

2020-21 School Year LEA Continuous Education & School Recovery Plans

LEA Name: Latin American Montessori Bilingual PCS

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LEA Type: Pre-K ; Elementary

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Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

¹Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.

²These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

³Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:

- What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and
- How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?

Cleaning Schedule

Weekly

- LAMB's custodial service will conduct deep cleanings on a weekly basis during virtual learning, and twice a week - between cohorts (Wednesdays and weekends) during in-person learning.

Daily

- LAMB staff and/or custodial service will clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
- Limit the use of shared objects and equipment. If shared objects or equipment must be used, to the extent feasible, they will be cleaned, disinfected, and when appropriate, sanitized frequently throughout the day.

More than once daily

- Montessori materials and other objects that cannot be cleaned and sanitized will not be used.
- Montessori materials will be cleaned and sanitized after each use.
- Materials that have been in children's mouths or soiled by bodily secretions will be immediately set aside to be cleaned, disinfected, and sanitized before being used by another student.
- High touch areas such as sink handles, doorknobs, backs of chairs, etc. will be cleaned at least twice per day.
- **Drinking fountains will not be used. Water bottle fillers are available and students and staff will be provided with individual water bottles. Pressbars for fountains (regardless of being operational) and water fillers will be cleaned and disinfected at least twice per day.**
- **Playground equipment, particularly handlebars and hand railings, will be cleaned between each use by cohorts.**

Other cleanings

- Cots and bedding will be individually labeled and stored.
 - Cots will be arranged head to toe and to allow at least 6 feet of distance, head to head, between children.
 - Cots will be cleaned and sanitized between uses.
 - Bedding will be sent home weekly for washing.
- Cots may be stacked between uses if they are cleaned and sanitized appropriately before stacking.
- Playground structures will be included as part of routine cleaning, especially high touch surfaces.
- Soft and porous materials, such as area rugs and seating, will be removed to reduce the challenges with cleaning and disinfecting them.

Cleaning Procedures

- Materials will be cleaned with water and detergent, rinsed, sanitized with an EPA-registered disinfectant, rinsed again, and air-dried.
- When possible, materials may also be cleaned in a mechanical dishwasher.

- If surfaces are dirty, they will be cleaned using a detergent or soap and water before disinfection.
- LAMB staff will avoid using cleaning products near children and will ensure adequate ventilation when using these products. Children will not participate in disinfection.
- Signage will be placed in every classroom reminding staff of cleaning protocols.
- For all cleaning, sanitizing, and disinfecting products, staff will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child.
- Enhanced cleaning and disinfection will occur between cohorts.

When a community member develops COVID-19 symptoms during the day

- LAMB will immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.
- Once the room is vacated at the end of the day, there will be a deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.
- Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements.

When a community member test positive for COVID

- If seven days or fewer have passed since the person who is sick used LAMB facilities, LAMB will:
 - Close off areas used by the person who is sick.
 - If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, LAMB will close, clean, and disinfect spaces used by the COVID-19 positive individual after the students and staff in those spaces leave for the day.
 - Open outside doors and windows to increase air circulation in the areas.
 - Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
 - Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
- If more than seven days have passed since the person who is sick used the facility, LAMB will continue routine cleaning and disinfection.
- Staff conducting cleaning must adhere to PPE requirements

2. Describe physical changes to the environment to ensure or promote social distancing.

LAMB will ensure appropriate physical distancing by:

- Maintaining a distance of six (6) feet between each individual, to the maximum extent feasible, in both indoor and outdoor settings.
- For indoor classes or activities, no more than 12 individuals (staff and students) will be in one room. One additional staff member (13 total individuals) might briefly be added to the group if necessary to support the classroom.
- For outdoor activities, each group of 12 (or briefly, 13) individuals will interact only with their own group and not mix between other groups. Each group will have extra physical (social) distance (more than 6 feet) between them and the next group.
- The hallways will be marked with six-foot markers in areas where students might line up, e.g. at bathrooms, entrances, exits, etc. The school will make accommodations to keep any queuing to a minimum.
- Health screenings will be done for every individual entering the building primarily through the school's communication app (ParentSquare) or on paper if the app is not used. Students and staff who do not complete the health screening prior to coming on campus will enter the building through the cafeteria where they will be instructed to complete the health screening (ParentSquare or paper copy) and take their temperature by touchless tripod mounted thermometers before continuing to class. This will be done by maintaining social distancing between individuals as they enter. Attending staff will use appropriate PPE.

