



Preparing for the 2020-21 School Year

Virtual Head of School Huddles

July 2020

A Conversation in Four Parts



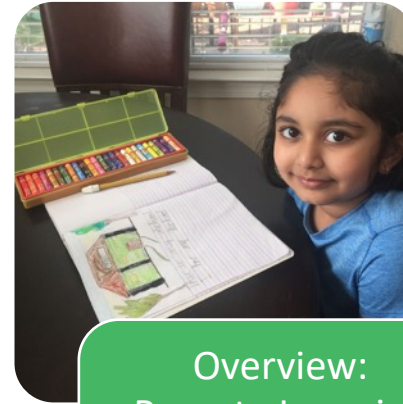
How We Are Working

- Guiding Principles
- Decision Making
- Business Decisions
- Parent Survey
- Scenario-based Planning
- Questions & Comments



Overview: In-Person Learning

- Health and Safety
- Our Seven Strategies
- Faculty and Staff
- Questions & Comments



Overview: Remote Learning

- Remote Learning Scenarios
- Division-Specific Plans
- Questions & Comments



What's Next

- Upcoming Events
- What We need from You
- What to Expect
- Questions & Comments



How We are Working

Preparing for the 2020-21 School Year

A Montessori Community



Guiding Principles



Safety



Family
Partnership



In-Person
Learning



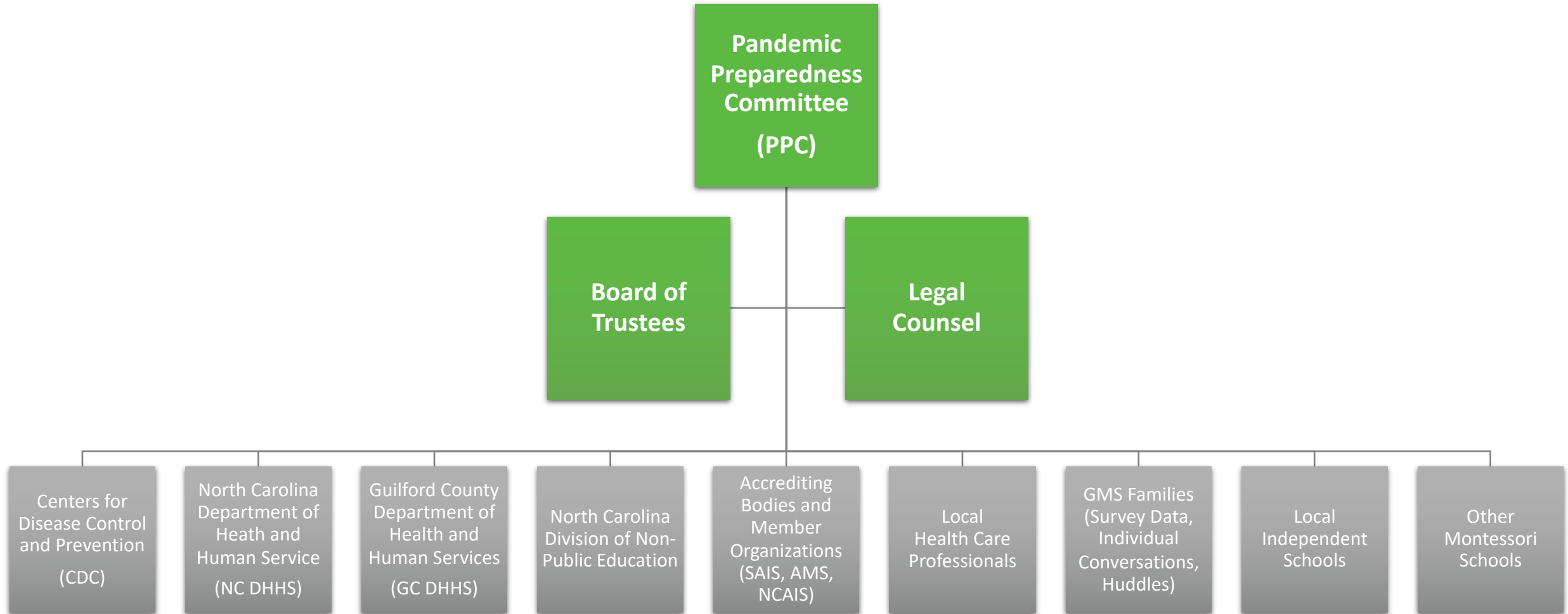
Montessori
Learning



Ongoing
Monitoring



Decision Making



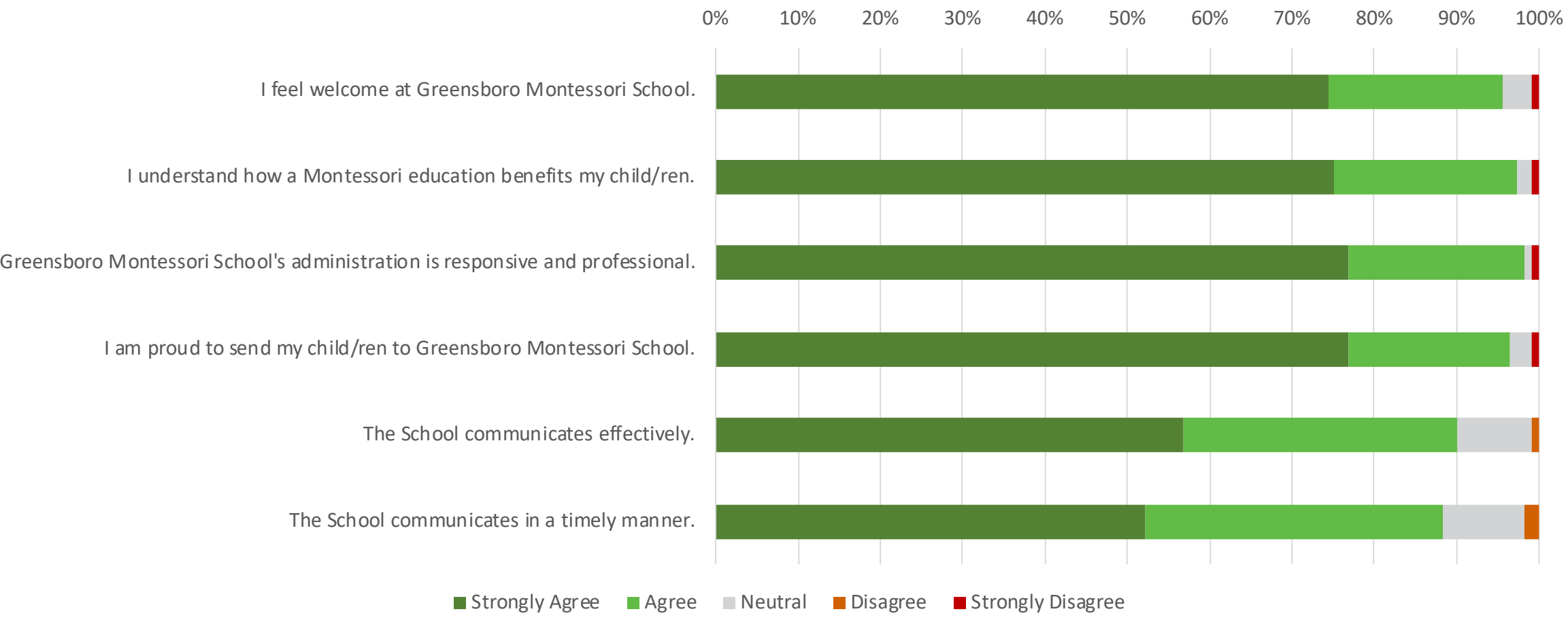
Business Decisions

- Revenue down + costs up = stressed operational budget
- Sound historical fiscal management
- Mitigation strategies:
 - Loan or endowment draw
 - Staffing adjustments
 - Enrollment campaign



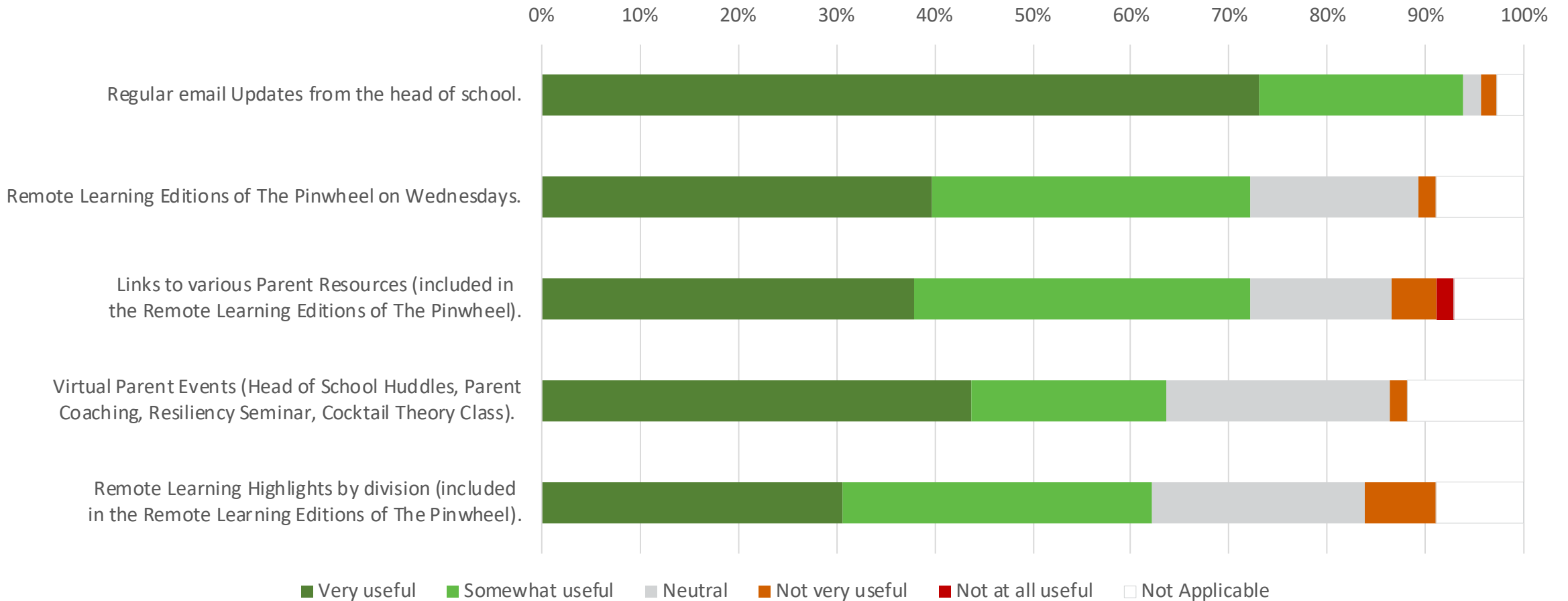
Parent Survey Data

Respondents were asked “Please consider the following statements about the ENTIRE SCHOOL YEAR, and indicate your level of agreement with each statement.”



