

Elm City Montessori School



Return to School 2021-2022: ARP ESSER Continuity of Services Plan

Updated 12.23.21

(Thank you to New Haven Public Schools and Public Montessori in Action for resources and models)

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Thank you to all families, staff, and board members for attending planning sessions and sharing feedback to strengthen our planning.

Our Values: ABAR and Montessori

“The question is: Will you fight for justice for Black and Brown children? And how will you fight? I argue that you must fight with the creativity, imagination, urgency, boldness, ingenuity, and rebellious spirit of abolitionists to advocate for an education system where all Black and Brown children are thriving. I call this abolitionist teaching. To love all children, we must struggle together to create the schools we are taught to believe are impossible: Schools built on justice, love, joy, and anti-racism.”
Dr. Bettina Love “Dear White Teachers: You Can’t Love Your Black Students if You Don’t Know Them”
(linked [HERE](#))

Our Beliefs and Vision

What is notable about our community is our deep commitment to building an Antiracist Montessori program. We hold those beliefs close, especially in this tumultuous time. When we plan for our children, we plan for their whole selves, for their health and safety, for their emotional wellbeing, for their academic success, for their agency and voice. During this time when so much is uncertain, our commitment to our core beliefs is even more essential.

AT ECMS WE BELIEVE:	How our vision lives in our Return to School planning:
<ul style="list-style-type: none">● We must honor youth voices in order to collectively dismantle racism and oppression.● To practice authentic Montessori, we must use it as a tool for liberation.● We must actively practice anti-bias and anti-racism.● Educators and families must be fully equipped to counter the institutional racism built into the fabric of this nation and how these factors impact their daily practices.● We must prepare our children academically and activate their potential to be agents of change in their communities and beyond.	<ul style="list-style-type: none">● An education that is active, student driven, and fosters student choice, voice and agency● Spaces in nature for children to learn● Spaces for families and staff for communication, shared understanding and partnership, and co-creation● Lessons in social, emotional, and academic areas to support the whole child● Providing resources, technology, and time and connection with staff to remove barriers for children and families and staff

We will take time in this document to explore the ways we will support physical, social and emotional wellbeing and provide a nurturing and rich academic experience. We know this year has been challenging and that COVID has caused tremendous stress for families and children. We know that our society continues to perpetuate harm on Black and Brown families. We are

committed to healing, to providing support, and to ensuring learning and growth for all our children.

Ujima Collective

As a school community, we have created the Ujima Collective to provide money and resources to our Black and Brown families. If you, or a family you know, is in need of resources or support, please reach out to Amelia Allen Sherwood (amelia.sherwood@elmcitymontessori.org).

Communication

Return to School Survey

To prepare for our return to school, we sent a survey to our families. ECMS surveys are a chance to share feedback about priorities and strategies for our 2021-2022 School Year. We will use this information to plan for a safe and healthy transition to the school year and opening of the building.

School Liaison

To support communication and to address concerns as they arise, our school nurse will serve as our COVID-19 Health and Safety Compliance Liaison. Our school nurse will be at school three-five days a week for the school day. The school nurse will support communication and health through the following practices

- Engaging with families, children, and staff to answer questions
- Putting systems in place to communicate updated policies and practices
- Making plans accessible to the community (in front entrance and digitally on our website)
- Include relevant health information for families and staff in weekly newsletter

Health and Safety

“Especially at the beginning of life, we must, therefore, make the environment as interesting and attractive as we can. The child, as we have seen, passes through successive phases of development and in each of these his surroundings have an important - though different - part to play.”

Dr. Montessori, Absorbent Mind, p.88

Health and Safety Plans

Our school nurse will be following protocols and procedures laid out by NHPS and the New Haven Health Department. We will be training all staff and families on these processes and procedures before the school year begins. Highlights from these plans are contained below and in the NHPS Plan for Reopening. For more information, see the NHPS Plan for Reopening (linked [HERE](#) and [HERE](#))

ECMS Health Routines

One of the most significant considerations for this time is the health and safety of the community. As made clear in the briefing from the [Montessori Public Policy Initiative](#) there are many unique considerations for Montessori schools returning to the classroom. Yet there are four common daily practices of a safe return to serve as a guideline for our school.

