

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

LEA Name: Lee Montessori PCS
LEA Contact: Chris Pencikowski
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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.

Application Questions

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)?

The school will regularly clean, disinfect, and sanitize surfaces, toys, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#). The school will adhere to the following:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. This includes following, to the extent practical, the [CDC's guidance for safe and correct application of disinfectants](#).
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.
- Materials, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Materials that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These materials will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Mats/cots and bedding are to be individually labeled and stored.
- Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.
- Bedding will be washable and laundered at least weekly or before use by another child.
- Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.
- Playground structures will be included as part of routine cleaning (as defined in [District guidance on cleaning and disinfecting](#)), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be

cleaned and disinfected after each group has finished.

- The school will implement safe and correct storage for cleaning and disinfection products.
- No cleaning products will not be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Cleaning, Disinfecting, and Sanitizing Schedule

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces, inc. drinking fountains		C, D	S		
Educational Materials	C,D				
Cots			S		
Bathrooms	C, D		S		
Door Knobs		D	S		
Playground	C		D		S
Hallway floors			C, D		S
Windows				S	
Desks, chairs, Mats	C, D		S		

Legend: C= Clean D = Disinfect S = Sanitize

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The school janitorial company will be notified and asked to conduct thorough cleaning and disinfecting, following the cleaning and sanitizing protocols established by CDC that include:

- Close off areas used by the person who was sick
- Open outside doors and windows to increase air circulation

- Wait up to 24 hours before disinfecting and cleaning to allow respiratory droplets to settle
- Clean and disinfect with electrostatic spray all areas used by the person who was sick.

After the cleaning protocol has taken place, normal functions can resume.

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

Physical Changes to the Environment to Promote Social Distancing

Use of Space

The school will take the following measures in its use of space:

- Maximize spacing of occupants in each space with a minimum of six-foot distance between desks.
- Limit occupants in any space based on the “Phase” per the DC Health requirement.
 - Fully Virtual: No students in building.
 - Part-Time In-Person
 - 12 individuals per class as necessary to support individual student needs
 - Virtual learning for any family that opts out of in-person learning
 - Phase 3 - Not provided at time of publication
 - Phase 4 - Not provided at time of publication
- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing). Regardless of where they're facing at a table, students will remain six feet apart from each other.
 - Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
 - Students will be assigned Individual rugs that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.
 - No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
 - Computer stations will be separated by plastic flexible screens.
- Communal-use spaces (such as staff break rooms, cafeteria, and Multipurpose Room) will be closed.
 - Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times. This includes:
 - Main Entrance
 - Photocopier, Laminator

- Playground, balls, and recess equipment
- Staff refrigerator, microwaves, etc.
- Physical education classes will be held either virtually or outside, weather permitting. Students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g., basketball, football, soccer)
- Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.
- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.
 - Brookland: Conference Room
 - East End: Nurse's suite. In the case that there is a school nurse, the multipurpose room
- During nap time, students will be arranged head to toe on dedicated cots. Cots will be sanitized on a daily basis.
- To the extent possible, all staff meetings, including professional development, will be held virtually.

Arrival / Dismissal

To support social distancing during arrival and dismissal, physical barriers will be installed at reception desks. To the extent practicable, wall-mounted, touch-free thermometers will be installed at all entrances/exits used for arrival and/or dismissal. In addition, markings will be placed outside entrances to promote social distancing prior to entering the building.

Use of Hallways

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage, including floor markers in common areas and wall signage (including symbols for pre-readers), will be used as needed to provide direction and instruction for movement.

During any transition times, administrative staff will be strategically positioned to direct students while remaining at least 12 feet from staff/students.

Signage

Signs will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing a cloth face covering). These signs will align with CDC and PPE guidance.

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

We have worked with our building owner to ensure that all HVAC filters meet the CDC recommendations, and have increased air flow to the maximum levels. In addition, prior to reopening after any prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

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>.

SY 2020-21 School Operations

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, schools will limit non-essential visitors.

Traveling to and from School

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.

Arrival times will be staggered to avoid peak commute hours to make following safe practices easier for travel.

- Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
 - Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
 - Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
 - Avoid touching unnecessary surfaces and objects.
 - When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.
- Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
 - Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
 - Stand back from gathering points such as intersections to avoid congregating in large groups.
 - Familiarize and stay current with transit system procedures for safety of passengers.
 - Avoid touching unnecessary surfaces and objects.
 - When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
 - Use hand sanitizer after leaving the transit system.

- For the remaining distance, students will be instructed to follow the above regarding walking to school.
- Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
 - Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
 - Use hand sanitizer with recommended percent alcohol after leaving the vehicle.
- For transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance from one-another, wear masks, and use hand sanitizer upon entry and exit of the vehicle.

Entering and Exiting School Building

All students, families, and staff, will be provided instructions for entering and exiting the school.

- Arrival and dismissal will be staggered, with students arriving through as many different entry points as is practicable. To the extent possible, entrances will be selected that are close to students' first and last location of the day.
- All students will receive a health screen prior to entry.
- Directions will be marked to allow for six foot separation prior to entry.
- Guidance will be provided to parents to ensure shelter accommodations to protect students in line from the elements (e.g., sun and rain).
- Staff will be present outdoors to support entry as is necessary to ensure safety and prevent security threats (e.g., behavioral issues, traffic).

Daily Health Screening

Before arriving at school, parents/guardians must take their child's temperature. If the child's temperature is 100.4 degrees Fahrenheit or higher, the family must keep the child home.

Before arrival, parents/guardians, staff members, and essential visitors must complete the daily health questionnaire on behalf of their child(ren) or themselves. A separate daily health questionnaire must be submitted for each child in the family.

The questionnaire requires families, staff members, and essential visitors to identify if they or their child(ren) have experienced the following symptoms within the previous 24 hours:

- | | |
|---|--------------|
| 1. Fever (subjective or 100.4 degrees Fahrenheit and above) | • Congestion |
| 2. Chills | • Runny nose |
| 3. Cough | • Nausea |
| 4. Shortness of breath or difficulty breathing | • Vomiting |
| 5. Fatigue | • Diarrhea |

- 6. Muscle or body aches
- 7. Headache
- 8. New loss of taste or smell
- 9. Sore throat

- Otherwise feeling unwell
- Has been in close contact with a person who is positive for COVID-19
- Has been in close contact with a person who is awaiting a COVID-19 test result

If the student or staff member has experienced any of the above symptoms within the previous 24 hours, they may not enter the building.

Upon arrival, a staff member will verify the student, staff member, or essential visitor has submitted a complete health questionnaire.

Upon arrival, all students, staff, and essential visitors will take their temperature using a non-contact thermometer stationed at the entrance. A staff member will verify that the individual's temperature is below 100.4 degrees Fahrenheit. The staff member will read the non-contact thermometer while maintaining six feet of distance from the individual. Simultaneously, staff will visually inspect each person entering the building for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Staff conducting the visual inspection will receive training from the Office of the State Superintendent of Education (OSSE).

If a staff member, student, or essential visitor has a temperature at or above 100.4 degrees Fahrenheit or presents any symptoms, they are not allowed to enter the building. Instead, they must go home and call a healthcare provider.

If a staff member, student, or essential visitor has been in close contact with a person who is positive for COVID-19, then the individual may not enter Lee Montessori's facilities until they have completed their two-week quarantine period without becoming symptomatic or diagnosed with COVID-19. This includes individuals cleared by a healthcare provider - they may still not enter Lee Montessori facilities until the end of the two-week quarantine period.

If a staff member, student, or essential visitor has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member may not enter Lee Montessori's facilities until the close contact tests negative. If the close contact tests positive, they must seek guidance from their healthcare provider or DC Health.

Grouping

The school will take measures in its scheduling and planning to achieve the following grouping practices:

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- In grades where students traditionally transition between classes, rotate teachers between classrooms, rather than students.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.
- Any immunocompromised students are encouraged to opt into Virtual Learning, unless and until they

have been provided clearance from a doctor.