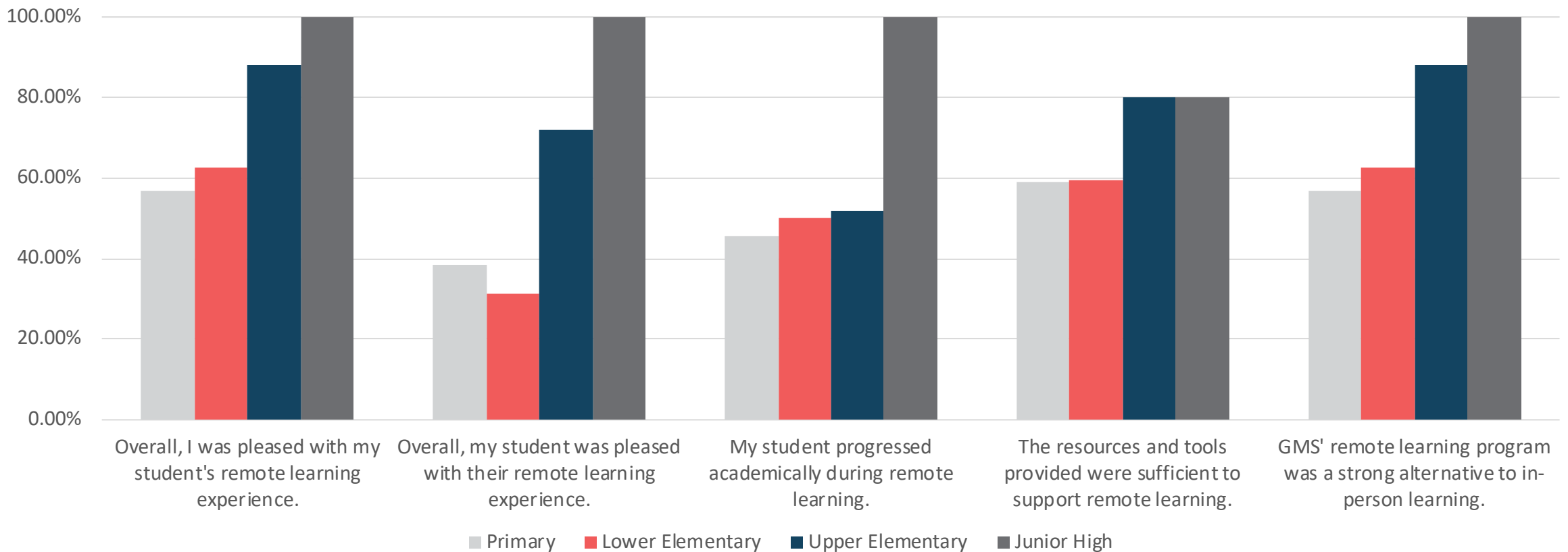
Parent Survey Data

Respondents were reminded about our transition to Remote Learning in mid-March and were asked “Please let us know to what extent these remote learning communication tools were useful.”