Daily Practices for Community Health:

- Ritual for healthy arrival
- Wear our masks
- Wash our hands
- Watch our distance

Ritual for Healthy Arrival

Community Commitment to Staying Home when Sick

In the past, adults and students sometimes arrived at school sick. Runny noses and mild coughs were par for the course in a typical school day with someone always nursing a cold or recovering from something. During these times, we can no longer come to school sick. [Staying](#)

[home when sick](#) is a new responsibility to your community, particularly for unvaccinated students and staff

Rituals at the arrival:

- Quick health check: How are you feeling today?
- Hand washing or hand sanitizer used by everyone (at least 70% alcohol)¹
- Mask check to be sure it fits the child's face effectively

Wear a mask

Everyone entering the school building must have a [face covering](#) that fits over the mouth and nose and stays on without the use of hands. Guidance for mask use at school:

- **Families will be expected to provide face masks for their children, labeled with the child's name.** ECMS will provide a mask to any student or staff member who does not have one. Masks will be available at entrances and in classrooms. Face coverings should be washed at the end of each day and so people will want to own multiple masks to avoid doing laundry daily.
- Children will work with their classroom teams to support use of face coverings. ECMS will provide staff, students, and families information on proper use, removal, and washing of cloth face coverings, remind individuals not to touch the face covering, and to wash their hands frequently.

Wash our hands

Hand washing is our strongest defense to the spread of illness and requires at least 20 seconds with soap. Post pictures, diagrams, songs that take at least 20 seconds to sing such as Twinkle, Twinkle Little Star.

We are providing hand washing for all students and adults as well as hand sanitizer in all areas without a sink. Children will need to be taught how to manage their personal hygiene under these new conditions.

Watch our distance

We will continue to support social distancing with generous amounts of outdoor-time and markers on the floor in some locations. The more we can create visual reminders of ways to keep space, the more our children will be supported in making healthy choices.

¹ The CDC recommends using alcohol based hand sanitizer with greater than 60% ethanol or 70% isopropanol alcohol. <https://www.cdc.gov/coronavirus/2019-ncov/hcp/hand-hygiene.html>.

Policies for Wellness and Family Partnership

To ensure that we have healthy and safe school, we are asking families to partner with us to health check their children and follow the following policies:

- Stay Home when Sick: If you or a member of your family is sick, please have your children stay home and contact the school.
- Wellness Check before School: Take time to check in on symptoms each day before school. If your child has any symptoms, keep them home and reach out to the nurse.
- Pending Test Policy: If anyone in your household has a pending test, you must have your child stay home until the test results come back negative.

Learning Spaces and Social Distancing

We are committed to classrooms that have space for children to work, and to preserve the importance of choice, movement, and independence in a Montessori classroom. When possible, we will encourage students and adults to practice social distancing.

Lessons on Social Distancing

At the beginning of the year, classrooms will set up environments to provide space between work areas so that children. Teachers will also proactively provide lessons around social distancing and other health and safety protocols.

Meaningful Outdoor Learning

Montessori and ABAR are both deeply invested in children's relationship to the natural world, and the ways nature gives us space to develop identity and social justice. We have created additional outdoor learning environments with natural playground spaces and gardens. Classroom teams are committing to meaningful outdoor time each morning and afternoon. Elementary students will frequently be outside for lunch, snack, and community gatherings. Families can support this work by bringing in rain and snow gear.

Cleaning & Disinfecting

We are working with New Haven Public Schools on cleaning and disinfection of our classrooms and work spaces, which includes daily thorough cleaning. For more information, see the NHPS Plan for Reopening (linked [HERE](#) and [HERE](#)). In our Montessori environments, we are working to maintain the use of materials as a core part of our curriculum.

COVID Protocols

Quarantining Protocols

Our School Nurse will coordinate with the New Haven Health Department and New Haven Public Schools to follow protocols when individuals are symptomatic or test positive for COVID 19. Please see the processes in the slides below.

Screen and Stay

For 2022, we plan to follow the Screen and Stay procedures outlined by the CT Departments of Public Health (DPH) and Education (CSDE). Fully vaccinated individuals will not be required to quarantine after Covid exposure as long as they have no Covid symptoms and a negative Covid test after the date of exposure. Based on updated information from the Center for Disease Control (CDC), CT DPH and CSDE, unvaccinated and partially vaccinated individuals who can consistently wear masks may follow Screen and Stay when there is a potential COVID exposure. When there is a potential exposure, asymptomatic students who have been consistently wearing masks will stay in school with health screening and testing to keep classrooms healthy. Screen and Stay does not apply to preschool students, so Screen and Stay will not be applicable to ECMS Primary students. ECMS leadership will continue to monitor community Covid rates and collaborate with the New Haven Health Department, New Haven Public Schools and the CT State Department of Education to assess Covid-related procedures.

