs within the legal requirements and expectations set by the CA Department of Education and the Alameda County Department of Education.

Learning Everywhere (Distance Learning)

Recent legislation (AB 77) defines distance learning as *"Instruction in which the pupil and the instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency."* This legislation goes on to offer clarity and guidance on many areas of the school day including instructional minutes, attendance and more. In this addition to our handbook we seek to share an overview of local and state guidance and requirements for all students and schools and Urban Montessori Charter School's vision for High Fidelity Montessori ***Learning Everywhere***.

UMCS's *Learning Everywhere* program will offer students a personalized learning schedule with a blend of computer-based and hand-ons activities led by UMCS teachers. *Learning Everywhere* will be a collaborative effort that will engage students and parents and affirm our standard of High Fidelity Montessori education. *Learning Everywhere* will feature a blend of

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virtual one-on-one and group meetings through Zoom, pre-recorded video lessons and follow up work, parent teacher collaboration, hands-on activities based in Montessori theory, and online-learning platforms.

Attendance and Instructional minutes

Attendance

Attendance is essential to learning! We are all working to establish positive virtual classroom climates where students engage with the Montessori curriculum, develop new friendships and learn routines. Students can only access this environment when they participate in school. In order for a student to have a successful day in school, it is important that students are prepared to learn at 8:30 am daily (9:00 for our adolescent program students).

Daily attendance and participation is required. Children will be expected to participate in a full day of learning from 8:30-3:15pm (3:30 for our adolescent program) with frequent planned breaks and lots of flexible independent learning activities throughout the day. Children will not be on screens all day!

In our “Learning Everywhere” Program and in distance learning programs statewide, a student will be considered in attendance if they participate in distance learning on a schoolday. Daily participation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between staff and pupils or parents or guardians.

Our Charter does not allow Homeschooling as an enrollment option, so students must participate in the “Learning Everywhere” program in order to remain enrolled in our program.

Instructional Minutes

For the 2020–21 school year, the minimum required school day is as follows:

- (a) 180 instructional minutes in kindergarten.
- (b) 230 instructional minutes in grades 1 to 3, inclusive.



(c) 240 instructional minutes in grades 4 to 12, inclusive

At Urban Montessori we are scheduling student learning to allow for varied opportunities for synchronous and asynchronous engagement and learning to fulfil these instructions minutes and support differing student and family needs.

Sample Student Schedules:

Sample Student Schedules

Below are some example student schedules by each level. Please keep in mind your student's may look slightly different based on when their lessons and conferences are scheduled.

Color Key for schedules

	Academic work
	Academic on Zoom
	Enrichment
	Enrichment on Zoom
	Preparation work



Primary

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Instructional Minutes
7:30 - 8:00	Wake up and take care of needs! (Breakfast, wash up, make bed, etc.)					
8:00 - 8:30	Set up work space and prepare morning video journal					15 min
8:30 - 9:00	Sign onto Zoom full class meeting at 8:25 - Full class meeting.					30 min
9:20 - 9:50	Screen free independent work (Seesaw assignments or daily activities) or Supported Zoom Work support from classroom staff					30 min
9:50 - 10:20	Break/Snack/Movement					
10:20 - 10:50	Log into zoom lesson at 10:20. Zoom lesson with Lead Teacher					20 min
10:50 - 11:30	Seesaw follow up work from lesson/Screen free independent work					40 min
11:30 - 12:00	Side by side reading with family member					30 min
12:00 - 12:30	Lunch and Rest					
12:30 - 1:00	Read aloud with classroom staff or at home with family member					30min
1:00 - 1:30	Elective with classroom staff					
1:30 - 2:00	Choice activity (Seesaw assignments, daily activities, movement activity, journal)					30min
2:00 - 2:30	Prepare work station for next day, make lunch for tomorrow, set alarm for the morning, etc.					
	Total available instructional minutes/day					210min
	Total required online time/day					50min

Daily Expectations for Students

- Morning meeting
- Video Journal submission on Seesaw
- 1 Lesson attendance
- Independent work
 - Seesaw activity (30min)
 - Choice block (60min - 100min)
- Independent (or with adult) reading (20min)
- PE activity
 - Coach Kelly
 - Go Noodle (website)
- Writing activity