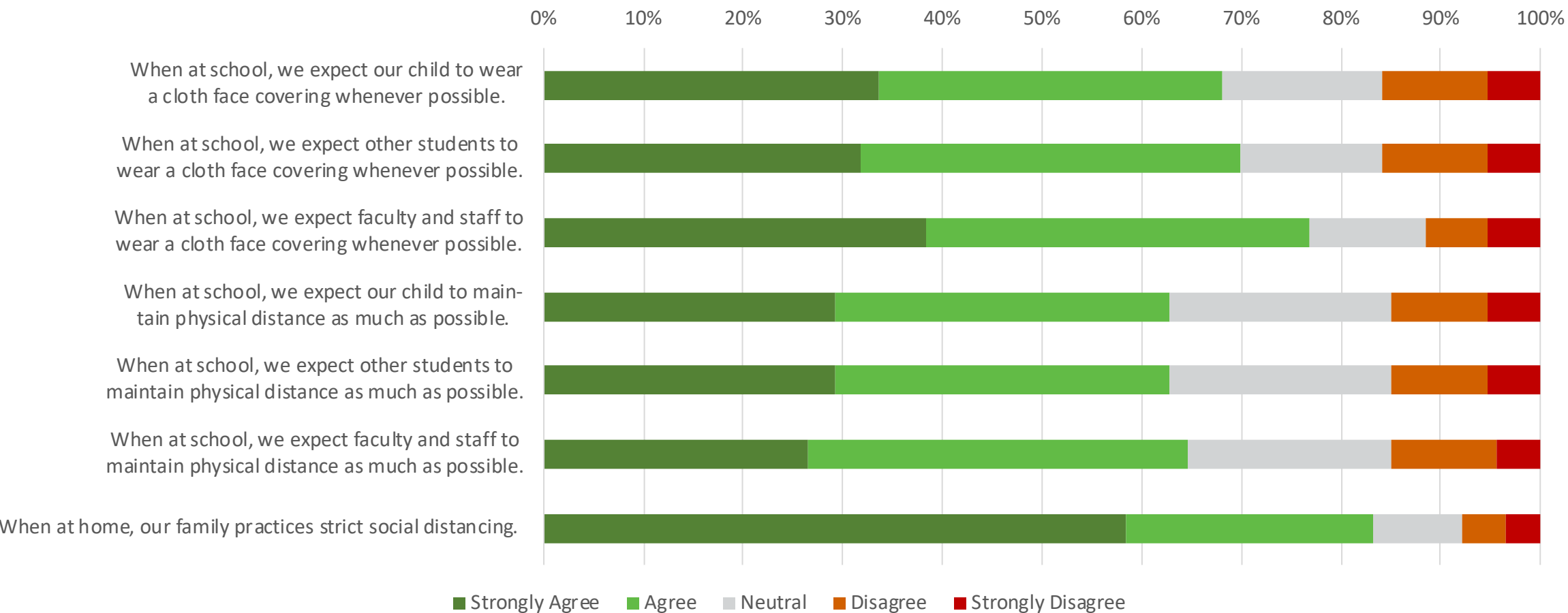
Parent Survey Data

Respondents were asked “Please read the following statements about your [respective division] student's remote learning experience, and indicate your level of agreement with each statement.” Results show the top-two box scores (sum of “Agree” and “Strongly Agree”).



Parent Survey Data

Respondents were asked “Please consider the following statements about your family's personal preferences, and indicate your level of agreement with each statement.”



Scenario-Based Planning*

Plan A

In-person learning for entire school
(concurrent remote learning as needed)



Plan B

Remote learning 1-9
In-person for Toddler and Primary



Plan C

Remote learning for entire school

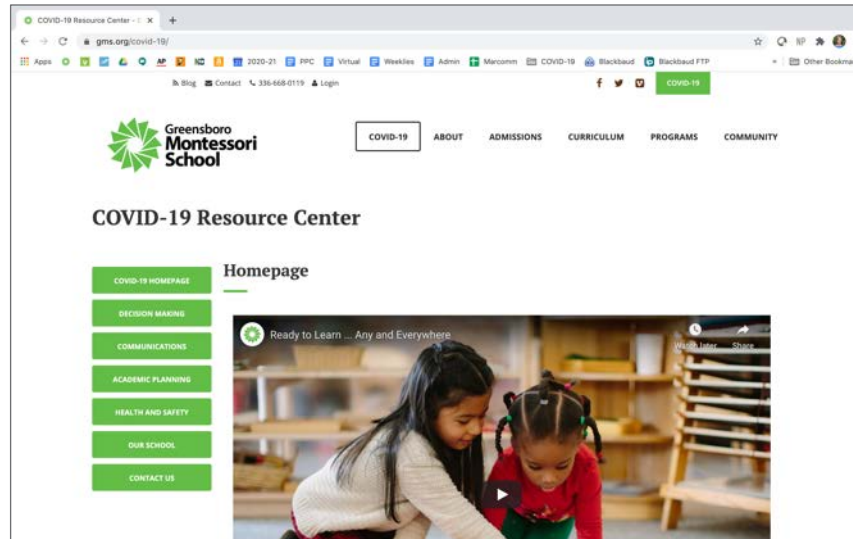
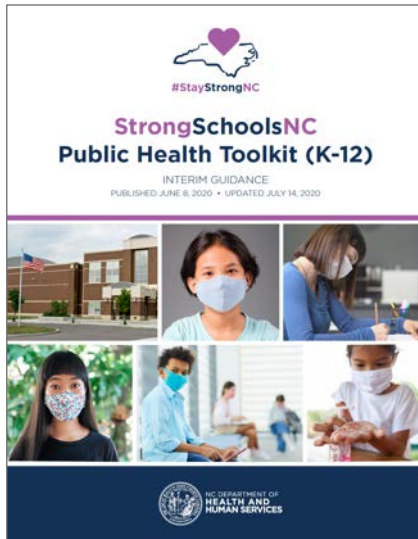


Overview: In-Person Learning

Preparing for the 2020-21 School Year

Health and Safety

- StrongSchoolsNC Public Health Toolkit (K-12) (July 24, 2020)
- Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 (K-12) (July 22, 2020)
- COVID-19 Addendum to the Family Handbook, COVID-19 Resource Center, and COVID-19 Parent Waiver
- Know Your W's: Wear, Wait, Wash
- Seven specific strategies



NC DHHS: Seven Strategies for Health and Safety



Strategy #1: Monitoring for Symptoms



Monitoring For Symptoms

- Daily **health screening** of all students and employees entering the building
 - Web-based app
 - Families asked to complete daily by 7:15 am
- Health screening for all parents or visitors
 - Screening completed before entering the building
 - Tiny URL or QR code
- Daily **temperature screenings** for all people entering the building
- Ongoing monitoring of student and employee symptoms during the day