In School Dining

Pre-packaged meals, including plasticware, napkins, and seasonings will be provided to students either in their classrooms or, if timing permits, as they depart the building for dismissal.

Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Classroom teaching staff will clean and sanitize tables and chairs before and after the meal.

During virtual learning, meals and grocery support will be provided for all families who qualify for free and reduced price meals (FARM). Meals will be distributed at least biweekly. Families picking up meals will be required to maintain social distancing, entering the building one at a time to pick up food from separated, pre-packaged meals.

Recess/Breaks (when applicable)

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed.

Canceling, Eliminating Activities

The school will cancel, eliminate, or modify the program to adhere to the following:

- Cancel or modify classes where students are likely to be in very close proximity (e.g., music).
- Cancel activities and events such as going outs, field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Revise the process for receiving mail and packages to minimize deliveries.
- Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Stagger activities' times or locations by cohort to maximum extent feasible.

Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date. If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening. After 20 days of school, any student not up to date on vaccinations will be prohibited from attending in-person school.

Non-medical (Cloth) Face-coverings

Anyone entering the building will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to others. If a staff member or visitor has a contraindication to

wearing a face covering, either medical or otherwise, they should not participate in in-person school activities. We will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities.

Instances when face coverings do not need to be worn:

- Outdoors when social distancing of at least six feet is strictly enforced.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- Students must remove their mask, covering or shield while eating and napping. While eating and napping, students must remain six feet away from one another at all times.

Ensuring the safe use of clean cloth face coverings:

- Students and staff will bring multiple cloth face coverings with them. In the event that a student, staff, or guest does not have a face covering, one will be provided by the school.
- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and wash hands immediately after removing it.
- If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.

Hygiene

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.

School-wide Hygiene: The School will work with the janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment.

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g., locker, cubby, bin).
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g., IT issue, forgot), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced:
 - Ensure handwashing strategies include washing with soap and water for at least 20 seconds,

especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol (not methanol).

- Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.
- Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
- Enforce a “you touch it, you take it” policy.

High-Risk Individuals

Lee Montessori encourages all students, staff, and essential visitors at high-risk of experiencing severe illness due to COVID-19 consult with their medical provider before participating in on-site activities. Risk factors include:

- Chronic Lung Disease
- Severe obesity (>40 Body Mass Index)
- Moderate to Severe Asthma
- Diabetes
- Serious heart conditions
- Chronic kidney disease, and/or Liver Disease
- Immunocompromised conditions
- People 65 years and older

Exclusion, Dismissal, & Return-to-School Criteria

Exclusion Criteria

Students, staff and essential visitors must stay home, or not be admitted, if:

- The student, staff member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the “Daily Health Screening” section of this guidance.
- The student, staff member, visitor or any close contact is confirmed to have COVID-19.
- The student, staff member or visitor is awaiting COVID-19 test results.
- The student, staff member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that those specific symptoms are determined to not be due to COVID-19.

If excluded, students/parents/guardians, staff and visitors should call their healthcare provider for further directions.

Dismissal Criteria

Student or Staff Member Develops Fever or Signs of Illness at School

If a student or staff member develops a fever or other signs of illness, Lee Montessori will follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- Students will be immediately isolated from other students. The student must immediately put on a cloth (non-medical) or surgical face covering, if not wearing already.
- Additionally, Lee Montessori will:
 - Notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and instruct to seek healthcare provider guidance.
 - Identify a staff member to accompany the isolated student to the isolation area and supervise the student while awaiting pickup from the parent/guardian.
 - The staff members briefly responding to the sick student in the classroom, accompanying the student to the isolation area and supervising the student in the isolation area must comply with the Lee Montessori's PPE requirements.
 - Follow guidance for use of the isolation room below.
 - Immediately follow all cleaning and disinfection protocols for any area and materials with which the student was in contact, per the section on Cleaning, Disinfection, and Sanitization.
- Staff will be sent home immediately or isolate until it is safe to go home. Administrative staff will, instruct the staff member to seek healthcare provider guidance and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

Isolation Room: A well-ventilated space will be used to isolate sick individuals until they are able to leave the school grounds. The space will be in an area that is not frequently passed or used by other students or staff, not behind a barrier, and not the health suite. If safe and nice weather, sick individuals may be isolated outdoors. When in the isolation area, the sick individual must always wear a non-medical (cloth) face covering or surgical mask, be within sight of the supervising staff member, and be physically separated from other individuals by at least 6 feet. To the extent feasible, only one sick individual will be in the isolation suite at a time. The isolation area shall be immediately cleaned and disinfected after the sick individual departs. Supervising staff will also comply with Lee Montessori's PPE requirements.

Return Criteria

The table below identifies the criteria that Lee Montessori will use to allow the return of a student or staff member with: (1) COVID-19 symptoms; (2) positive COVID-19 test results; (3) negative COVID-19 test results or documentation from healthcare provider of alternate diagnosis; (4) close contact of individual with confirmed COVID-19; or (5) travel to a high-risk state or country as defined by DC Health.

Student or Staff Member With:	Criteria to Return
--------------------------------------	---------------------------

- | | |
|---|---|
| 1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell) | Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is indicated. |
| | If individual is tested: |
| | <ul style="list-style-type: none">• If positive, see #2. |

- If negative, see #3.
- Individuals must quarantine while awaiting test results.

If individual does not complete test, must:

- Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness;

OR

- Meet symptom-based criteria to return:
 - At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND
 - At least 10 days from symptoms first appeared, whichever is later

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms will not be excluded from entering the on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

If symptomatic, may return after:

- At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND
- At least 10 days* after symptoms first appeared, whichever is later

2. Positive COVID-19 Test Result

See DC Health's [Guidance for Persons Who Tested Positive for COVID-19](#) for more information

If asymptomatic, may return after 10 days from positive test.

In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual.

3. Negative COVID-19 Test Result After Symptoms of COVID19

OR

May return when they meet standard criteria to return after illness.

Documentation from
Healthcare Provider of

Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)

May return after 14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health.

If the close contact is a household member:

4. Close Contact of Individual with Confirmed COVID-19

See DC Health's [Guidance for Contacts of a Person Confirmed to have COVID-19](#) for more information

- Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact.
- If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual's infectious period (defined by 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later).

Negative COVID-19 test during this period would not shorten the quarantine period of at least 14 days.

5. Travel to High-Risk State or Country, as [Defined by DC Health](#)

See DC Health's [Guidance for Travel](#) for more information

May return after 14 days from return or arrival to the District of Columbia.

Negative COVID-19 test during this period would not shorten the quarantine period of 14 days.

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Dominique Fortune as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19

Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report ([via this link](#)).

Step 2: Communication to Families and Staff

Breakthrough will protect the privacy of individuals when alerting families and staff to a COVID-19 case. Communication is to be completed per DC Health directive and will include:

- Notification to all staff and families in the event of change of school schedule

- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days;
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.

Staff will communicate this information with staff and families via e-mail, text message and, when necessary, phone calls.

Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces

In the event of a confirmed COVID-19 case in a student or staff member, Breakthrough will immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection, and sanitization guidance from the CDC, [linked here](#):

- If seven days or fewer have passed since the person who is sick used the facility, follow these steps
 - Close off areas used by the person who is sick.
 - Open outside doors and windows to increase circulation in the areas.
 - Wait up to 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, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

Student and Staff Schedule

See Instruction Plan for Model Schedules.

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's resident. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Items assigned to each student:

- As Needed
 - Chromebook, including power adaptor
 - Headphones
 - Wifi hotspots

- All Students: Personal learning materials (e.g. Montessori materials)

Oversight of Before and After and Extracurricular Activities

Before and after care services will recommence when it is safe for students to commingle in different groupings throughout the day.

Providing Personal Protective Equipment (PPE)

Face coverings will be made available for every individual. In addition, any individual participating in health screenings must have gloves and a face covering. For all personnel who interact with external visitors (e.g., mail carriers, family members), the school will provide a barrier made of flexible plastic. As relevant, students should be provided with sterilized containers to hold their supplies and personal belongings.