Lower Elementary

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Instructional Minutes
7:30 - 8:00	Wake up and take care of needs! (Breakfast, wash up, make bed, etc.)					
8:00 - 8:30	Set up work space and prepare daily schedule					
8:30 - 9:00	Sign onto Zoom full class meeting at 8:25 - Full class meeting.					30 min
9:00 - 9:40	Screen free independent work or Supported Zoom Work Period with Classroom staff					40 min
9:40 - 10:10	Log into zoom lesson at 9:35. Zoom lesson with Lead Teacher					30 min
10:10 - 10:30	Break/Snack/Movement					
10:30 - 11:30	Seesaw follow up work from lesson/Screen free independent work/Supported Zoom Work period (zoom work period available until 11:00)					60 min
11:30 - 12:00	Silent Reading					30 min
12:00 - 12:30	Lunch and Rest					
12:30 - 1:00	Choice movement activity from list					30 min
1:00 - 1:15	Continue choice activities			One-on-One Teacher Conference (Zoom) logon at 12:55	Continue Choice activities	15 min
1:15 - 1:30	Set up work space and update journal					
1:30 - 2:00	Read aloud with classroom staff or read aloud with student at home					30 min
2:00 - 3:00	Optional - pick an elective with one of the support teachers (alternatively, silent reading, free choice activities, etc.)					
3:00 - 3:15	Update work journal, upload journal and daily work to Seesaw					15 min
3:15 - 4:00	Prepare work station for next day, make lunch for tomorrow, set alarm for the morning, etc.					
	Total available instructional minutes/day					250min
	Total required online time/day					60 - 75min



Daily Expectations of students and their work

- Maintain Work Area: clock, calendar, writing tools, notebook, digital tools (computer, access to Zoom and Seesaw)
- Attendance at morning meeting
- Attendance at Lesson
- Screen-Free Independent Work Period - Followed by Submitted Work **with date & time**
- Daily reading (Epic read to me option or silent reading)
- Daily writing (prompt or as part of follow-up work)
- Read aloud
- Optional Elective
- Daily Plan shared with Teacher (Seesaw visual virtual work plan w/daily lesson & schedule: circle your work, record your voice)
- Tracking personal work in Learning Journal (paper or digital)
- Do something helpful for your family.



Upper Elementary

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Instructional Minutes
7:30 - 8:00	Wake up and take care of needs! (Breakfast, wash up, make bed, etc.)					
8:00 - 8:30	Set up work space and prepare daily schedule					
8:30 - 9:00	Sign onto Zoom full class meeting at 8:25 - Full class meeting. Plan day during end of meeting					30 min
9:00 - 9:30	Zoom lesson with Lead Teacher					30 min
9:30 - 10:30	Seesaw follow-up work, choice work, (Zoom work period available)					60 min
10:30 - 10:45	Break/Snack/Movement					
10:45 - 11:00	Update Journal - Seesaw follow up work/independent work.					15 min
11:00 - 11:30	Seesaw follow up work from lesson	Log into zoom lesson at 10:55. Zoom lesson with Lead Teacher	Seesaw follow up work from lesson/Screen free independent work/Supported Zoom Work period (zoom work period available until 11:00)			30 min
11:30 - 12:00	Silent Reading					30 min
12:00 - 12:30	Lunch and Rest					
12:30 - 1:00	Choice movement activity from list					30 min
1:00 - 1:15	Continue choice activities			One-on-One Teacher Conference (Zoom) logon at 12:55	Continue Choice activities	15 min
1:15 - 1:30	Set up work space and update journal					
1:30 - 2:00	Read aloud with classroom staff or read aloud with student at home					30 min
2:00 - 3:00	Optional - pick an elective with one of the support teachers (alternatively, silent reading, free choice activities, etc.)					
3:00 - 3:15	Update work journal, upload journal and daily work to Seesaw					15 min
3:15 - 4:30	Prepare work station for next day, make lunch for tomorrow, set alarm for the morning, chores.					
	Total available instructional minutes/day					285 min
	Total required online minutes per day					60 - 90min



Daily Expectations of students and their work(with approximate minutes)

- Maintain Work Area: clock, calendar, writing tools, notebook, digital tools (computer, access to Zoom and Seesaw)
- Attend morning meeting
- Attend lesson
- Independent reading
- Math practice
- Daily writing (prompt or as part of follow-up work)
- Follow up work, independent work (~2 hours) ("What to do for follow up work ideas", "what to do when you don't know what to do during independent work time" list)
- Keep an updated journal of time/schedule throughout the day.
- Optional elective
- Do something helpful for your family.