Strategy #2: Responding to Symptoms & Scenarios

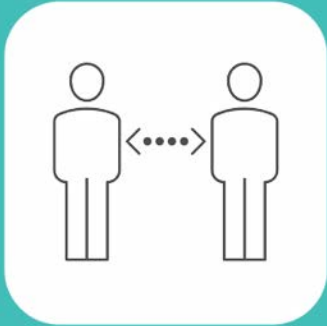


Handling
Suspected,
Presumptive,
and Confirmed
Cases

- Safety = disruption + inconvenience
- 25-page NC DHHS guide with multiple permutations of responses based on:
 - Who:
 - Student
 - Staff
 - Household member
 - What:
 - Symptoms
 - Exposure, no symptoms
 - Diagnosis
 - When
 - Upon arrival
 - During the school day
- Communication home
- Two examples

https://files.nc.gov/covid/PHT-ScreeningReferenceGuide_6.30.pdf

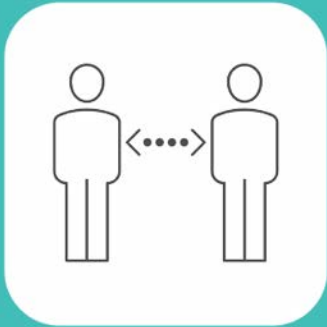
Strategy #3: Social Distancing & Minimizing Exposure



Social
Distancing and
Minimizing
Exposure

- Pods
 - **Toddler:** 3 pods of 10-13 students, each with 2 teachers
 - **Primary:** 6 pods of 12-15 students, each with 2 teachers
 - **Lower El:** 4 pods of 12-15 students, each with 1 teacher
 - **Upper El:** 3 pods of 12-15 students; each with 1 teacher + access to other faculty
 - **Junior High:** 2 pods of 10-15 students; each with 1 teacher + access to other faculty
- Family ↔ Pod relationships
- Cultural education lessons delivered in multiple ways
- Designated outdoor learning and play spaces for pods on a rotating basis
- No assemblies or mixing between Pods
- New entry and exit pathways and procedures directly to Pods

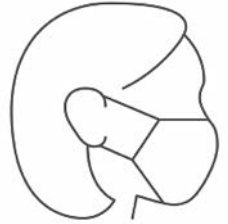
Strategy #3: Social Distancing & Minimizing Exposure (continued)



Social
Distancing and
Minimizing
Exposure

- Limited adult access to campus
- Changes to CASA:
 - Drop-In no longer an option
 - One-day a week After-School CASA no longer an option
 - All-Inclusive CASA days will have shortened hours
- No “sibs” program for end-of-day car line
- Facilities changes:
 - Floor markings and signage
 - Classrooms relocated
 - Sinks installed
 - Temporary walls erected
- 6 feet distance when feasible; cloth face coverings worn inside, excluding Toddler

Strategy #4: Cloth Face Coverings



Cloth Face Coverings

- Cloth face coverings required for all faculty, staff, parents, and visitors on campus
- Cloth face coverings required for Primary, Elementary, and Junior High students:
 - Always inside the classroom; outside "mask breaks"
 - Not outside unless working or playing closely with another
 - Exceptions are available
 - Practiced with compassion
- Mask breaks provided throughout the day (like a bathroom or water break)
- Exceptions apply
 - Persons under the age of 2 years old
 - Persons unable to remove the cloth face covering without assistance
 - Persons who cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs

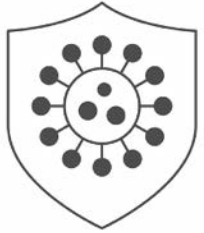
Strategy #5: Cleaning & Hygiene



Cleaning and Hygiene

- Hand-washing, coughing, and sneezing lessons
- Increased hand-washing frequency
- Increased availability of hand-washing and hand-sanitizing areas
- Adjustments to snack and lunch:
 - No microwaves in the classrooms
 - Primary students and older bring their own morning snack
 - All Toddler and CASA snacks will be packaged and served in individual portions
 - Students to eat outside as much as possible
- Increased cleaning frequency
 - Extra employee hired for night-time cleaning company
 - Faculty and staff complete a mid-day cleaning of all high-touch surfaces
 - All used materials in classroom cleaned before use by another student
 - NC DHHS Environmental Health and Environmental Protection Agency disinfection guidelines
- Students in Toddler through Upper Elementary will receive their own work rug

Strategy #6: Protecting High-Risk Populations



Protecting
Vulnerable
Populations

- Working as a community to protect high-risk individuals
- Families with students who have Health Action Plans should review them with their doctor to update their plans as needed to decrease their risk for exposure
- Remote learning possibilities for students
- Remote teaching possibilities for employees

Strategy #7: Additional Considerations



Additional Considerations

- Regularly monitor information
- Enhanced communication:
 - COVID-19 Addendum to the Family Handbook and COVID-19 Resource Center
 - Family ↔ Pod
 - Signs posted at main entrances and key areas throughout campus
 - Regular Head of School Huddles
 - Schoolwide emails, newsletters, and social media posts
- Coping and Resiliency
 - Information on how to access resources for mental health and wellness
 - Brainstorming ways to provide counseling services on campus
- Ongoing and regular employee training

Toddler Team



Allie Allen



Lisa Doe*



Marian Romera*



Melody Robinson



Anna Betina



Charlene McKee*



Shannon Pitts*



Mikayla Gunn



Kumiko Sakai*

Kumiko is returning to Greensboro Montessori School as our Toddler Curriculum Specialist.