To support physical (social) distance in indoor spaces, LAMB will:

- Maximize spacing between individuals in a classroom, including while at tables and in group and individual activities.
- Arrange desks and furniture so that individuals are separated by a minimum of 6 feet.
- During nap times, place students head to toe, where head to head distance is at least 6 feet.
- Designate an area for students or staff who exhibit symptoms and keep separate from the area used for routine healthcare.
- Allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria.

When feasible, LAMB will:

- Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Install physical barriers, such as sneeze guards and partitions and add reminders about physical distancing (e.g., signage, tape markings on the floor), in health offices and areas in which it may be difficult for individuals to remain 6 feet apart (e.g., reception areas, main office, between bathroom sinks).
- **LAMB will limit adult communal use space (staff break and work rooms) to one to two individuals, depending on size, with enforcement of social distance between individuals, ensure face coverings are worn at all times except while eating or while the person is alone in the room, and clean and disinfect between uses.**
- **Staff team meeting and all professional development will be conducted virtually.**

Use of Outdoor Space

- Outdoor spaces will be used for instruction and activities, as feasible and as weather permits.
- Playgrounds and other outdoor spaces will be used for more than one group of 12 (or, briefly, 13) persons so long as the groups do not mix and social distancing within and between each group is maintained. To the extent feasible, playgrounds and outdoor spaces will be cleaned between groups, particularly focusing on high-touch surfaces (e.g. handlebars).

3. What have you done to ensure adequacy of ventilation at the school?

Ventilation systems have been checked to ensure they are operating properly and set to increase the circulation of outdoor air as much as possible. Staff will keep windows and doors to the outside open whenever possible unless opening them poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students and staff using the facility.

- The HVAC system at the 14th St. facility is new and includes state of the art filters and systems that meet and exceed the
- The HVAC system at the South Dakota facility has a lower # filtering system than is recommended by OSSE. LAMB has purchased portable HEPA filter units for each classroom to ensure safe ventilation.

4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.

Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.

Instructional Delivery Plan

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21

All Virtual Schedule

All students and staff will begin the year with all-virtual learning. Teachers and students will check in at least once a day for live or recorded lessons on Monday, Tuesday, Thursday and Friday. Wednesdays will be for independent virtual work and for teacher planning and preparation.

AB/V Schedule

Students:

- LAMB will be using a hybrid model that divides each classroom into two groups, A and B.
- Group A will attend school in person on Mondays and Tuesdays, while Group B will attend school in person on Thursdays and Fridays.
- Wednesdays will be reserved for virtual-only learning and there will be no direct instructions for students. Students will receive extra services or will receive extra time with teachers if needed and warranted.
- Students that choose to be all-virtual will be part of the A or B groups and will be contacted by one of the classroom teachers on Monday, Tuesday, Thursday and Friday to ensure that they understand any classwork given and are fully supported.
- Teachers will be checking in with students that participate in the hybrid model in person and will also connect with them virtually on the two days they are not in session.

Teacher Expectations:

- Teachers will be divided into two groups. One teacher will be responsible for Group A and the other teacher will be responsible for Group B.
- Teachers will be responsible for making contact with their group's all-virtual students at least once a day so that students can ask questions and teachers can make sure that students are not falling behind.
- Teachers will be teaching on site two days a week, either Monday/Tuesday or Thursday/Friday.
- Teachers will use Wednesdays to plan, participate in staff/level meetings, professional development, parent meetings, and meetings with Special Education teachers or service providers.

Entering and Exiting School

- **Health screenings will be done for every individual entering the building primarily through the school's communication app (ParentSquare) or on paper if that the app is not completed.**
 - All staff and students entering the building will have temperatures taken through **touchless infrared tripod-mounted thermometers** (or hand-held when that is not possible).
 - **Students and staff and visitors who do not complete the health screening prior to coming on campus will enter the building through the cafeteria where they will be instructed to complete the health screening and take their temperature (through touchless infrared tripod-mounted thermometers) before continuing to class.**
 - **This will be done with social distancing between individuals as they enter. Markers will be on the ground outside and inside the building where students line up.**
 - **Attending staff will use appropriate PPE including facemasks and gloves.**
- **Arrivals & Dismissals**
 - **Classes will have staggered arrivals and departures to maintain safe space between classes. Start times will be 8:00 - 8:40 am and end times will be 3:00 - 3:40 pm, with groups assigned to 10-minute windows. Exact schedules will be shared with families prior to the commencement of in-person learning.**
 - **At 14th St. Facility - additional doors will be used for entry and exit at 14th Street. The entry doors will be color coded, and students will be directed to the door closest to their classroom. The front door will have two classes enter - one at a time - in each 10-minute window. All other doors will have a single class enter in each 10-minute window**
 - **At South Dakota Facility - the front door will be used and arrivals and departures will be staggered to ensure proper social distancing with a single class entering during each 10-minute window.**
 - **Students will be attended to by the classroom teachers who will be using proper PPE.**
- Clear space delineations will be marked on the floor or exterior walkways and landings for student lines as students enter and exit school as well as inside the building.
- Students will enter and exit the building with their parents or guardians remaining outside the building whenever possible.

school year.