PPE for Staff

Lee Montessori will provide every staff member with two (2) reusable, cloth face masks, one (1) plastic face shield. Every staff member is responsible for bringing their masks and shield to work each day, ready for use. Additional cloth face masks and plastic face shields for staff members who need to change their face covering throughout the day will be stored, along with disposable masks, gloves, goggles, and aprons.

PPE for Students

Upon request, each child will be provided with either a face mask or a face shield. Extra child-sized face masks and plastic face shields for students who need to change their face covering throughout the day will be kept in stock.

Hand Sanitizer

Hand sanitizer will be available throughout the building for anyone who enters the building.

Instructional Delivery Plan

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

Purpose

This plan describes how Lee Montessori Public Charter Schools will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide a comprehensive

Montessori education through synchronous and asynchronous remote and on-site learning opportunities.

The plan provides students, families, staff, DC PCSB and OSSE with a thorough understanding of the day-to-day learning. The plan centers on equity, ensuring that all students, including students who are at risk, per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

Description

Instruction at Lee Montessori Public Charter Schools will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from full virtual learning to a hybrid model) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are available to families enrolling in Lee Montessori Public Charter Schools for school year 2020-21. Lee Montessori will begin the 20-21 School Year in a full virtual model, with the exception of a small group of in person students. When the hybrid schedule option becomes available, families will have the opportunity to indicate their instructional preference prior to the end of each trimester.

Virtual Learning and Instruction

Starting September 1, 2020, Lee Montessori will be offering all instruction virtually to all students at least through the end of the Thanksgiving break, Nov 27th, 2020. All students will participate in virtual synchronous and asynchronous learning to start the school year. If/when the school begins in-person instruction, these virtual instruction options will remain for students who are immune compromised or who have a family member who is immune compromised or whose family would prefer that the child not attend school in-person.

Virtual Learning

Age Group	Synchronous Instruction	Asynchronous Support
PK3-PK4 (Primary)	<ul style="list-style-type: none">Classroom staff members will lead a Live Morning Community Meeting M-F. During this meeting, Students will have an opportunity to engage with their guides, classroom staff and classmates virtually. Some Montessori practical life, sensorial, and language lessons will be presented during this time as well as lessons from the Positive Discipline Social Emotional Curriculum. These meetings will also be recorded to support families with scheduling conflicts.To support emerging literacy skills, virtual live read-alouds will be held M, T, Th, F with a recorded option for families.Special subject classes will be held M, T, Th, F in the areas of art, music, library, gardening and PE with a recorded option for families.All PK3/PK4 students will have a live 15 min small	<ul style="list-style-type: none">RAZ KidsHeadsproutST Math (PK4 only)SeeSawEpicFollow up activities will be assigned by the teacher on a weekly basis in the form of paperwork and other hands-on activities.

group (2 students) lesson 2x a week with the guide or classroom assistant.

- Special educators and service providers will be meeting regularly with students and families. Further details can be found in the Whole Student Policy.
- Classroom staff members will lead a Live Morning Community Meeting M-F. During this meeting, Students will have an opportunity to engage with their guides, classroom staff and classmates, virtually. Some Montessori practical life and language lessons will be presented during this time as well as lessons from the Positive Discipline Social Emotional Curriculum. These meetings will also be recorded to support families with scheduling conflicts.
- To support emergent literacy skills, virtual live read-alouds will be held M, T, Th, F with a recorded option for families.
- Special subject classes will be held M, T, Th, F in the areas of art, music, library, gardening and PE with a recorded option for families.
- Weekly 30 minute meeting with lead guide where students will receive instruction on key concepts in early language and literacy and math skills.
- All K students will have a live 15 min small group (2 students) lesson once a week with the classroom assistant.
- Special educators and service providers will be meeting regularly with students and families. Further details can be found in the Whole Student Policy.

- RAZ Kids
- Headsprout
- ST Math
- SeeSaw
- Epic
- Follow up activities will be assigned by the teacher on a weekly basis in the form of paperwork and other hands-on activities.

**Kindergarten
(Primary)**

**1st-6th Grade
(Lower Elementary
and Upper
Elementary)**

- Classroom staff members will lead a 45-minute Live Morning Community Meeting M-F. During this meeting, Students will have an opportunity to engage with their guides, classroom staff and classmates, virtually. Some full group lessons will be given during this time as well as lessons from the Positive Discipline Social Emotional Curriculum. The last 15 minutes of the meeting will be read aloud. These meetings will also be recorded to support families with scheduling conflicts.
- Two 30 minute live Montessori lessons including discussion and initiation of follow-up work with guide daily M, T, Th, F in the areas of math, language, writing, history, and science.
- One daily guided lesson supported by classroom staff

to reinforce concept from previous day.

- Students will be given independent work to support their learning during instruction. This work will be expected to be turned in through SeeSaw and/or Google Classroom and will be assessed for completion and mastery of skills. There will be open office hours daily with guides and assistants available to support students on this work through video conferencing.
- Weekly 1 on 1 conference meeting with guide

Sample Virtual Learning Schedules

SAMPLE Weekly Schedule for a PK Student

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Breakfast /Morning Chores				
9:30-10:00	Community Meeting				
10:00-10:15	Group Check in	Headsprout/platform use	Group Check in	Headsprout/platform use	
10:15-10:45	Morning Movement Break				
10:45-11:00	Snack				
11:00-11:30	Independent follow-up work				
11:30-12:00	Creative play				
12:00-12:30	Lunch				
12:30-1:00	Outdoor Play				
1:00-2:30	Quiet/Rest Time				
1:30-1:45	Parent Check in w/Guide				
2:30-3:00	Fine Motor Play				
3:00-3:30	Reading time				

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

SAMPLE Weekly Schedule for a Kindergartener

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Breakfast /Morning Chores				
9:30-10:00	Community Meeting				
10:00-10:30	Creative play / Morning Movement Break				
10:30-11	Snack				
11:00-11:30	Individual Check in	Headsprout/ST Math		Small Group Check in	Headsprout/ST Math
11:30-12:00	Independent follow-up work				
12:00-12:30	Lunch				
12:30-1:30	Outdoor Play				
1:30-2:00	Read Aloud		Outdoor Play	Read Aloud	
2:00-2:30	Specials			Specials	
2:30-3:00	Fine Motor Play				

SAMPLE Weekly Schedule for a 1st - 3rd Grader

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	Independent reading time				
9:00-9:30	Morning meeting		Extended Morning meeting (9:00-10), including full-class Cultural lesson	Morning meeting	
9:45-10:15	Group A Geometry lesson with Guide	Group A Language lesson with Guide		Group A Math lesson with Guide	Group A Science lesson with Guide
10:30-11:00	Group A Geometry support with Assistant	Group A Language support with Assistant	Independent Work	Group A Math support with Assistant	Group A general support with Assistant
11:15-11:45	Independent Work				
12:00-12:30	Lunch Break offline		Class social lunch	Lunch Break offline	
12:30-1:00	Recess offline		Project presentations	Recess offline	
1:00-1:30	Independent Work				
1:45-2:15	Read-aloud with assistant (optional) or independent work	Read-aloud with assistant (optional) or independent work	Independent Work	1:1 conference (10 minutes with guide)	Read-aloud with assistant (optional) or independent work
2:30-3:00	Specials (all class)				
3:15-3:45	Record work in journal, organize work space				

* 15-minute gaps in this schedule (e.g., 10:15-10:30) are intended as transition times for staff/students.

assessment.