Adolescent

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Instructional Minutes
8:30 - 9:00	Wake up and take care of needs! (Breakfast, wash up, make bed, etc.)					
9:00 - 9:30	Set up work space and daily schedule					
9:30 - 10:00	Sign onto Zoom full class meeting at 9:25 - Full class meeting.	9:30 - 9:45 Advisory with Ms. Jenny	Choice assigned work assignments		Sign onto Zoom full class meeting at 9:25 - Full class meeting.	30 min
		Choice assigned work assignments				
10:00 - 10:30	Math A with Ms. Jenny					30 min
10:30 - 10:35	Transition to next class					
10:35 - 11:05	Humanities A with Mr. Bagaason					30 min
11:05 - 11:15	Break/Snack/Movement					
11:15 - 12:00	Seesaw follow up work from lessons - Optional Zoom Work period with Ms. Jenny or Mr. Bagaason					45 min
12:00 - 12:45	Lunch and Rest					
12:45 - 1:30	Zoom Seminar with Mr.	Community Meeting/Work/Microeconomy			Zoom Seminar with Ms. Jenny	45 min
1:35 - 2:05	Science A with Ms. Jenny	Self Expression with Mr. Bagaason	Community meeting follow up	Science A with Ms. Jenny	Self Expression with Mr. Bagaason	30 min
2:05 - 2:35	Seesaw follow up work from lessons - Optional Zoom Work period with Ms. Jenny or Mr.					30 min
2:35 - 3:30	Seesaw follow up work from lessons, choice work (PE, microeconomy, etc.)	Follow up or Math lab with Ms. Jenny/Office hours with Mr. Bagaason	Seesaw follow up work from lessons, choice work (PE, microeconomy, etc.)	Follow up or Math lab with Ms. Jenny/Office hours with Mr.Bagaason	Follow up work or optional office hours with Ms. Jenny and Mr. Bagaason	55 min
3:30 - 4:00	Prepare work station for next day, make lunch for tomorrow, set alarm for the morning, prepare daily plan for next day.					
	Total available instructional minutes					295 min
	Total required online time/day					105 - 165 min

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Daily Expectations of students and their work

- Reading and completing reading log
- Math warm up
- Seminar Prep Work
- Attend their math, humanities, science, seminar, and self expression classes
- Math follow up work
- Humanities follow up work
- Science follow up work
- Self Expression follow up work
- Work Plan turned in by 4pm

Academic Pacing Guides

In a Montessori classroom, students are usually on their own path through the curriculum, guided by the teacher who observes their work and gives appropriate lessons and follow up based on their individual needs. In our *Learning Anywhere* program, where observations become difficult for teachers, we are standardizing a Montessori curricular pacing guide to support continuity between classrooms and grade levels. We are basing our pacing guide off of one provided by [Public Montessori in Action](#), an organization we have partnered with for the year to support in our distance learning and beyond, once we are back in person. The Montessori curriculum continues to cover Common Core State Standards. The alignment of curriculum can be found [here](#) if you are interested!

Technology

All students that need a device (e.g., Chromebook), internet connectivity, and/or technology support will receive these tools to access instruction.

As a school we are committed to supporting our community by providing technology for all students who are in need. Our pedagogy is not tech focused, and our school has fewer devices than many to begin with, but we are actively seeking grants and other resources to support our community in the transition to “Learning Everywhere” with a goal of ensuring all students have a dedicated device to access their teacher and learning resources. We are committed to creating options on and off screen for our students’ learning, but technology supports our connection with students and families while we are all learning remotely.



If you and your family have the means to purchase a device for your child or children please do. We want to prioritize delivery of devices to families who cannot purchase one at this time. Additionally, please consider purchasing another or multiple devices for our school community that we can lend to another student. [Here](#) is a list of recommendations created by our amazing technology coordinator, Mr. Buck, for student appropriate chromebooks

If you need a device or internet hotspot for your student please take the [Tech Check survey](#).

Online Lessons - ROOTED, READY, RIVETED

During distance learning, lessons will be given live over Zoom. In our virtual classrooms, just like our physical classrooms, there are expectations to come to the lesson prepared for learning! To support their learning, we are asking students to be **ROOTED, READY, and RIVETED**.

Rooted:

- Find a place in your house where you can best limit your distractions! If possible, have a designated workspace where you can keep your materials handy and you have space to work.
- Try and “root” yourself for the duration of your Zoom call -- stay in one spot! If you need to get up and move, check in with your teacher.
- Set up single background for your Zoom screen; we suggest solid colors and landscapes.
- Set your name to your name, so we know who you are!

Ready:

- Join Zoom call on time (= 5 min early!)
- Have just materials or tools you need for lesson with you.
- Make sure your body is prepared;
 - eat before or after your Zoom
 - use the restroom (go before you “go” online)
 - Be dressed for success
 - School appropriate posture --Upright and comfortable, so your brain can be engaged!