Materials

LAMB will distribute student materials kits before school starts and at regular intervals as both all-virtual and blended learning proceed. Families will be able to drive through the parking lot to pick up kits at specified times. LAMB will determine if and how delivery of kits to families for whom traveling to and from the school is difficult.

Primary

- Students will be given “academic” kits to take home and use during virtual learning and to bring to school for their in-person learning days. These kits will contain items such as writing pencils, colored pencils, crayons, playdough, homemade Montessori materials, and work rug.
- All students will have a device to access virtual learning. If the family is unable to provide the device, the school will do so..

Lower Elementary

- Students will be given “academic” kits to take home and use during virtual learning and to bring to school for their in-person learning days. These kits will contain items such as writing pencils, colored pencils, grammar stencils, homemade Montessori materials, notebooks, folders, writing paper, and work rug.
- All students will have a device to access virtual learning. If the family is unable to provide the device, the school will do so.

Upper Elementary

- Students will be given “academic” kits to take home and use during virtual learning and to bring to school for their in-person learning days. These kits will contain items such as writing pencils, colored pencils, grammar stencils, protractor, compass, homemade Montessori materials, notebooks, folders, writing paper, and work rug.
- All students will have a device to access virtual learning. If the family is unable to provide the device, the school will do so.

Before and After School Enrichment (BASE)

There will be no before care until LAMB returns to normal operations.

LAMB will determine if it can offer after-care when families have signed up for either blended or all virtual learning and indicate preference for after care. If we are able to meet the needs of LAMB families after-care, the following guidelines will be followed:

- Ideally there will be one adult per classroom and all students from the group for that day will remain in that classroom. If possible, groups will not be combined.
- Regular dismissal procedures will be followed with students being brought to the door and released to parents outside the door.

Extra Activities

- There will be no large group in-person activities (e.g., peace ceremonies, festivals, field trips, science fairs, school-wide parent meetings).

Meals

Meals will be served following physical (social) distancing and hygiene guidance.

- To the extent feasible, students will eat lunch and breakfast in their classrooms or outside.
- Meals will be prepackaged, including utensils, napkins, and seasonings, or will be individually plated.
- Students must wash hands before and after eating, and may not share utensils, cups, or plates.
- Staff must wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs must be cleaned and sanitized before and after the meal.

LAMB is still finalizing plans on meal service, but intends to provide meals to free and reduced lunch students beginning the first day of school. Five or seven days of meals, depending on allowances and guidelines, will be provided at one time and available for pick-up or delivery generally on Mondays.

When in-person learning resumes, we intend to open meal service to all students with free and reduced lunch students picking up five to seven days of meals on either Monday or Thursday, depending on the student's schedule.

Personal Protective Equipment (PPE)

All staff must wear non-medical face coverings or face masks at all times while in the school building. The staff members mouth and nose should be covered. If the staff member has a contraindication to wearing a face covering, either medical or otherwise, they should not participate in in-person school activities.

Based on the Mayor's Order issued July 22, 2020, students are required to wear face coverings while at school. Medical, developmental, and psychological reasons may limit the ability for some students to wear face coverings.

Instances when face coverings do not need to or should not be worn:

- By anyone who has actual trouble breathing, or anyone unconscious or unable to remove the mask without assistance;
- By children during naptime;
- When participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but not participating in physical activity, face coverings should continue to be worn;
- Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.
- Staff may remove face coverings when alone in a classroom or office. They must put the mask back on when moving out of the room and/or before another person enters the room.

Other populations:

- Parents/guardians are required to wear face coverings for drop-off and pick-up, unless they remain in their personal vehicle.
- While visitors to the school will be strictly limited, any essential visitor must wear a face covering at all times on the school grounds and inside the school buildings.