**Holds a Montessori Credential or has completed Montessori Assistant Training.*

Primary Team



Syeda Ahmed*



Rossana Aranda



Isabelle Bangham*



Stacy Cosson*



Catherine Froelich*



Gail Keefe*



Jackie Lloyd



Maria Maul



Ashby Pettigrew*



Yvette Rivera*



Carmen Romero*



Marcela Tejada

**Holds an Early Childhood Montessori Credential (or training in progress).*

Lower Elementary Team



Kristy Ford*



Mary Jacobson*



Katie Jones*



Kaki Keyser*



Cynthia Kiddy*

**Holds an Elementary I Montessori Credential.*

Upper School Team

Upper Elementary



Cathy Moses*



John Archambault*



Laetitia Mourand*



Tim Goetz*



Jenn Jamal Eddine



Doug Williams

Junior High



Ben Payne*

**Holds an Elementary II and/or Secondary I Montessori Credential (or training in progress).*

Cultural Educator Team



Betsy Bevan
World Music



Chelsi Crawford
Environmental Education



Aubrey Cupit
*Environmental Education
and Garden Coordinator*



Katherine Gwynn
Visual Art



Terry Jeffrey
Physical Education



Brandon Johnson
*Computer Science and Director
of Information Technology*



Sandra Lee
Spanish Language



Sara Stratton
Environmental Education

CASA Team



Sarah Bobo



Briana Knapp



Janys McPherson



Lanae Medley



Shakiyah Stevens



LaShara Stuckey



Ishmael Witten

Administration Team

Operations



Amy Wagoner
Director of Finance



Heather Sparks
Director of Facilities



Brandon Johnson
*Director of
Information Technology
and Cultural Educator*



Sophia Dubrovsky
Finance Associate



Aubrey Cupit
*Garden Coordinator
and Cultural Educator*



Heather Goggin
*Director of
Human Resources*

Program



Nancy Hofer
*Associate
Head of School*



Ben Payne
*Director of
Upper School*



Brooke Juneau
Director of CASA



Sidney McGinnis
*Learning Support
Services Coordinator*



JoAnn Currie
*Learning Support
Services Faculty*

Advancement



Rhea Egbert
Director of Admission



Jillian Crone
*Director of Marketing
and Development*



Andi Bogan
*Family Relations
Coordinator*

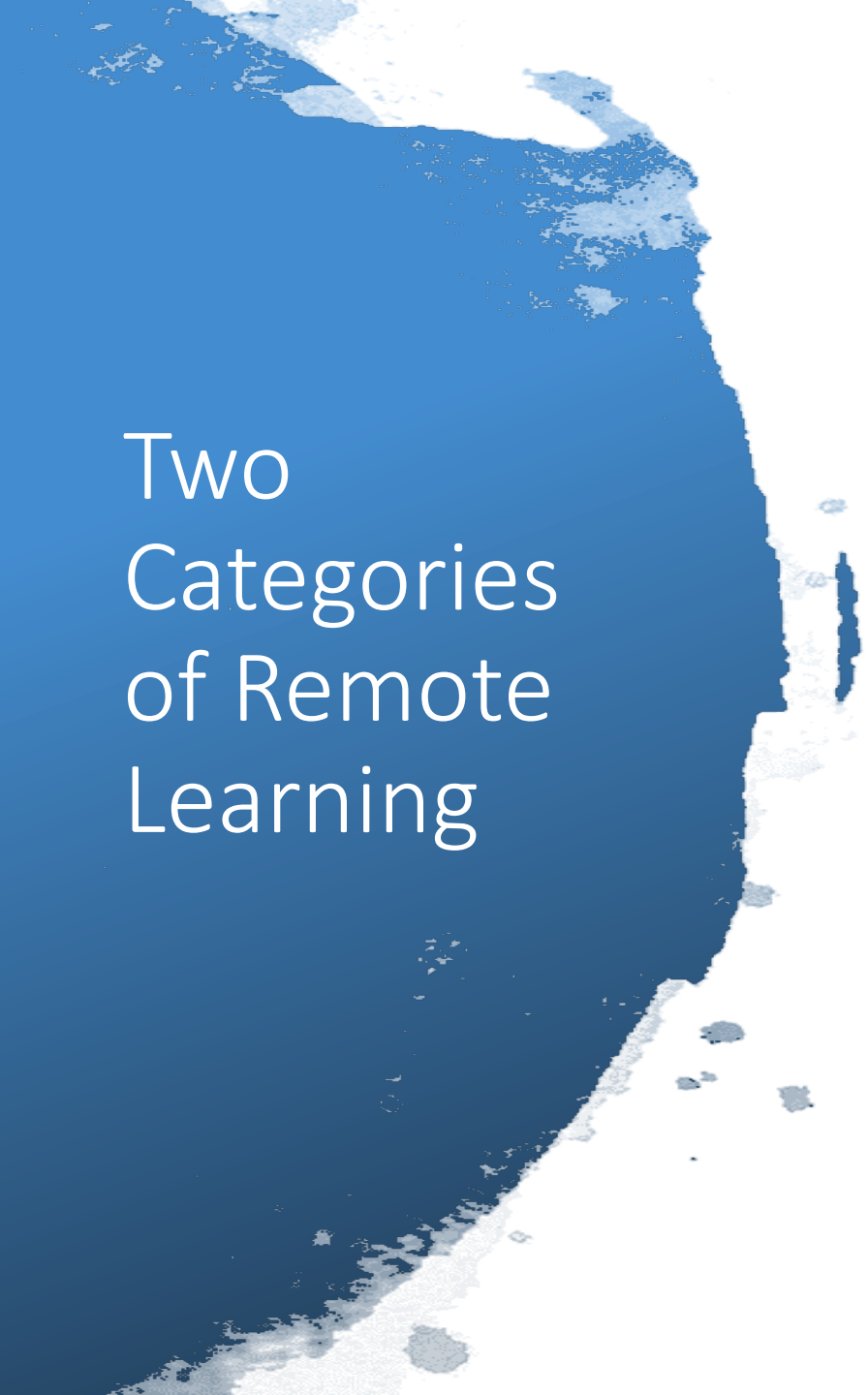


YoungDoo Carey
*Communications
Coordinator*



Overview: Remote Learning

Preparing for the 2020-21 School Year



Two Categories of Remote Learning

1. Individual students in remote learning

(This can apply to students in any division under Plans A and B)