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality	Interventions and supports
K-6	NWEA MAP • Reading (1- Winter :TBD based on	September 2020	Fall assessment will be remote. Students will be asked to log into	• Intervention teachers and Reading Specialists will use the NWEA MAP

SAMPLE Weekly Schedule for a 4th - 6th Grader*

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	Independent Reading				
9-9:30	All class morning meeting				
9:45-10:15	Math/Geometry lesson with Guide	Language Lesson with Guide	<ul style="list-style-type: none">Students work independently on projects and follow-up work.Office hours by appointment?Guide and assistant planning time or team meetings.	Math/Geometry lesson with Guide	Language lesson with Guide
10:30-11	Math/Geometry support with Assistant	Language support with Assistant		Math/Geometry support with Assistant	Language support with Assistant
11:15-11:45	Independent work			Independent work	
12-12:30	Lunch offline	Lunch offline	Class social lunch	Lunch offline	Lunch offline
12:30-1	Recess offline	Recess offline	Project presentations	Recess offline	Recess offline
1-1:30	History / Biology / Geography / Art 1	History/Biology/ Geography/Art 2	Independent Work	History / Biology / Geography / Art 1*	History / Biology / Geography / Art 2*
1:45-2:15	Read aloud	Read aloud		Read aloud	Read aloud
2:30-3:30	1:1 conferencing (4 per day)	1:1 conferencing (4 per day)		1:1 conferencing (4 per day)	1:1 conferencing (4 per day)
3:30-4	Specials (all class); guide and assistant planning time.				

* 15-minute gaps in this schedule (e.g., 10:15-10:30) are intended as transition times for staff/students.

Asynchronous

If it is determined that individual students are unable to attend synchronous virtual learning they will work with the lead guide as well as a member of the student support team on fulfilling all coursework asynchronous. This type of learning allows for weekend learning, when families may be more able to support students. All community meetings and specials classes are recorded daily so that families can watch during their availability. Students and parents will continue to be able to access support from guides during office hours throughout the school week and guides will be offering evening or early morning 1:1 conference times as needed.

Instruction

Personnel

- **Classroom Staff:** Each student will be assigned to a traditional Montessori classroom to provide them a consistent learning environment. These classroom communities ranged from 25-28 students. Classroom guides will be responsible for all initial delivery of content and classroom assistants will support synchronous practice work.
- **Specials Teachers:** design and facilitate area specific lessons for each class of students on a weekly basis, support morning meetings as appropriate, maintain virtual learning platforms to support asynchronous learning and offer additional resources to children and families in their area
- **Special Education Teachers:** case management and instructional delivery of students on caseload, collaborate with general education to ensure student access to Montessori curriculum, support RSP virtual scheduling with families
- **Interventionist:** support individual students needing academic intervention as required by Child Study Action Plans and assist in diagnostic assessments.
- **Behavior Technicians:** support classroom morning meeting facilitation, social skills teaching with small groups, support and supervise student virtual learning work periods, fill in for classroom staff as needed

- **Social Worker:** case management and telehealth services for students and families, support the design and implementation of SEL curriculum through morning meeting structure, support Child Study and Special Education teams with socio-emotional learning goals for students, serve as part of the Student Support Team
- **Dean of Culture and Students:** support the design and implementation of SEL curriculum through morning meeting structure, support Child Study and Special Education teams with socio-emotional learning goals for students, serve as part of the Student Support Team, facilitate behavior team meetings to discuss and problem solve for individual student and staff needs, monitor the implementation of ABA therapy for students with that service on their IEP, continue planning to launch new School Wide Expectations and Behavior Flip platform

Learning Modes

- **Synchronous learning with Classroom Staff:** During virtual instruction (including community meetings, small group lessons, 1:1 conferencing) all learning is conducted via a Google Meet in which student(s) and classroom staff are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by a classroom staff member. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning. Guides and assistants will be using document cameras that connect to Google Meet when presenting lessons with Montessori materials.
- **Asynchronous learning with Classroom Staff:** Over the summer, guides have been building out video lessons and follow up assignments that correlate to weekly lessons. Students can access these pre-recorded lessons in which the guides provide instruction through SeeSaw. The lessons in this platform have corresponding assignments where students can upload photos, videos, or audio recordings of themselves as well as ask questions from the guides as needed. The platform also allows guides to provide comments on student work.
- **Synchronous learning without Classroom Staff:** Students have several blocks of independent work time during the day to complete follow up guided work assignments. There are options for this to be group work or individual work, depending on the developmental level of the child. If the student(s) needs support, a classroom staff member is immediately available by google hangout.
- **Asynchronous learning without Classroom Staff:** This instruction is individual or group work that can be done independently. At Lee Montessori this learning is referred to as “follow up work”. At the primary level, guides have a weekly email or phone conversation with parents to go over the concepts covered that week as a community and in individual instruction and to discuss the independent follow up work to be done at home. The majority of this work is focused on development of concentration, control of movement, and independence and will not have a tangible assignment to be “turned in”. Guides will assess for mastery through observation and checks for understanding during small group lessons as well as through communication with parents. At the elementary level, assignments will be made through Google Classroom on a weekly basis and will include completion of follow up work through SeeSaw or Google Classroom. To ensure that the work is completed each week and students are engaged and progressing, assignments will be collected through SeeSaw and Google Classroom and will be used to measure attendance. Guides will review work with students during weekly 1:1 conferences and offer support to parents for assistance with work completion during office hours as needed.

Community Building

- **Synchronized community building with Classroom Staff:** Planned time each morning at the beginning of community meetings that is unstructured for relationship building. Community meetings will be facilitated daily to support structured community building

- **Asynchronized community building with Staff:** Staff will facilitate social lunches for students to be able to have unstructured social time with adult support. These groups will be organized in a variety of ways to support community building with classrooms and across the school community. Social worker and Dean of Students will facilitate small groups created to support specific social skill development
- **Synchronized community building with Classroom Staff:** Non-instructional staff will facilitate additional small group times where students may work together on assignments or play games, but activities are not necessarily adult facilitated
- **Asynchronized community building without Classroom Staff:** Staff will work to continue to engage families to discuss how to support student socialization

Professional Development

Over the summer, curriculum teams divided into Primary (PK3-K), Lower Elementary (1st-3rd), and Upper Elementary (4th-6th) to re-develop the Montessori curriculum and pacing guides to be compatible with virtual and hybrid learning. During staff preservice training, training for guides will focus on new weekly standards and pacing, content delivery, and the required follow up work. In addition during preservice training, all relevant staff will be trained in the platforms that will be used for asynchronous learning (RAZ Kids, Headsprout, ST Math, Khan Academy, and SeeSaw) to include expectations about using data from these platforms for progress monitoring. In addition, all staff will receive professional development on Wednesdays. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Guides will also support one another and collaborate on Wednesdays in level meetings, Lesson Study meetings, and Child Study Meetings. During weekly Child Study Meetings, both guides and support staff are given time to collaborate and develop intervention support plans for students who show signs of disengagement.

Additionally, formal instruction will end each day by 2pm for primary guides and 3 pm for elementary guides and the guides work day will end at 4:15 pm. Each day, all classroom staff and student support staff will have access to the IT department, behavioral support specialist, support staff, coaches and other instructional staff to troubleshoot issues that occur both on-site and remote.

Timely Intervention

By using a student support and engagement specialist, the teacher will get weekly reports on each of their students to supplement information they are gleaned from formative assessments. When needed, the student engagement specialist will contact the family daily to determine if a student is disengaging and why. The student support and encouragement specialist will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

Continuous Improvement

Lee Montessori Public Charter Schools will be in operation for 181 days. The schedule will be based on a trimester to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned trimester start date, except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. Parents will complete the instructional preference survey each time they would like to make a change with the exception of discreet health related quarantines that require a child to attend school virtually. Instructional preference changes will routinely go into effect at the beginning of each trimester but

the school will always consider a mid quarter change in and when the current preference is not meeting the child's learning needs and or the family has a change of circumstances.

Once a week, on Wednesdays, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Biweekly, students, who have shown the least engagement whether by attendance or school work, will be referred to the Student Support Team and immediately reviewed at the regularly scheduled SST meeting. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. Depending on the results, the student may be asked to change their schedule or additional intervention services will be put into place.

All students will take a social emotional learning assessment three times per year. For students whom have indicators for needs of further support during diagnostic testing, progress monitoring assessments will be conducted biweekly.

Example Classrooms

Please see Virtual Learning Section for Sample Daily Student Schedules for the Virtual Learning Period

When Lee Montessori moves to a hybrid model, we will follow the DC Guidance of A/B groups or A/B/C groups depending on the percentage of families opting to stay fully virtual as seen in below graphic.