Health Care Recommendations-Mitigation of Risk



- School Staff will make a screening call to parents of absent student –any “YES” responses –information will be sent to school nurse for follow up
- School Nurse will follow up with parents of students with symptoms of COVID-19
- School Nurse/NHHD to coordinate contact tracing for positive cases in student/staff;
- Students sent home or absent with COVID symptoms must be cleared by school nurse before returning to school;
- Educate parents on screening tools/decision trees/guidance for keeping kids home;

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If there is a positive case of COVID-19

In the case of a **confirmed diagnosis or suspected case of COVID-19**

- The School Nurse will notify the building Principal and the Director of Nursing
- The building Principal will notify the Superintendent or designee
- These notifications will be made while maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA)
- The Superintendent and Director of Health will make decisions on:
 - Contact tracing
 - Possible school Closure and length of closure
 - Cleaning and Disinfection Needed
 - Continuity of education
 - Reopening of school
- All communications to the school community including staff and families are made through the Central Office.
- The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from the Director of Health.
- Board of Education members and the Mayor's office will be notified of closure as well as the State Department of Education.

Vaccinations

We continue to strongly encourage all staff, students and families to get vaccinated. ECMS hosted several Covid 19 vaccination clinics on site for children ages 5-12 in the fall of 2021, in addition to the vaccination clinics for all staff hosted in spring 2021. The City of New Haven and New Haven Public Schools have vaccinations readily available for any individual who would like a Covid vaccination or booster shot. If anyone has questions about how to access Covid 19 vaccinations, please contact info@elmcitymontessori.org

Child Nutrition

Food Service & NHPS

We will continue to use the NHPS food service program and will be following their protocols and procedures for food safety, including eating lunch in cohort groups (for ECMS Elementary outside as much as possible). For more information, see the NHPS Plan for Reopening (linked [HERE](#) and [HERE](#))

Food from home

Many of our children bring in food from home for lunch and we have systems for snack donations. We ask families to follow the following guidelines for lunch and snack.

Lunches from home

For children bringing lunch from home, lunches will be stored in children's cubbies, not in the refrigerator. Children's lunches will not be heated in microwaves (as we want flexibility to eat outside). Families should plan for using thermoses to keep food warm or cold packs to keep food cold.

Snack Donations

For families donating snacks, please adhere to the following guidelines. Snack must:

- Snack must require no preparation
- Snack must be easily distributed
 - Ex. Individual packages of pretzels, crackers, etc
 - Fruit: bananas, apples, oranges are good)

Transportation

We will continue to use the NHPS transportation plans and procedures for busing. For more information, see the NHPS Plan for Reopening (linked [HERE](#) and [HERE](#))

Social Emotional Learning & Wellness

“This is education, understood as a help to life; an education from birth, which feeds a peaceful revolution and unites all in a common aim, attracting them as to a single centre. Mothers, fathers, politicians: all must combine in their respect and help for this delicate work of formation, which the little child carries on in the depth of a profound psychological mystery, under the tutelage of an inner guide. This is the bright new hope for mankind.”

Dr. Maria Montessori *The Absorbent Mind*

We understand that Social Emotional Learning and Wellness is core to our work with children. We want children, families, and staff to feel well, to feel loved and respected and heard. We must attend to the ways children enter school, the ways we see our children and nurture their brilliant selves. We must take time for safety and health, and we must take time for discussions of identity, community to build an antiracist school that truly serves our children.

Schoolwide Procedures

To support our children and staff, we are revising our schoolwide procedures to ensure health and safety. These procedures will be proactively taught to children as a part of our Grace and Courtesy work at the beginning of the school year. (for more details see [ECMS Procedures 2020-2021](#)).

Classroom Community and ABAR Learning Themes

At ECMS, we are committed to building an antiracist school. As we spend time building community and participating in social emotional learning, we will root our work in our ABAR learning themes (Self Love, Seeing Difference, Recognizing Bias, Empower to Act). We will be using *Anti-Bias Education for Young Children* by Louise Dermin-Sparks and Julie Edwards and *Don't Look Away* by Dr. Iruka Iheoma, Dr. Stephanie Curenton, Dr. Tonia Durden, and Dr. Kerry-Ann Escayg. During our community circles, our work with *One Book, One School*, and in our adult professional learning, we will take time to create questions and activities that build our community and social emotional learning using these themes and practices.