2. Entire division in remote learning

(This would apply to Lower Elementary, Upper Elementary, and Junior High under our Plans B and C and would apply to entire School under Plan C)

Two Categories: Individual Students in Remote Learning

- In-person learning offered, but family or NC DHHS Guidelines makes decision for remote learning
- Available anytime during the year (by choice, by necessity, for short or long period of time)
- Deadline to choose Remote Learning for the **start of the year is Wednesday, July 29**
- Faculty and staff resources:
 - Allocated between remote learning and in-person learning
 - Additional resources or faculty introduced
- Structurally different for each division (and situation)
- Program will be individuated and personalized by situation (many factors considered)
- Divisions are building metaphorical “bookshelves” with Remote Learning offerings and possibilities:
 - The older the child, the more similar the remote learning experience is to in-person learning
 - Once an individual is known to be out, the Pod teacher and a designated administrator meet
 - They devise a plan for that particular child and situation
 - The plan presented to the family, finalized, and then monitored and adapted as needed

Two Categories: Entire Division in Remote Learning

- Statewide or local health conditions compel the School to make decision (length TBD)
- Faculty and staff resources completely focused on remote learning
- Comparable to spring 2020 ... and with school-wide improvements:
 - Live classes in both Primary and Lower Elementary
 - Accountability and assessment
 - Live Cultural Education classes
 - Consistency of Upper School classes
 - Working with families to prioritize the most important work
 - Improved technology including, but not limited to:
 - Goose-neck tripods
 - Zoom for the Upper School
 - Google Suite access for Lower Elementary students
 - Recording stations



Toddler Remote Learning

When an individual toddler student **or** the entire division is in remote learning, the focus is on offering activities and opportunities to connect to our community for students and families:

- Pushing out activities, resources, and project ideas
- Sending home Montessori in the Home guidelines
- Sending home recommendations for age-appropriate digital resources, like apps
- Live, age-appropriate lessons with Cultural Education teachers (songs, art, movement, etc.)
- One-one-one check-ins with teacher to stay connected and practice language
- Offering parent check-ins and conversations
- Offering parenting classes and support



Primary Remote Learning

- When an individual Primary student **or** the entire division is in remote learning, student age significantly factors into the remote learning plan and remote learning tools may include, but are not limited to:
 - Primary readers, language workbooks, and math workbooks
 - Montessori in the Home guidelines, along with age-appropriate projects and practical life tips
 - Montessori app recommendations
 - Live morning meetings and cultural education lessons
 - Age-appropriate weekly work plans or guides
- Live lessons around specific content areas will vary based on the age of child, composition of their Pod, their length of time in remote learning, and how many other students are in remote learning
- A designated remote learning faculty or administrator other than their Pod teacher may give live lessons
- For an individual Primary student in remote learning for an extended period of time:
 - Montessori materials may be checked out from the School
 - Weekly one-on-one check-ins and regular communication may transfer to (or be shared by) a designated remote learning faculty or administrator

Lower Elementary Remote Learning for INDIVIDUALS

- The five Lower El faculty time, focus, and resources shared between in-person and remote learners
- Help providing families prioritization on which work to do on a student-specific work plan
- Students offered one to two Live Lessons or experiences each day
 - Invitation to join morning meeting each day
 - Possibility of dropping-in on in-person live lessons or watching the recording
 - Dedicated remote learning faculty or administrator may give individual lessons one to two times per week
 - Real-time assessment and feedback
- Weekly one-on-one check-ins with Pod teacher or designated remote learning faculty or administrator
- Access to our Remote Learning Website
- Materials sent home may include custom work packets, workbooks, and possibly Montessori materials
- Student Google Suite account, with specific work uploaded to Google Drive for teacher assessment
- Live lessons with Cultural Educators, which can be experienced live or watched later as a recording
- Expanded project-based work (especially first weeks of school)

Lower Elementary Remote Learning for ENTIRE DIVISION

- The five Lower El faculty time, focus, and resources focused only on remote learners
- Help providing families prioritization on which work to do on a level-specific work plan
- Students offered two Live Lessons or experiences each day
 - Shift from “pushing out” pre-recorded videos and lessons to Live Lessons that are also recorded
 - 30 to 45 minutes, which will include time for students to apply lesson
 - Lessons given by Pod teacher, Cultural Educators, and sometimes other Lower Elementary teachers
 - Real-time assessment and feedback
- Weekly one-on-one check-ins with Pod teacher
- Access to our Remote Learning Website
- Materials sent home include custom work packets, workbooks, and other materials
- Student Google Suite account, with specific work uploaded to Google Drive for teacher assessment
- Live lessons with Cultural Educators, which can be experienced live or watched later as a recording
- Expanded project-based work interspersed throughout regular lessons and schedules