Four Potential Anchor Models
All determined by number of families that opt for virtual

	Monday	Tuesday	Wednesday	Thursday	Friday
2 Cohorts + I	A,I,V	A,I,V	Planning	B,I,V	B,I,V
2 Cohorts	A,V	A,V	Planning	B,V	B,V
3 Cohorts + I	A,I,V	V	B,I,V	Planning	C,I,V
3 Cohorts	A,V	V	B,V	Planning	C,V

- Days in between allows for building cleaning
- 2 Cohorts requires sufficient numbers of families opting for full virtual learning -- Encouraging all 3YOs to be fully Virtual
- Possible I group including at-risk and children of essential workers

Legend	
A	A Group
B	B Group
C	C Group
I	In-Person
V	Virtual

- 6) School Reopening Status
- Math (K-6)

Zoom to be observed during testing

Winter testing modality will depend on the reopening status, if students are

data to effectively update student Action Plans with the Child Study Team

- Special Education teachers will utilize

Four Potential Anchor Models

All determined by number of families that opt for virtual

	Monday	Tuesday	Wednesday	Thursday	Friday
2 Cohorts + I	A,I,V	A,I,V	Planning	B,I,V	B,I,V
2 Cohorts	A,V	A,V	Planning	B,V	B,V
3 Cohorts + I	A,I,V	V	B,I,V	Planning	C,I,V
3 Cohorts	A,V	V	B,V	Planning	C,V

- Days in between allows for building cleaning
- 2 Cohorts requires sufficient numbers of families opting for full virtual learning -- Encouraging all 3YOs to be fully Virtual
- Possible I group including at-risk and children of essential workers

Legend	
A	A Group
B	B Group
C	C Group
I	In-Person
V	Virtual

Preliminary Hybrid Student Schedules

During the hybrid learning time, students who are participating in in-building synchronous learning will have a daily schedule of 5 hours a day to allow extra time for cleaning and planning. Students will have a staggered arrival and dismissal schedule to allow for appropriate social distancing.

Preliminary Primary Schedule (PK3-K)

Monday / Tuesday (Group A-1) Thursday / Friday (Group B-1)	Monday / Tuesday (Group A-2) Thursday / Friday (Group B-2)	Mon/Tues & Thurs/Friday Virtual Group	Wednesday All Students
Arrival 8:15-8:30	Arrival 8:40-8:55	Chores 8:30-9:30	Chores 8:30-9:30
Morning Work Period 8:30-10:30	Morning Work Period 8:55-10:55	9:30-10 Community Meeting 10-10:15 Group Meeting 10:15-10:45 Movement Break 10:45-11 Snack 11-11:30 Independent Follow-Up Work	9:30-10 Community Meeting 10-10:15 Group Meeting 10:15-10:45 Movement Break 10:45-11 Snack 11-11:30 Independent Follow-Up Work
Lunch 10:30-11:00	Virtual Special 10:55-11:25	11:30-12 Creative Play	11:30-12 Creative Play
Recess 11:00-11:30	Lunch 11:25-11:55	12-12:30 Lunch	12-12:30 Lunch
Bathroom/Handwashing 11:30-11:40	Recess 11:55-12:25	12:30-1 Outdoor Play	12:30-1 Outdoor Play
Virtual Special 11:40-12:10	12:25-12:35 Bathroom/Handwashing	1-2:30 Rest / Outdoor Play	1-2:30 Rest / Outdoor Play
Afternoon Work Period 12:10-1:15	Afternoon Work Period 12:35-1:40	2:30-3 Fine Motor Play 3-4 Creative Play	2:30-3 Fine Motor Play 3-4 Creative Play
Dismissal 1:15-1:30	Dismissal 1:40-1:55		
Transition to Virtual Learning	Transition to Virtual Learning		
Virtual Learning 2-4	Virtual Learning 2:25-4:25		

returning in-person in some capacity, we will offer a Hybrid testing model based on the school schedule and family choice

NWEA MAP data for planning small group and individualized instruction, as well as to inform IEP goal updates

- Classroom guides will use NWEA MAP data to inform instructional group placement

Preliminary Lower Elementary Schedule (1st-3rd)

Monday / Tuesday (Group A-1) Thursday / Friday (Group B-1)	Monday / Tuesday (Group A-2) Thursday / Friday (Group B-2)	Mon/Tues & Thurs/Friday Virtual Group	Wednesday All Students
8:15-8:30 Arrival	8:40-9 Arrival		8:15-8:45 Independent Reading Time
8:30-10:30 Morning Work Period	9-11 Morning Work Period		9-10 Extended Morning meeting, including full-class Cultural lesson
10:30-11 Recess	11-11:30 Community Circle		10-12 Independent Work
11-11:30 Lunch	11:30-12 Lunch		12-12:30 Class Social Lunch
11:30-12 Community Circle	12-12:30 Recess		12:30-1 Project Presentations
12-1 Afternoon Work Period	12:30-1:30 Afternoon Work Period		1-2:30 Independent Work
Dismissal 1-15-1:30	Dismissal 1:30-1:45		2:30-3 Specials
Transition to Virtual Learning	Transition to Virtual Learning		3-4 Record work in journal, organize work space
Virtual Learning 2-4	Virtual Learning 2:15-4:15		

Preliminary Upper Elementary Schedule (4th-6th)

Monday / Tuesday (Group A-1) Thursday / Friday (Group B-1)	Monday / Tuesday (Group A-2) Thursday / Friday (Group B-2)	Mon/Tues & Thurs/Friday Virtual Group	Wednesday All Students
8:15-8:30 Arrival	8:45-9 Arrival		8:15-8:45 Independent Reading Time
8:30-10:30 Morning Work Period	9-11 Morning Work Period		9-10 Extended Morning meeting, including full-class Cultural lesson
10:30-11 Recess	11-11:30 Community Circle		10-12 Independent Work
11-11:30 Lunch	11:30-12 Lunch		12-12:30 Class Social Lunch
11:30-12 Community Circle	12-12:30 Recess		12:30-1 Project Presentations
12-1 Afternoon Work Period	12:30-1:30 Afternoon Work Period		1-2:30 Independent Work
Dismissal 1-15-1:30	Dismissal 1:30-1:45		2:30-3 Specials
Transition to Virtual Learning	Transition to Virtual Learning		3-4 Record work in journal, organize work space
Virtual Learning 2-4	Virtual Learning 2:15-4:15		

decisions as well as to ensure all students have access to the grade level curriculum

K-6

**DESSA-Mini
Assessment -
Social Emotional
Learning**

- Initial will be conducted in September

- Remote-asynchronous
- Assessment

- For students scoring low in all domains, the school social worker will work the family to implement

		<ul style="list-style-type: none"> • Progress monitoring on-going on biweekly basis for students who are in need of additional support • Universal benchmark will be conducted again when the school reopening status changes 	<ul style="list-style-type: none"> done through a series of observations of the child in the virtual learning environment • Parent input into the battery will be encouraged 	<ul style="list-style-type: none"> strategies at home schedule individual/group sessions where appropriate • Additional behavioral support staff will conduct social skills groups as appropriate • If a specific classroom has multiple students identified with the same area for group, social emotional lessons will be tailored for that group • All plans for support will be adjusted for the new context when Lee's school reopening status changes
K-6	RazKids & Headsprout Reading Level	<ul style="list-style-type: none"> • Initial placement benchmark done in early September • On-going progress monitoring will be conducted with a teacher or through the platform in accordance with student progress through the lesson set • Remote progress monitoring will continue until all students are back in-person full time 	Remote-Asynchronous	Students identified as needing support will be referred to the reading specialists and interventionists who will use Orton Gillingham curriculum to instruct small groups
K-6	ST Math Math	<ul style="list-style-type: none"> • Initial placement for all students is in their current grade level • on-going progress 	Remote-Asynchronous	Students who are identified as needing support in a particular standard will receive additional individual or small group instruction to address the need

			monitoring of each student done bi-weekly by classroom guides	
			<ul style="list-style-type: none"> Remote progress monitoring will continue until all students are back in-person full time 	
	SeeSaw and Google Classroom		<ul style="list-style-type: none"> On-going beginning at the start of the school year 	<ul style="list-style-type: none"> Students who demonstrate insufficient progress through small group instruction will be offered individual remediation in that content area
	Core Montessori Curriculum, all subject matter		<ul style="list-style-type: none"> Each classroom guide will progress monitor student work on a weekly basis throughout the periods of remote learning and hybrid instruction 	<ul style="list-style-type: none"> If students do not respond to that intervention, they will be referred to the Child Study Team for further intervention
PreK-6	<ul style="list-style-type: none"> Lesson follow up work Group projects Individual Projects 		<ul style="list-style-type: none"> Student progress will be recorded in Transparent Classroom 	<ul style="list-style-type: none"> If students who are not progressing are students whom have an IEP, the guide will work directly with the child's special education teacher to receive additional support
		Remote-Synchronous	Students will submit all independent work through SeeSaw or Google Classroom for review	

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.