Riveted/Focused/Present/:

- Stay mentally “in” the lesson/meeting as best you can. Keep toys, pets, siblings and other distractions away from your workstation as best you can, unless they are invited to join by your teacher.
- When possible, keep your video on! Be prepared to participate and answer questions.
- Ask before sharing your screen or adding to screen (annotating).
- Use the chatbox to ask *relevant* questions for the *group*. Save other chats for other times!
- Raise your hand to speak; stay muted when you’re not speaking.



- Do your best!
- Communicate any questions with your teacher!

Communication Platforms and their use

Seesaw

This school year we will be using Seesaw as our *Learning Everywhere* interface for all things academic! Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Classroom teachers will be utilizing Seesaw as their primary communication tool to share whole class updates and to interact with students and families regarding classroom work assignments and student academic progress. You can find parent resources for Seesaw [here](#).

Konstella

During *Learning Everywhere*, we recognize a greater need for connection and connectedness between our students and families. Konstella is a tool specifically designed to streamline communications, increase volunteerism, and foster close-knit parent communities. Konstella is your one stop shop for:

- Volunteer opportunities
- Parent to parent communication (in or out of your classroom and level)
- Room Parent Team classroom updates, sign-ups, and event invitations.
- Social/Affinity Groups

Web registration

To get started with Konstella, simply click <https://www.konstella.com/cd/DAK1DU> which will take you immediately through the registration process. Note that the link is case sensitive.

Mobile app registration

To register for the mobile app – download the iOS or Android App (konstella), tap on register, enter invitation code <https://www.konstella.com/cd/DAK1DU> and then tap on join in your confirmation email.



Email

Email is UMCS's primary method of communication with our stakeholders and community. All whole school messages will be sent through email. Teachers will use email as their primary communication tool for connecting with parents, so if you have an individual question about your child, or if you have a concern or idea to share with teachers or administration, please reach out to us via email! Urban Montessori staff makes every effort to respond to email within 48 hours of receipt. You can find the complete staff email list on our website [here](#).

Special Education Services and Assessment

Services for Students with Individualized Educational Plans

All students' Individual Education Programs (IEP) will be followed to the maximum extent possible, including direct academic and related services. Along with all other students, our students with disabilities will be participating in their Special Education services virtually.

In the first weeks of school our special education team will collaborate with families to create a Distance Learning Plan for students with IEPs, as required by state law SB 98. The Distance Learning Plan is a document - created based on feedback from families - which explains the direct services, accommodations, and supplementary aids each student with an IEP will receive during distance learning.

Our Special Education teachers will emphasize small group instruction (based on IEP goal domains) for separate setting minutes and "push in" during general education sessions for regular setting minutes so students are in the Least Restrictive Environment as much as possible during this time.

IEP team meetings will continue to be held virtually. Parents/guardians may request to delay an IEP meeting until an in-person meeting is an option.

Requests for New Assessment:

Per state and federal guidance, new requests for evaluation to determine Special Education eligibility are paused at this time. We will respond to requests when we reopen schools and resume in-person instruction.

Despite the pause in official Special Education Assessments, the UMCS Response to Intervention and Special Education Team are here to support all of our students' needs. If you [Haga clic aquí para español](#) [In-person/general Family Handbook](#)



have concerns about your student's academic or social emotional growth please connect with your Lead teacher about your concerns so they can connect your student with appropriate supports during *Learning Everywhere*.

Meeting the Needs of English Language Learners

As outlined in federal and state guidance per SB 98, English Language Learners (ELLs) must continue to receive both Integrated and Designated English Language Development (ELD) during distance learning. Integrated ELD is instruction that provides language support in all content areas. Designated ELD is a separate English Language Development (ELD) class. UMCS works with general education teachers to support adapting essential practices for ELLs in their daily instruction and to *Learning Everywhere*. Additionally, Coach Kelly is expanding her role this year and taking on the position of Enrichment and English Language Development Teacher to ensure our students with need receive additional small group designated ELD instruction.

Student Meal Distribution

We will continue to serve UMCS students meals, but there are a couple of key changes you should know:

Starting August 17, UMCS will distribute breakfast and lunch to students who qualify for [Free and Reduced Lunch](#) (FFRL). If you have not yet filled out the application for FFRL, please find it here in [English](#) and in [Spanish](#) and send it to rosibeld@urbanmontessori.org. Distribution will happen 2 days per week so families can still pick up multiple days of meals at one pick up.

Each time you pick up food, you must “verify” or prove your child’s enrollment in the FFRL program by providing your child’s student ID#. You can find your student’s ID# in the Illuminate Parent Portal, on a previous progress report, or a previous ID card. If you do not have your students ID# please bring your id and we will look up your students’ ID# while you wait.