Provision of PPE

- LAMB has provided each staff member with a multi-layered cloth facemask.
- LAMB has special facemasks with clear windows for staff and students who need to see mouths to facilitate communication.
- LAMB is providing staff with plexiglass barriers for situations where staff and students need to work closely together, e.g. speech therapy.
- LAMB has extra cloth face masks and disposable masks for any staff or students that do not have one.
- LAMB has face shields for any staff member who desires one.
- LAMB provides each classroom and learning space with disposable protective gloves for any use including but not limited to: helping with lunch and snack, assisting students with hygiene needs, and cleaning - particularly in areas that have been occupied by a person with COVID-19 symptoms.
- Hand sanitizer is present in every classroom and learning space as well at the main entrance, the entrance used for additional screening, and in the main foyer.
- Hand sanitiser is also available for individual offices.

- **Identify the instructional methods (e.g., 100 percent synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
- **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);**
- **Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and**
- **Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.**

a. LAMB will be using mainly synchronous instruction during our all-virtual time and for those families that want to remain virtual throughout the school year. When that is finished, we will be using a combination of synchronous, virtual instruction and in-person instruction for those that choose it. We will be using a combination of online platforms to enhance student learning. These include, but are not limited to, Google Classroom, Clever, Seesaw, American Reading Company, Lexia, IXL, Imagine Espanol and Little Sponges Teachers will all be creating work that the students can do as follow-up to lessons. These lessons will be synchronous, but will be recorded for those that cannot attend or for those that need to view again as part of their learning.

b. Our Primary students (ages 3-6) will participate in 1.5-2 hours of synchronous instruction each day, four days a week (Monday, Tuesday, Thursday, Friday). This will be made up of live lessons with teachers and check-ins that the teachers will do with the students. Students will also have an asynchronous day on Wednesdays where they can work on follow-ups to lessons and can access the online platforms to complete work. Our Elementary students (grades 1-5) will participate in 2.5-3 hours of synchronous instruction each day, four days a week (Monday, Tuesday, Thursday, Friday). This will be made up of live lessons with teachers, all-class meetings to begin and end the day, and personal check-ins that the teachers will do with each of the students. Students will also have an asynchronous day on Wednesdays where they can work on follow-ups to lessons and can access the online platforms to complete work. Students who receive Special Education Services will also be working with their Special Ed instructors to receive more hours of instruction based on their IEP requirements. These will be coordinated with the general education teachers so that the students can still attend the live lessons from that classroom. They will also have regular one-on-one check-ins with their special education teachers.

c. During our weeks of Professional Development at the beginning of the school year, our teachers will be participating in virtual trainings to learn how to use each of the online platforms in a more efficient manner. They will also be receiving new computers so that the quality of their lessons and recordings allow for better engagement with the students. Teachers will also be given the list of lessons that they will be required to teach each week. This will ensure that they can spend their planning time individualizing their lessons if needed and will allow them to spend more time checking in with students rather than planning.

d. Teachers will be meeting with their supervisors and levels weekly to ensure that the pacing of the lessons is appropriate. Teachers will be meeting with students one-on-one each week to ensure that they are understanding the work presented, completing follow-ups, and getting the proper support for their learning. LAMB will be assessing students during the month of October, prior to the start of our in-person learning, so that the results of those assessments can guide instruction more effectively once the hybrid model begins. It will also ensure that teachers add one-

on-one time, if needed, to those students that will remain virtual throughout the school year. Students will also be referred to our SST or intervention program if needed as the year progresses.

Assessment and Promotion Policy

A. Assessment

6a. Describe the LEA’s policy for identifying and administering assessments during the 2020-21 school year, including:

- **Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?**

NWEA-MAP ; Other (identify vendor)

6b. Describe the LEA’s policy for identifying and administering assessments during SY 2020-21, including:

- **How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and**
- **When the LEA intends to administer these assessments during the school year, specifying for each assessment.**

Assessment During COVID-19 Operations

- During all-virtual learning, assessments will either be administered during virtual sessions or students will be able to come on-site for one-on-one sessions.