Please see Lee Montessori's Student Promotion Policy in the [Student and Family Handbook](#).

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.

n/a

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?

☐ **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?

Purpose

Lee Montessori Public Charter Schools commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of "seat time" per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

Description

This policy describes the policies and practices that Lee Montessori will implement to maximize participation in both online and virtual learning environments. In particular, this includes strategies for encouraging and reporting daily attendance as well as documenting and reporting challenges in attendance.

On-Site Attendance

Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy.

Remote or Distance Learning Attendance

Per OSSE guidance for distance learning, students will be marked present or absent using a new code for Distance Learning (per updated regulations for a distance learning attendance type).

Lee Montessori Public Charter Schools selects the following option(s):

Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.

Touchpoints that (Lee Montessori Public Charter Schools) will use, include the following methods:

- **Phone conversations or virtual meeting one-on-one with instructional staff to discuss content**

- Direct ‘face-to-face’ online contact through class Zoom or Google Hangout
- Completed assignments uploaded to secure folder within school’s system (i.e., Seesaw, Google Classroom) from daily activity
- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities in a secure portal.
- ParentSquare or other forms of anonymous reporting
- Regular bulletin messages to teachers, via ParentSquare or Crew

Grade Span Considerations

Pre-Kindergarten

Attendance issues for the non-compulsory population will be referred to the Student Support Team (SST) at the student’s respective school campus. Documentation of interventions will be established and available for review on a need-to-know basis.

Lee Montessori Public Charter Schools utilizes Google Classroom as its Learning Management System (LMS). This system allows for electronic sharing of student projects, assignments and other products that follow instruction.

Elementary

Attendance policies are designed for students in grades K-6, with no grade-specific considerations.

Attendance Policy

Attendance Touchpoints by Learning Type

	On-site synchronous	On-site asynchronous	Remote synchronous	Remote asynchronous
Present	Present: Student attends school for >80% of the school day.	Present: Student attends school for >80% of the school day.	Present Remote: Student presence is detected throughout school day’s activities (A) captured in LMS and/or (B) participates by one or more of the following touchpoints: <ul style="list-style-type: none"> • is “seen” in virtual classroom, • participates in group activities • participates in community building activities(games, etc.) • Submits photo of student work • Submits video of activity 	Present Remote: Student responds to email AND fully or partially completes >50% of the day’s assignments.
	OR Attends <80% of school day on-site AND is remote learning for the remainder of the school day.	OR Attends <80% of school day on-site AND all assignments due for day are completed.		Student logs in to LMS and fully or partially completes >50% of the day’s assignments. Student responds to documented contact(s) from community leader,

		(e.g. PE, music)	engagement specialist, and/or content teacher.
		<ul style="list-style-type: none"> • Saves student work in file, showing some progress • Parent/guardian responds to survey • Responds to documented contact(s) from community leader, engagement specialist and/or content teacher 	
Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	Partial Present: Student attends school for <80% of the school day and is not captured through remote touchpoints when absent.	N/A
Absent	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student does not produce evidence that assignments are partially complete.

The families of students who are learning remotely will receive the following:

- An email if not present by end of second activity or by 10:00am, whichever occurs first (engagement specialist copied).
- A call from the engagement specialist following up on email.

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

Lee Montessori Public Charter Schools will take the following steps to track student attendance:

- Staff responsible for daily attendance for students on-site will follow pre-existing attendance protocols.
- Staff responsible for daily attendance for remote learning students with an LMS will follow protocols as follows:
 - Assistants will input daily attendance codes directly into PowerSchool.
 - Data Manager will monitor PowerSchool attendance data and produce a daily distance learning report that will be used to validate daily student attendance and resolve any attendance issues

for a particular school day.

Lee Montessori Public Charter Schools will take the following actions to address absences:

- Guides and counseling staff will be assigned cohorts of students for follow-up from the primary building attendance administrator.
- Guides will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.
- Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

Collecting and Reporting System

The school will log all contacts with a student and family using shared documents. For students who are marked "absent," the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

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.

Purpose

This Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high quality, equitable instruction.

Description

Important Definitions

- Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.
- Virtual or Distance learning - Learning hosted outside of a classroom setting using electronic devices
- Asynchronous learning - Learning where students learn the same material at different times and locations.
- Synchronous learning - Learning where students are engaging in learning activities at the same time.
- Discussion board - Section of a website where users can submit or read messages.
- Chat - A window used for conferencing between two users.
- Breakout Room - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.

- **Cyberbullying** - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
- **Learning management system (LMS)** - A software application for the hosting and delivering of online educational courses (Google Classroom).

Expectations for Student Behavior

Expectations for students learning remotely are similar to those when we are in community in the physical environment. Students are expected to treat guides, classmates, staff, and physical and virtual environments responsibly in alignment with Lee's Core Values: Bravery, Equity, Joy, Growth, and Grace. The virtual learning environment requires slightly different, more concrete expectations to ensure that students have a safe, high quality learning experience while learning remotely.

Student/Families Responsibility During Virtual Learning

It is the expectation of Lee Montessori Public Charter Schools that families ensure compliance with the following guidelines in regard to responsible practice during this period of virtual learning. These guidelines will be reviewed with families during orientation where they will then be asked to discuss with their children and sign off.

Communication and Student Engagement	<ul style="list-style-type: none"> • Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. • 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, emojis or images during classroom meetings or on discussion boards. • Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the guide or adult facilitating the session. • Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the guide or adult facilitating the session. • Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. • Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. • Students must report all instances of cyberbullying to school staff immediately.
Logging into Clever and Online Platforms	<ul style="list-style-type: none"> • Students must keep their username and passwords in a safe place and must not share them with other students.

Student Work	<ul style="list-style-type: none"> • Students must log into Clever and all platforms using their own log-in information. • Elementary students must log-in to Google Classroom daily to check for assignments. • Students must complete follow-up work on time following the guidelines requested by the guide for submission. Students should contact their guide if they need additional time to complete follow-up work. • Students must submit their own work whenever it is age-appropriate. • Students must communicate immediately with their guide or other assigned adult via email if they have questions or require any technical support. • Students are expected to engage with platforms as prescribed by Lee to ensure asynchronous learning continues. • Students are expected to complete all assessments independently
	<ul style="list-style-type: none"> • Students must treat all school and personal electronic devices with care. • Students must keep food and drinks away from school equipment.
	<ul style="list-style-type: none"> • 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.

Core Values Distance Learning Rubric

Student Facing (Elementary)

The purpose of this rubric is to clearly articulate to staff, students and families the expectations for the various types of instruction that will occur online. This rubric will be taught during initial class meetings and will be revisited throughout the period of distance learning as necessary.