Grace and Courtesy

Grace and Courtesy was Maria Montessori's method for providing proactive lessons and practice in how children take care of themselves, care for their community, and navigate social interactions. We will continue to use this part of our curriculum to help children adjust to health protocols and practices. We will have proactive lessons at the beginning of the year and throughout the year. These lessons support not only the practical work of being at school but the social and emotional ways children can manage their transition (for more details see [Grace and Courtesy Lessons](#)).

Transitions to School

During any year, the transition to school is important for our children and their families. This year, we want to make space for this transition while following health and safety protocols. As families will not be able to enter the building when the academic year begins, we are making space for new families to visit the school in August. We plan to allow families access to the building for meetings during the day and more broadly once all students have the opportunity to be fully vaccinated.

New Students: Classroom Visits

The week before school begins, we will invite our Primary families and children to schedule a Classroom Visit. The Classroom Visit will be a time for children and caregivers to connect with the classroom team and for the student to visit the classroom.

Learning & Independence

"The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown to grow under the heat of flaming imagination. Our aim therefore is not merely to make the child understand, and still less to force him to memorise, but so to touch his imagination as to enthuse him to his inmost core"

Dr. Maria Montessori *To Educate the Human Potential*

Vision for Learning

We are committed to a learning environment that meets the developmental needs and tendencies of our children. We are committed to an education that dismantles racist policies and practices and offers space for Black and Brown creation and joy. Our plans for learning are centered in this work. Our plans focus on the strengths of Montessori: offering choice, expiration, and independence and making decisions and policies that uplift Black, Indigenous, People of Color (BIPOC) in our school community.

To hold onto our visions of antiracist Montessori, we are committed to the following core practices in our program, whether we are fully in the school building, providing blended learning, or engaging in distance learning from home :

- Providing consistent connection to classroom teams for social emotional health and academic growth
- Creating smaller learning cohorts so that children can move, choose, and explore their environments safely
- Building and using outdoor spaces for classroom community and learning experiences
- Prioritizing Math, Language, and Cosmic Education/ABAR in our learning experiences
- Providing additional academic support, in person and online, for children based on need

Phased-in Return

To support children's safety, wellbeing, and independence, we are focusing on a phased in start to the school year. A phased-in start has scheduled small groups of children coming to school over a week or two to have focused lessons on health and safety practices, school wide routines, and learning in the classroom environment. We understand that phase in schedules can be challenging for families, and we believe in the enormous value of phase in for the wellbeing of our children. (for more details [Phase In 2020](#))

Assessments and Instruction

We will use our assessments to ensure the right instruction for each child. The core of Montessori is differentiated instruction. We will be using the information we collect in lessons, in student work, and in more formal assessments to help structure our lesson planning and assignments for children's work. Our classroom teams observe and collect information on student learning in the following ways:

Weekly Record Keeping in TC:

- Lesson Presentations
- Student Progress and Mastery

Formative Assessments:

- Phonics & Phonological Awareness Screeners & Progress Monitoring
- Math Benchmark Assessments
- F&P Reading Assessments

Standardized Assessments

- NWEA Map (math and ela) (K-6)
- SBA (3-6)
- Next Gen Science (5-6)

Quarantining and Consistent Learning

As we prepare for the year, we are planning for the potential for quarantining as a preventative measure to keep our community healthy. In the event of a quarantine, we plan for the following supports to continue learning for our students:

At the beginning of the school year:

- Google Classroom will be set up for all classrooms
- Families/students will be invited to join google classroom
- Instructional staff will prepare materials in case of individual student quarantine

If a classroom is quarantined:

- Laptops will be provided to students/families based
- Classroom will shift to online learning via Google Classroom lead by the classroom staff
- Students will log onto Google Classroom for attendance and participate in live lessons and asynchronous assignments on Google Classroom

If individual students are quarantined:

- Students will be provided with work for the duration of their quarantine (a mixture of online and paper assignments)
- Students will log onto Google Classroom each day for attendance

Planning for All Students

We are committed to the success of all children. We know that children’s learning and growth was impacted by school closure this spring. We want to ensure that all our children get the support and instruction they need to succeed.