Table: LAMB Assessments 2020-2021 (assuming state assessments go forward)

Assessment Name	What is it about?	Who takes it?	When take it?
Pre-IPT	Screens for English language proficiency (identifies students as Non, Limited, or Fluent English speaking). Note that it does not measure reading or writing.	Entering PK3, PK4 with home language survey (HLS) indicating home language other than English	Fall
Bracken	School readiness assessment. Can use to track development/ academic readiness in PreK students across the year. PM F measure for LAMB.	New incoming PK3-PK4	Fall and Spring
American Reading Company (ARC): IRLA (English) ENIL (Spanish)	Tracks reading comprehension and fluency in English over time. Can be used as a benchmark and ongoing formative assessment.	K-5	
EasyCBM Math	Benchmark assessment for math skills aligned to the Common Core. PMF measure for LAMB.	K-5	Fall-Winter-Spring
DIBELS (English) IDEL (Spanish)	Tracks reading comprehension and fluency in English/ Spanish over time. Can be used as a benchmark and ongoing formative assessment PMF measure for LAMB.	K-2	Fall-Winter-Spring
NAEP ELA/Math	National assessment is given to randomly selected schools each year	4th grade only. (9-year-old)	Winter

WIDA ACCESS	Screener for English Language proficiency in reading, writing, listening, and speaking.	K-5 English learners students Winter only	
STAMP	Spanish language assessment gauging proficiency in listening, speaking, reading, and writing.	All 4-5 graders	Spring
PARCC	Standardized assessment in ELA and Math.	All 3-5 Only 3rd-5th grade students	Spring
MSAA	Alternate PARCC assessment	students who qualify by IEP	Spring
DC Health assessment	Standardized assessment for Health and PE	5th grade	Spring
DC Science	Standardized assessment in Science.	5th grade	Spring

B. Promotion and Graduation

7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.

LAMB will not be changing its grading or promotion policy. However, this process has revealed that LAMB has not documented these policies. LAMB will be drafting these policies for board approval over the next few months. In general, the Montessori method focuses on the mastery of concepts before moving to the next concept in the curriculum. Students are in multi-age classrooms, so the only time promotion is an issue is at key transition years between the three levels: kindergarten into lower elementary, 3rd grade into upper elementary, and 5th-grade graduation. LAMB works with families to determine if staying in the classroom an additional year is in the best interest of the child. Though this rarely occurs, when it happens it is usually because a child is on the younger end of the level. LAMB also looks at the whole child, considering social and emotional development as well as academic development.

8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:

- Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
- LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.

Option A: The LEA is using a learning management system (LMS) for distance learning.

- How is the student's presence authenticated daily using the LMS?
- What constitutes sufficient engagement in the LMS for the student to be marked present?

LAMB will be using Google Classroom as our LMS with a number of other on-line learning programs. Students will interact with teachers daily online in real time. Attendance will be taken. If the student misses the real-time session, but watches videos, works on assignments, or completes assignments, they will be able to submit an exit ticket or other indication that they were engaged in learning activities. For this reason, attendance will be entered in the SIS on a one-day delay.

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure

"Sufficient Engagement" will differ day to day, but will generally include participating in synchronous learning with teachers in either group or one-on-one sessions, and/or working on /submitting assignments, and/or working on assigned units in the on-line learning programs.

- Option B: The LEA is not using a learning management system (LMS) for distance learning.
 - What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
 - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
 - What constitutes evidence of education engagement daily for the student to be marked present?

that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

Staff will be able to sign in to the SIS to take attendance. As indicated above, attendance will be documented on a one-day delay to account for students engaging in on-line learning on their own schedules. The registrar will check attendance daily to ensure that it has been documented for all students. LAMB would furnish OSSE with the SIS records and teacher records if requested in an audit.

Whole Student Support

A. Student Support

11. Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.

Helping students re-enter school, whether virtually or, eventually, through a blended learning model, is a significant focus of our first weeks of school. We are working with both Restorative DC and the WISE group from Georgetown Med to train and support teachers in meeting our student's social and emotional needs in everything from virtual class circles to assignments that help students reflect to one-on-one support sessions. This training will be provided to all instructional staff including classroom teachers, students support providers, SPED teachers, and counselors. We will be paying particular attention to students whose lives have been heavily impacted by COVID-19 in any way, from the home environment to family and community members who have been infected. We believe that this has been a long, slow traumatic event in a number of ways. If we don't pay attention to ensuring the social and emotional wellbeing of the students (and of staff members for that matter), learning will be severely impacted.

During our all-virtual start to the school year, we plan to offer some on-site support to our students with the most needs - at-risk and SPED students. This will be offered four days a week, six hours a day, and staffed by our classroom assistants and other support staff. They will not provide instruction, but rather support for the students in their distance learning. We will also be actively identifying students who need more support who could benefit from this program. These might be students who had significant changes to their home lives over the course of COVID-19 closures with family loss of employment.

B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:

- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
- **The manner in which the LEA will communicate with families of students who are excluded from**

distance learning; and

- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.