Core Value	Entering Class	Guide-Led Whole Group Instruction	Small Group Activities	One-on-One Session
Equity	•	<ul style="list-style-type: none"> • Honor each other's culture and viewpoints • Encourage others to participate • Listen attentively 	<ul style="list-style-type: none"> • Honor each other's culture and viewpoints • Encourage others to participate • Listen attentively 	<ul style="list-style-type: none"> • Honor each other's culture and viewpoints • Listen attentively

B. Behavior

Bravery	<ul style="list-style-type: none"> • Video on at all times 	<ul style="list-style-type: none"> • Video on at all times • Answer questions when asked 	<ul style="list-style-type: none"> • Video on at all times • Answer questions when asked • Ask for help when needed 	<ul style="list-style-type: none"> • Video on at all times • Ask for help when needed
Growth	<ul style="list-style-type: none"> • Be on time and ready to learn 	<ul style="list-style-type: none"> • Try your best 	<ul style="list-style-type: none"> • Complete work together • Try your best 	<ul style="list-style-type: none"> • -Try your best
Grace	<ul style="list-style-type: none"> • Audio off • Have materials ready • Make sure your device is charged • Find a distraction-free space • Use materials as intended 	<ul style="list-style-type: none"> • Audio off • One speaker at a time • Encourage others to stay on topic • Be present (not doing other things) 	<ul style="list-style-type: none"> • Audio off • One speaker at a time • Encourage others to stay on topic • Be present (not doing other things) 	<ul style="list-style-type: none"> • Audio on • Be present (not doing other things)
Joy	<ul style="list-style-type: none"> • Use kind words and phrases • Use chat for first five minutes • Greet your friends and adults 	<ul style="list-style-type: none"> • Encourage peers to participate 	<ul style="list-style-type: none"> • Enjoy working with your peers 	<ul style="list-style-type: none"> • Enjoy the individual time with the adult you are working with

Student Support

According to the American Academy of Pediatrics, “Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities.” Below are several interventions for students’ social-emotional and mental health needs during continuous learning and school recovery.

- Guides will embed social emotional learning in community meetings throughout the week. The content of this learning will be derived from the Positive Discipline classroom circles curriculum, Montessori’s Grace and Courtesy Lesson sets, as well as a variety of other sources.
- Guides and supporting adults will conference with primary families 1x a month and with elementary

families upon request and refer students to the Student Support Team if services may be considered.

- The Student Support Team will provide weekly, optional, asynchronous content for students available through the Student Support Google site, Google Classroom or SeeSaw.
- School and network leadership will model social-emotional and wellness checks during professional development that can be used in the classroom and to support the social-emotional and wellness needs of staff.
- School leadership will ensure each staff member has access to an Employee Assistance Program that includes connection with mental health support.
- The campus Social Worker will create tele-health options for students to call and maintain a regular schedule of groups and individual sessions, as well as open office hours for family support.

The Student Support Team will make referrals to neighborhood [Family and Support Collaboratives](#) as well as other community organizations for families in need of additional social-emotional and mental health support.

Recovery Planning and Services

Lee employs a Social Worker at each campus who will be the primary point of contact for Lee for families experiencing homelessness or children in care. The Social Worker, as part of the Student Support Team, will conduct a strengths and needs assessment for the family and child, and guide the team in making decisions regarding the provision of recovery services

The Student Support Team and Child Study Team will use the NWEA MAP and DESSA assessments, as well as the benchmarking from the asynchronous learning platforms to determine a plan for recovery services given the student's current learning challenges

Students identified from teacher data, NWEA MAP or DESSA assessment as having experienced learning loss will enter into the Child Study. Child Study begins with a family meeting where we discuss the current challenges and strengths with the family and identify strategies that the family is using or may need support with. A team meeting follows where specific goals and objectives are created and the appropriate interventionist is assigned. The interventionist will use Orton Gillingham (reading) or Montessori (math) strategies and track data using the appropriate tool. The Child Study Action Plan will be reviewed in 4-6 weeks (depending on the prescribed intervention) and adjusted as necessary.

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.

- 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.
- Guides 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 (using the [Core Values Rubric](#)).
- Staff members will be responsible for supporting students and families with navigating the LMS 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.

Communication with Families

School staff will share a copy of the Whole Student Support Plan with families for their review prior to the beginning of the school year through Parent Square and during Family Orientations/Back to School Nights. Guides will communicate with families on a biweekly basis about student progress and/or student engagement through virtual conference, email or Parent Square. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

Modifications to Distance Learning

School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email or Parent Square.

If students do not follow expectations for communicating respectfully with school staff or other students:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Guides may temporarily adjust students audio, video or chat privileges during synchronous meetings.
- Guides may temporarily limit students' ability to post content on LMS chat, email or discussion boards.
- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

If students use the LMS inappropriately, such as to share their username/passwords, intentionally misuse the LMS or log in as another user:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

If students engage in cyberbullying or display/share inappropriate images on the LMS:

- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.
- Formal bullying investigation will be conducted and documented

These modifications to distance learning are designed to ensure that students will not be excluded from the virtual learning platform.

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](#).

Purpose

This submission is a narrative to demonstrate how Lee Montessori Public Charter Schools will meet the educational and social-emotional needs of students with disabilities and English learners.

Description

Lee Montessori plans to continue to follow all Federal and OSSE guidance on timelines and provision of services. Given the virtual learning context for the fall of 2020, Lee Montessori plans to continue services in the following manner:

- Evaluations for initial eligibility and reevaluations will continue in September, with in-person portions of assessments being done when safely possible in the school building
 - Meetings for evaluations will happen virtually over Google Hangouts, with the exception of the assessments that must be conducted in person
 - The assessment portions that must be done in-person will be done with consideration of the most

current social distancing and public health guidelines

- **IEP meetings will continue to be held virtually with adequate notice and scheduling considerations being made for families and the school team.**
- **Lee will continue to use EasyCBM, Transparent Classroom, and our LMS (Clever) to provide students with access to a variety of instructional styles and our staff progress monitoring opportunities. We will upgrade technology available for staff to ensure more engagement with students, making available document cameras, headphones, and more powerful laptops to each instructional staff member.**
- **Lee Special Education staff remain in communication with families regarding on-going needs of the family and how the school can best support those needs. Any student requiring a device for virtual instruction, access to the internet, or any assistive technology is then referred to the Lee Operations team to arrange for the supply of those supports.**
- **Lee will continue to document parent communication in SEDS for students with disabilities. Each provider continues to document individual services in Google Sheets by date, time and services provided.**

Supporting Lee Family Members with Disabilities

Lee Montessori staff remains in close contact with families. Any family that is experiencing a barrier to accessing instruction virtually will be referred to our Director of Equity and Engagement and the Student Support Team. Once the referral is received, a point person will be assigned to that family to address the concern.

- **During pre-service training beginning on August 17, 2020, staff will be made aware of the referral process for families:**
 - **In addition, for families with known challenges, a member of the student support team will work the general education guides to ensure adequate access to services.**
 - **During this process, any family with unique communication needs will be assigned a specific point of contact within the school who is equipped to address their unique situation. These needs may include, but are not limited to, additional guidance on supporting student learning in the home, translated documents and translation services, or assistive technology.**

Delivering Related Services for Lee Students in Distance Learning

- **Following the Lee Montessori virtual learning plan for fall of 2020, all related services will be provided virtually for all students, at least through November 30, 2020**
- **Lee will continue to work with PAS and Ellis Therapeutics to ensure provision of occupational and physical therapy services in a timely manner over platforms that are FERPA compliant**
- **Lee Montessori has internal staff to provide ABA therapy and speech therapy for students with those services outlined on their IEP**
- **In an instance where it appears a student is unable to access ABA therapy virtually, the consideration will be made about whether in-person services are appropriate and safe given current public health guidelines**
 - **The initiation of in-person services would occur following a meeting of the IEP team members to determine if being in person is necessary to ensure adequate provision of the service in question**

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

Parent Training - Delivering Related Services for Students in Distance Learning

- Prior to the start of the school year, classroom teams will meet with special education staff to identify strengths and needs of families receiving services
 - Following that meeting, each case manager will check in with families regularly to ensure they are adequately supported as they continue to provide support for their child learning virtually
- The Student Support Team will meet regularly to monitor the strengths and needs of families receiving related services at Lee Montessori
- Universal training will occur for families during Family Orientation Week, the week prior to the September 1st start date
- On-going individualized support will be available with providers throughout the school year
- Lee has built a Family University that will ensure ongoing support for families throughout the year on topics such as special education, social emotional support, and practicing at home. This scope and sequence may be found [here](#) and remains flexible given the changing nature of the current health crisis.