Upper Elementary Remote Learning

- Difference between in-person and remote learning experience and schedule begins to narrow
- Continued use of Google Suite, with extra support for rising fourth levels
- Weekly schedules and work plans provided for all in-person and remote learning students
- One-on-one student check-ins happen for all in-person and remote learning students
- Remote learning student work tracked and assessed via email and Google Suite
- During remote learning, there will be a focus on long-term, individualized, or project-based work
- If an individual is in remote learning:
 - Cultural Education lessons will maintain same schedule as in-person
 - A weekly schedule allows remote students to watch some lessons being given live and in-person
 - Unscheduled lessons will arise, and a classmate can message the individual to tell them to tune in
 - Some work may be guided by the designated remote learning faculty or administrator
- If entire the division is in remote learning:
 - There will be an increased use of Google Calendar and Google Classroom
 - Zoom will be used occasionally for expanded features

Junior High Remote Learning

- Difference between in-person and remote learning experience and schedule **continues** to narrow
- Continued use of Google Suite, **including Classroom, Calendar, Email, Drive, Docs, and Meet**
- **Students will follow same schedule whether in-person or remote, using Google Calendar**
- One-on-one student check-ins happen for all in-person and remote learning students
- Remote learning student work tracked and assessed via email and Google Suite
- During remote learning, there will be a focus on long-term, individualized, or project-based work
- If an individual is in remote learning:
 - Cultural Education lessons will maintain same schedule as in-person
 - **When a student has a scheduled lesson, the teacher will broadcast via Google Meet for the student to join**
 - Unscheduled lessons will arise, and a classmate can message the individual to tell them to tune in
 - Some work may be guided by the designated remote learning faculty or administrator
- If entire the division is in remote learning:
 - There will be **continued use of Google Suite products**
 - Zoom will be used occasionally for expanded features



Overview: What's Next

Preparing for the 2020-21 School Year

Upcoming Events: Town Hall Event



Jamie Cosson
Executive Director
YMCA Camp Weaver



Dr. Cynthia Snider
Infectious Disease Specialist
Cone Health Regional Center for Infectious Disease

Wednesday, July 29 at 8:30 p.m.
Zoom Virtual Meeting

Upcoming Events: Parent Orientation Meetings

Toddler

- Monday, August 10
- 8:30 to 9:45 p.m.

Primary

- Thur., August 13
- 8:30 to 9:45 p.m.

Lower Elementary

- Wed., August 12
- 8:30 to 9:45 p.m.

Upper Elementary

- Tuesday, August 11
- 8:30 to 9:45 p.m.

Junior High

- Friday, August 14
- 8:30 to 9:45 p.m.

Zoom Virtual Meetings

Presentation will be recorded for families unable to attend

Upcoming Events: When You'll Hear From Us

- **Sunday, July 26:** Email with a recording of the July Head of School Huddle
- **Monday, July 27:**
 - Introduction to Magnus Health for new families
 - Email to families with students who have Health Action Plans
- **Wednesday, July 29:**
 - **Deadline for**
 1. Choosing to start the year in remote learning
 2. Confirming CASA enrollment
 3. Notifying us of any family enrollment changes
 - Town Hall with Jamie Cosson and Cynthia Snider
- **Friday, July 31:** School-wide back-to-school email
- **Wednesday, August 5:** Pod placement emails from Rhea Egbert
- **Week of August 10:** Family Orientation Meetings
- **Sunday, August 16:** The Pinwheel
- **Wednesday, August 19:** First day of school
- **Future Communication:**
 - The Pinwheel every Sunday
 - Monthly Head of School Huddles

Upcoming Events: First Week of School

Monday, August 17

- Reimagined Open House appointments begin
- Reimagined Hopes and Dreams Parent-Teacher Conferences begin

Tuesday, August 18

- Open House appointments continue
- Hopes and Dreams Parent-Teacher Conferences continue

Wednesday August 19

- First day of school
- **Half-day with an early dismissal for ALL Pods** (All-Day Toddler also)
- No After-School CASA
- Hopes and Dreams Parent-Teacher Conferences continue

Thursday, August 20

- Half-day with an early dismissal (excluding All-Day Toddler)
- All-Day Toddler and All-Inclusive CASA open until 6 p.m.
- Hopes and Dreams Parent-Teacher Conferences continue

Friday, August 21

- Half-day with an early dismissal (excluding All-Day Toddler)
- All-Day Toddler and All-Inclusive CASA open until 6 p.m.
- Hopes and Dreams Parent-Teacher Conferences continue

What We Need from You

- **Continued partnership:**
 - Ready for learning
 - Bracing for disruption
- By **Wednesday, July 29**, all families need to confirm:
 - If you are choosing to start the year in in remote learning
 - If you are still participating in CASA (either All-Inclusive, Early-Bird, or After-School for three days per week)
 - Any potential enrollment changes for your family
- By **Tuesday, August 18**, all families are required to complete all their requirements in Magnus Health, including the COVID-19 Parent Waiver



What to Expect

- Unyielding commitment to our mission
- Disruption and change
- Virtual community building
 - Parent-teacher conferences
 - Inter-pod events
 - Parent education events
 - GMSCA social events
 - Head of School Huddles
 - Celebrations
- Successful 2020-21 school year
- Exciting 2021-22 school year





Preparing for the 2020-21 School Year

Virtual Head of School Huddles

July 2020