Expectations for Student Behavior

Expected behavior for students who are learning remotely are similar to those for the physical school community. Students are expected to treat their teachers, assistants, classmates, staff, and physical and virtual environments with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.

Communication and Student Engagement

- **Students must communicate respectfully with their classmates, teachers, assistants, and other staff while in class meetings, small group lessons, small groups, or when posting to discussions.**
- **Students must follow all classroom and school expectations for using audio and video during classroom meeting times.**
- **Students must mute their microphones when they are not speaking and while others are speaking.**
- **Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussions.**
- **Students must follow the same rules for whole group class meetings while in small group meetings.**
- **Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the guide or staff member.**
- **Students must not post any private information about themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.**
- **Students must refrain from any form of cyberbullying - harassing, threatening or abusing others within the school community while online.**
- **Students must report all instances of cyberbullying to school staff immediately.**
- **Any adult supervising the remote learning of a LAMB student should be aware of and support students in following these guidelines.**

Online Platforms

- **Students must keep their username and passwords in a safe place and must not share them with other students.**
- **Students must log into the different platforms using their own login information**
- **Students must log into the platforms daily for classroom meetings, announcements or to submit assignments.**

Student Work

- **Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.**
- **Students must submit their own work and provide citations for work created by others.**
- **Students must communicate immediately with their teacher or a school administrator if they have questions or require any technical support.**

Taking Care of Physical Equipment

- **Students must treat all school and personal electronic devices with care.**
- **Students must keep food and drinks away from the equipment.**

- Students must keep devices out of extremely cold or hot areas.
- Students must hold and carry computers properly.
- Students must report any damage to school equipment as soon as possible.

Monitoring of Student Behavior

- School leadership and staff will regularly review student chats, email and discussion boards to make sure comments are appropriate.
- School and network leadership will pop-in frequently to observe classroom meetings and other learning sessions.
- Teachers and support staff will provide ongoing reminders for students about expectations within a virtual setting including how students will interact with each other and school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating the online platforms and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the Continuous Learning and School Reopening Plan.
- Student Progress/attendance will be reported to families as per the school handbook.
- Guides will communicate concerns with families by email or Parent Square.

Special Populations

13. Describe the LEA's plan to serve students with disabilities, including:

- A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
- The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and
- The manner in which LEA deliver related services for students in distance learning;
- The manner in which the LEA will support parent training for students receiving related services through distance learning;
- The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;
- The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and
- The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).

At LAMB we provide our students with high-quality special education services grounded in inclusive practices. These services are delivered in the general-education or Montessori classroom and are supplemented with a continuum of small-group and one-on-one services that meet students where they are. Throughout the distance learning period, we will provide students with the services and accommodations prescribed in their IEPs and 504 Plans. We will continue to work with families, teachers, and students to establish routines through distance learning.

- At the start of 2020-2021 SY, the special education team will be reaching out to each family to discuss service delivery and accommodations so that their child can access the general education curriculum. We will discuss what worked during the Spring and what we can do to improve the quality of services and support during the Fall.

- Given the different challenges that can arise, we will establish weekly, biweekly or monthly check-ins with families to ensure they have the resources needed to continue learning during the distance learning period. Special Education Teachers will conduct a needs assessment to determine the unique needs of families, especially those with specific disabilities that require modifications and/or learning platforms. Our team will meet the family's needs and provide accommodations and/or support including technical if warranted. Families will be provided with contact information of Special Education Staff members via multiple modes (email, telephone, etc).
- LAMB will conduct regular and responsive parent training sessions to ensure that parents/caregivers are prepared to work in partnership with teachers and service providers.
- All of LAMB's students will be assessed at the beginning of the school year remotely or in-person depending on health and safety guidelines at the start of the school year. Students with disabilities will be assessed through the whole school assessment process. This data will be analyzed alongside assessment data from the 19-20 SY. This will help us to see the full scope of regression in math and literacy skills. This will support the development of recovery plans for students. It will also help us to determine what if any compensatory services are needed.
- Although the majority of students will be able to receive services via distance learning during periods virtually, we will be working closely with students whose disabilities and needs require us to provide services in-person. This may have been evident during distance learning in the Spring if the student was unable to access services after attempts to remove barriers.
- LAMB will deliver related services as outlined on a student's IEP and 504 Plan, to the greatest extent possible, in a remote, online setting. Sessions will be documented in SEDS under related service session notes.
- Collaboration with general education teachers is important in ensuring that students receive their accommodations and can access the general education curriculum. During the 20-21 SY, we will be using the Education Modified platform with the intention of facilitating clear and continuous communication between administrators, general education teachers, special education teachers, and related service providers. The platform will allow us to track student progress, notes, accommodations, and communication. General education teachers will share weekly lesson plans with special education teachers. Using general education teacher's plans, special education teachers will support teachers by offering strategies to differentiate literacy and math activities for students.
- Evaluations to determine special education eligibility will resume once we establish safety protocols to ensure that health guidelines are followed during evaluations with our contractor. The Special Education Team will consider on a student-by-student basis a reasonable timeline for completion of required activities (initial evaluation, reevaluation, IEP revision, etc). The availability of student data, student-level recovery plans, and LEA wide recovery planning activities will be taken into consideration. The anticipated timeframe for completion of delayed procedural activities will be communicated to families via prior written notice. Extended due dates that have been mutually agreed upon between LEA and parent will be met and documented via Prior Written Notice in the students' special education data system file. Assessments will be conducted in person or virtually depending upon the student and the appropriateness of the assessment tool. Special Education Meetings (Eligibility, IEP, Referral, Amendments, etc) whether the school is doing hybrid or remote learning will be held virtually. Documentation of communication with families will be documented in the communication log of the student's educational folder in the Special Education Data System.