Supporting Engagement

Engagement and SEL

We will continue to use our Attendance Team and our Student Support Team to connect with children and families. We have established parameters for what engagement looks like in school and when we are home. Our Attendance Team and Student Support Team will continue to collaborate with families about ways we can partner and support engagement for all our children. Practices include:

- Phone call check-ins
- Meetings (via zoom) to co plan with families
- Meetings with classroom teams
- Resource allocation and distribution

Engagement and Family Relationships

In the spring, we were reminded again and again about the importance of relationships and family partnership in supporting our children’s engagement and learning. We will continue to build strong relationships with our families and make space for sharing ideas and strategies.

Family Partnership to Support Engagement:

- Weekly Emails from Classroom Team
- Student and Family Conference
- Family Learning Sessions

Special Education

We work in conjunction with New Haven Public Schools for special education, instruction, and planning and placement team process. We will be following NHPS processes for special

education for the school year. For more information, see the NHPS Plan for Reopening (linked [HERE](#) and [HERE](#))

English Language Learners

We are working this year to strengthen instructional support for English Language Learners in our school. We are working with NHPS to coordinate with their work. For more information, see the NHPS Plan for Reopening (linked [HERE](#) and [HERE](#)). Additionally, we are working on the following strategies to support our English Language Learners:

- Support from a trained TESOL educator
- Coordination for best practices for language learning in the classroom
- Increased use of Spanish language work integrated into our classroom environments

Students in Interventions (Tier 3)

During the school day, we are continuing to provide scientific research based interventions (SRBI) to children. Our intervention process is based on the data collected in our assessments (including formative and standardized assessments). Our work with interventions is focused on using formative assessment data, providing specific instruction with an interventionist, and coordinating with classroom teams for transfer. We will continue to use professional learning time to examine assessment data to plan for classroom level instruction and interventions in reading and math.

Family Partnership

“So we must have interest first and then work with an intelligent purpose, work which is freely chosen by the individual.”

Dr. Montessori, The 1946 London Lectures p.162

Learning with Our Families

We know that this work can only happen with strong partnerships with our families. Our plans for the year are focusing on times when families and classroom teams can come together to co-create plans for children’s learning and for their own learning. We will focus on the following strategies to partner and share with each other:

- Friday note/email
- Student-led Conferences and Reflections include Families
- Family Gatherings throughout the year

Family Meetings & Connections

We want to host more sessions to provide resources and learning spaces for our families. From the beginning of the school year, we are planning on site and webinars that provide spaces to learn together about the programming at ECMS and our children and their progress. We will begin the year with an orientation about ECMS Return to School. Our plan is to host monthly sessions for families to learn with our staff and connect with one another. (For more details, see [ECMS Family Learning Calendar](#))

Professional Learning

“So we must have interest first and then work with an intelligent purpose, work which is freely chosen by the individual.”

Dr. Montessori, The 1946 London Lectures p.162

Core Training in August

During our training in August, we will spend time learning and planning for a safe and healthy return to school. During that time, we will create space for strategic learning with ABAR, Montessori, and reading and we will spend time learning protocols, procedures for return to school. We will also give Level Teams time to gather and plan for a strong start to the year.

Staff will have training in the following areas to support safe return:

- Schoolwide health procedures
- Classroom level health procedures
- Protocols for screening, containment and communication
- Social Emotional Learning
- Building Community through ABAR Learning Themes
- Outdoor Learning and Gardens

DRAFT Core Training Schedule (for more details see [Core Training 2021](#))