14. Describe the LEA's plan to serve ELs, including:

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
- The manner in which the LEA will set language goals across the four language domains of reading,

writing, listening, and speaking to advance your EL students' English proficiency;

- **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and**
- **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**

Description

The EL program at Latin American Bilingual Montessori is one that is based on student need and provides instruction by push-in and pull-out instruction as well as indirect teacher consultation and social meetings with students during lunch and free time.

The EL program model will be as similar to the in-person model to the greatest extent possible. This includes grouping students according to their Wida Access level and providing services based on their language needs. Students who usually receive pull-out services will have an online class time scheduled for them with an ELL specialist to work on specific language goals. This can easily be switched to an in-person meeting should our model become an in-person or hybrid learning environment.

Students who usually receive push-in services may also have a shorter meeting scheduled with an ELL specialist during which time they can receive specific language instruction based on the mainstream classroom content. Should our model resume to an in-person or hybrid model, the ELL specialist would resume providing instruction in tandem with the classroom teacher in a combined format.

ELL specialists have specific days programmed into their schedule to meet with classroom teachers and other specialists specifically about ELL student needs and potential modifications. During this time, the ELL specialist may review lesson plans with classroom teachers and make modifications, ensure proper communication with parents of ELL students who are not fully proficient in English and discuss any technology-based or remote-learning specific needs of ELL students.

Setting Goals

Latin American Montessori Bilingual will set language goals in the four language domain areas remotely as similarly as possible to in-person learning to the greatest extent possible. Luckily, our 2019-2020 Wida Access tests were completely finished and we can use this up-to-date data to plan for our students. The 2020 Wida Access scores will be placed in an ELL dashboard document which will house additional ELL student information such as reading scores, pre-iPT tests, and other assessments to give a full picture of ELL student strength and needs. Once we have gained an accurate depiction of how students are progressing, we can plan our lessons around these language domain areas during our push-in and pull-out classroom instruction blocks.

Manner of Instruction

Latin American Montessori Bilingual will provide language instruction in the four language domains during the pull-out and push-in classroom instruction blocks.

As a baseline, all ELL language content will be based off of mainstream classroom content to the greatest extent possible except where the ELL student is an absolute beginner.

For younger students starting at pre-K 3 and progressing until 1st grade, students will be placed in larger groups and work on speaking and listening goals which are embedded in classroom content material. For example, in a lesson about community helpers, the ELL specialist may focus on *Level 3 ELP Developing Key Use of Explain* by having students talk about different jobs that community helpers have and organizing them into categories. Furthermore, the ELL teacher can build on key uses of reading and writing by introducing books on the subjects and after having spoken with students about specific vocabulary and language models, have students write about what they have learned. For example, continuing the example of Community Helpers, students could be provided with books about the subject

using print materials from ReadingAZ and then labeling pictures of community helpers using Can-Do Descriptors based on *Level 2 ELP Key Use of Recount*.

Older classrooms will be more differentiated based on need, with potentially smaller classroom sizes if student levels vary widely. Students with language levels closest to their English Proficient Peers will be provided small language scaffolds such as an ELL specialist explaining more in depth the author's purpose of a novel or the type of genre of book students are reading in case a student was making misconceptions about the work they were completing. The ELL specialist might probe the ELL student to discuss their difficulties and, using the Wida Can-do Descriptors and the Wida Access scores, provide specific tiered support to the student in need. Older students with higher needs will be given more predetermined work based on their language needs based on meetings the ELL specialist and classroom teachers have about the students. These lessons will provide much more language scaffolds and be more focused on specific language models and examples. For example, Third Grade students reading the book *Because of Winn Dixie* would be given sentence samples before reading specific passages to discuss their meaning. The ELL specialist might focus on speaking goals, having ELL students recount their own experiences to make personal connections with the reading content. Later, the ELL specialist would be apt to pre-teach the reading vocabulary and explain as needed to the students and have the students explain their meaning back to the ELL specialist.

Technology Policy

15. Describe the LEA's policy for technology use during distance learning, including:

- **Expectations for student access to devices and technical training;**
- **The manner in which the LEA will assess student/family technology needs;**
- **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;**
- **The plan for replacing/repairing devices;**
- **Expectations for student access to internet and safeguarding personally identifiable information (PII);**
- **What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and**
- **If/how the school's technology policy differs by grade level.**

Every student will need a device with which they can access the internet, participate in video conferencing, complete basic online forms, and do basic word processing. If the family does not have a device, the school will provide a Chromebook for the student. If the family does not have internet service, the school will work with the family to either receive internet service (through DC's program or other) or provide a hotspot.

LAMB's Family Engagement Director has been contacting families to inquire about needs for this next year and the question regarding technological support has been included in family surveys. LAMB will continue to identify students who need technology support until all students are online. This includes training for both families and students.

LAMB will ask families to sign an agreement that outlines acceptable uses of the devices and what to do if the device is damaged. LAMB will work to ensure that every student stays online and connected.

LAMB has ordered a large number of Chromebooks in response to family needs (through a survey) and for testing. In the event that a chromebook is damaged and needs repair or replacement, LAMB will have enough inventory to swap out the chromebook to ensure the student remains connected while the chromebook is either replaced or repaired.

Every student will have a LAMB email address. Student email addresses are not able to send or receive email outside of the LAMB system. This helps keep our students safe and their data secure. In addition all online learning programs and our LMS require passwords with the student's LAMB email address.

If we learn about misuse we will address it on a case by case basis.

The school's technology policy applies to all students, though PK3 and PK4 students will probably work with parent or guardian supervision.

Family Engagement Policy

16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:

- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
- **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

- **Families will receive at minimum bi-weekly communication from the school regarding COVID protocol updates, changes to the schedule for in-person learning, infection rates known in and around the community, and other important information through the Parent Square communication system.**
- Families will receive training on a regular basis to support their student's learning. The school will elicit regular feedback about the program and make adjustments based on that feedback and the staff's determination of effective practices. These training will be done virtually and we will track participation and provide technical support to families who need it in order to participate.
- **Unanticipated classroom or school closures will be communicated immediately through Parent Square to staff and families with push notifications within Parent Square with text and email messages. If students need to be picked up from the school, these messages will be followed up with a phone call.**
- Because we are beginning the year with all-virtual learning, plans for introductions to teachers and students are focused on video conferencing. However, we hope to organize some outside meet-and-greets that enable students to make a connection with their teachers. These will happen after school begins during the all virtual start of the year. We will practice all social distancing health and safety guidelines. This will only happen if the city data is trending in the right direction.
- LAMB PCS will be assessing students formally through the use of various, approved tests. This will include NWEA, MAP and Bracken. We will also be using ARC to determine reading levels for students in both English and Spanish. Teachers will be conducting parent/teacher conferences at the end of the first and third quarters and will be discussing student progress with parents. They will be creating progress reports at the end of the first and second semester that will acknowledge work completed and difficulties the student may have had during the semester.
- Informally, teachers will be checking work weekly. There is a requirement for all students Kindergarten through 5th grade to complete work by Wednesday of each week so that teachers can check that work during their non-instructional day. This will include checking scanned/photographed copies of work completed as well as checking progress monitors on all online platforms. Teachers will also be conducting 1:1 sessions with each student weekly to ensure that they are following up with work and to see how they are managing socio-emotionally.

SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203 and/or in accordance with its charter agreement-if applicable

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology** (please check all boxes):

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family engagement** (please check all boxes):

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Latin American Montessori Bilingual PCS

LEA Leader Name: Charis Sharp

Date: 10-14-2020 11:13 AM