Our School Organization	The Adult: Self Preparation & Pedagogy	The Learner: Identity & Culture	The Environment: Classroom & Curriculum
<p><u>Our Community: Values & Roles</u></p> <ul style="list-style-type: none"> ● Schedule and Responsibilities ● Roles: Who to go to for what? <p><u>Emergency/Crisis Plan</u></p> <p><u>Staff Handbook and Policies</u></p> <ul style="list-style-type: none"> ● Staff Handbook and Expectations <p><u>Operations, Ordering, Supplies</u></p> <p><u>COVID Health and Safety Procedures</u></p> <p><u>Trainings (online)</u></p> <ul style="list-style-type: none"> ● Child Abuse 	<p>ECMS Vision</p> <ul style="list-style-type: none"> ● Who are we? ● SY2021 Data and SIP ● Culture of Independence ● ECMS Rubric ● Adult Preparation and Commitments <p>Building our Brave Space</p> <ul style="list-style-type: none"> ● Drawing our Lifelines ● Sharing our Stories ● Community Agreements 	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> ● Data from 2020-2021 ● ECMS Rubric: The Learner & Goal Setting ● Creating a Brave Space ● Safekeeping Rituals ● Weeks 1-6 Plans for SEL <p>Family Partnership</p> <ul style="list-style-type: none"> ● Building Relationships and family Meetings ● Cubby Visits ● Family Partnership Calendar 	<p><u>How are students learn</u></p> <p>Ensuring Success for All</p> <ul style="list-style-type: none"> ● Culturally Responsive Pedagogy ● Reading & Phonics Instruction ● Child Study Process & SPED ● Preparing for our students ● Tools for Independence: Work Journals, Conferences, Lesson Cards ● Level Planning: Weeks 1-3 Academic Lessons & Structures <p><u>What our students learn</u></p> <p>Renewing the Curriculum</p> <ul style="list-style-type: none"> ● ABAR in the Environment: Materials & Texts ● Read Alouds and Higher Order Thinking Skills ● Level Teams: ABAR Themes, Book Selections, and Comprehension Questions <p>Higher Order Thinking</p> <ul style="list-style-type: none"> ● Montessori’s Cosmic Education

<ul style="list-style-type: none"> ● Blood borne pathogens ● Sexual Harassment ● CPR 			<ul style="list-style-type: none"> ● Habits of Mind & Montessori ● ECMS Curriculum Map: Gallery Walk ● Primary: ABAR Learning Themes ● Elementary & Erdkinder: Portfolios & Rubrics
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Professional Learning during the school year

Our classroom teams will have ongoing professional learning to strengthen their work learning in school and in the case of distance learning. These learning experiences will include:

- Culturally Responsive Pedagogy
- Data Review and Instructional Commitments
- Lesson Studies based on Curriculum Maps
- Culturally Responsive Pedagogy
- Data Review and Instructional Commitments
- Lesson Studies based on Curriculum Maps

Conclusion

We know that things remain uncertain. We understand that families and children and staff may enter the building this fall with worries, real concerns about their health, wellbeing, and learning. As we plan for the fall, we honor these uncertainties and concerns. We want our community to know that we will do all that we can to create a school that is safe and joyful.

In all that we do, we hold onto this spirit of possibility. We are planning for children to be in community with one another and with their classroom teams. We are planning for children to create and explore, to go into the natural world, and to deepen their work in classrooms. We know that our team of families and staff will always do their very best to provide a rich and expansive learning environment for our children. We are grateful to partner with all of you in building the school our children deserve.

Resources

ECMS Tools

- [ECMS Procedures 2020-2021](#)
- [Grace and Courtesy Lessons](#)
- [ECMS Instructional Plan SY2020](#)
- [Core Training 2020](#)
- [ECMS Family Learning Calendar](#)
- [Distance Learning Resources](#)
- [Cleaning Recommendations](#)
- [Checklist for Reopening](#)

External links

- [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#)
- [Road Map to Reopening New Haven Public Schools in 2020-2021](#)
- [Public Montessori in Action](#) was founded in summer 2020 to serve public Montessori schools worldwide in the revolutionary work of educating for equity and transformation. Founded by Elizabeth Slade, Allison Jones, and Michelle Boyle, PMA's mission is to ensure fully-implemented Montessori education for children, families, and educators of the global majority through building knowledge, skills, community, and reflective practice.

- [Reopening NYC Schools Safely: A Huge Challenge](#)
- [Should Schools Reopen in the Fall? NYTimes](#)
- [Dr. Bettina Love "Dear White Teachers..."](#)
- [What Schools Can Learn from Child Care Coronavirus Safety Plans](#)
- [U.S. Pediatricians Call for In-person School This Fall](#)
- [A blueprint for back to school](#) which has a downloadable PDF and a one-pager
- [Seven Steps](#) by M Petrilli
- [Return to School Roadmap](#)
- [Speaking up Against Racism Around the New Coronavirus](#)
- [CDC Guidelines](#)
- [Primary Materials](#)
- [Amid the Coronavirus Crisis article by Atul Gwande](#)
- [A Trauma-Informed Approach to Teaching Amid the Coronavirus Crisis, a Regimen for Reentry Through Coronavirus-Teaching Tolerance](#)
- [MPPI Briefing](#)
- [Coronavirus Archives](#)