Delivering Recovery Services & Communicating Services to Families

- Asynchronous instruction across a variety of platforms will be the universal support for recovery services. Lee utilizes Headsprout/RazKids and ST Math to ensure students are progressing in areas that do not align with the standard, grade-level curriculum
- For students with disabilities and for whom the asynchronous platforms are not adequate, the special education and intervention teams will collaborate to ensure students are able to recover any lost learning
- The primary time in the schedule for the provision of recovery services is 1pm-4pm daily. Though, in an effort to accommodate unique family schedules, some evening instruction may be provided

Assessments

- Students will participate in NWEA MAP assessments upon returning to the school building
 - Initial MAP testing will be conducted virtually at the beginning of the school year to provide data to guide instruction
- Additionally, Lee will use the DESSA and DESSA mini to assess the social emotional strengths and needs of students during the period of virtual learning and upon return to the building
- The combination of these assessments will be used to drive conversations around IEP amendments and the provision of additional recovery services

Recovery Services

- Lee employs a Social Worker at each campus who will be the primary point of contact for Lee for families experiencing homelessness or children in care. The Social Worker, as part of the Student Support Team, will conduct a strengths and needs assessment for the family and child, and guide the team in making decisions regarding the provision of recovery services

- The Student Support Team will use the NWEA MAP and DESSA assessments, as well as the benchmarking from the asynchronous learning platforms to determine a plan for recovery services given the student's current learning challenges
- 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.

English Language Program Model Fidelity

- Lee will conduct provisional screening over Google meetings to identify students who may need additional services before an in-person formal assessment can be done
 - These interviews will be conducted by staff with expertise in EL instructional practices
 - Pre-IPT testing will be utilized virtually for our pre-k students who qualify

Setting English Language Goals

- For students who are identified as English Learners, Lee Montessori will develop an Individualized Learning plan that addresses the four language domains using WIDA Can Do Descriptors.
- Unlike Content Goals which focus on what students will be learning, these Language Goals will focus on how students use language to acquire content knowledge
- Students will be made aware of their content and language goals in multiple ways. In small group instruction with the classroom guide, students will receive goals orally. Follow up work will be assigned following lessons that emphasize the goal(s) addressed and provides practice toward those goals. This work will be assessed weekly to effectively progress monitor. For students receiving specific language instruction with our Reading Specialists, the model will be similar. Goal(s) of each lesson will be shared orally prior to the lesson and reviewed upon completion. Students receiving intervention support will be tracking their own progress on specific, discrete language goals.

English Language - Language Instruction

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

- Students will receive targeting language instruction in reading, writing, speaking and listening through aligned Montessori instruction with the Classroom Guide. Additional instruction aligned with the students' goals will be facilitated by the Reading Specialists. The interventionists and guides will work closely with the Director of Student Support to ensure a student's work is aligned to the ILP and goals are all goals are being addressed. Additionally co-planning will be done amongst that group to ensure that synchronous and asynchronous learning is addressing all student needs and additional support is available for students who require it.

- Montessori language materials will be used whenever possible to provide students with the tactile and visual supports to enhance instruction. Students who are working materials such as the moveable alphabet or phoneme cards will receive replications of those materials for use in the home. Additional language cards and other materials will be provided as needed for students, virtually or in hard copy.
- During lessons, guides and interventionists will utilize document cameras to support student learning with visual materials
- On Lee's asynchronous learning platforms, accessibility features will be available for students for whom those accommodations are appropriate

English Language- Access to Academic Content

- The Montessori approach is one that offers individualized instruction for students utilizing their strengths, background knowledge and culture of origin. Classroom guides will consider each of these factors in designing the Individualized Learning Plans in conjunction with the Reading Specialists
- Due to the virtual context in which Lee will begin the 2020-2021 school year, the first thirteen weeks of curriculum have been standardized with three differentiated groups contained within each grade level band. This will allow equitable access to the core components of the content knowledge of the grade level curriculum for each student in each group. The varying access points of each group for small group instruction will ensure that students are able to gain the language and content skills necessary. Additional support from the Reading Specialists will support the unique language skill goals for each student.

Whole group community meetings daily will help students practice their speaking through the social emotional learning lessons. Small group instruction will allow for speaking practice regarding content and also the opportunity to practice writing skills.

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.

PURPOSE

Lee Montessori Public Charter Schools is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Pre-COVID-19 students' use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. Lee Montessori Public Charter Schools is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a Student Technology Acceptable Use and Safety Form.

Beyond defining Lee Montessori Public Charter Schools’s general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a Return to School Technology Plan is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

Description

The following plan for the effective use and oversight of school technology during and after the COVID-19 Pandemic draws on a framework developed by the Wisconsin Department of Public Instruction. This framework comprises three steps:

1. Review (where things stood at the close of 2019-20);
2. Plan (what must be accomplished before the 2020-21 school year begins; and
3. Implement (during SY 2020-21).

The intended result of following this process is to develop a Return to School Technology Plan that is based on and aligned to the existing School Technology Plan. If a school has not previously drafted a School Technology Plan, there is no time like the present to begin.

Equipment, Software, and Training Expectation and Supports for Students and Staff

Per DC PCSB requirement, Lee Montessori Public Charter Schools will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

Equipment

All students and staff will receive the following equipment

Chromebook Hotspot

PK	AN	AN
----	----	----

K-6	AN	AN
-----	----	----

Legend: AN = As needed; E = Everyone

Software

All students and staff will have access to the following software using school-created and maintained log-in and passwords. At no time will anyone outside of the school’s community be able to access the software.

Software Distribution Plan for Students

AN = As needed

E = Everyone

	LMS (Google Classroom)	Online Platforms	Email	Other
PK	E	E	AN	
K-6	E	E	E	

Training

For every piece of equipment and software, Lee Montessori will provide training for staff, students, and families (especially for younger children) on proper use and care. Training will also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly via a HelpDesk.

Equipment

We will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs. We will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.

- Internet availability and speed, and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet
- Security features on the technology (for younger children, especially)

Software

Based on the instructional plan, determine what software best supports remote learning. We will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff strengths and needs. Inventory communication resources and protocols and evaluate performance and needs.

Training

We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

Where possible, students will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for proper use and care of equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for shipping the equipment directly to the

student. Training, expectations and care of equipment will be provided virtually in such cases.

Replacing/Repairing Equipment

Equipment

Lee Montessori Public Charter Schools will have loaner equipment available for families and staff on an as-needed basis.

- Families will return broken equipment on site via pick up from their campus
- Families will be able to check out loaner equipment via on site pick up from their campus
- Loaner equipment will be logged and managed by a member of the Operations Team
- Equipment will be assessed on a case by case basis for fails due to failure, malfunction, or misuse
- Once returned for any reason, equipment will be cleaned using practices approved by the CDC.

Software

A HelpDesk will be established during Distance learning to address software malfunctions to include but not limited to resetting passwords

Training

A week-long training session for families will be held prior to the first day of school and a day will be spent testing equipment prior to the first day of school. The Lee Montessori HelpDesk will be responsible for troubleshooting electronic issues.

- What training will be provided throughout the year to families with repeat or severe issues with equipment or software?
- Who will be responsible for troubleshooting electronic issues at the school (vendor or school staff)?

Expectations for student access to internet and safeguarding PII

In order to safeguard Personally Identifiable Information (PII), devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely.

Remote Learning Limitations on School-Provided Devices

Equipment

An Technology Agreement will be created for students and families to limit the use of equipment for school purposes only. Replacement devices will be assessed on a case by case basis.

Software

- Will software be accessible without login credentials?
- Will new software be allowed to be downloaded onto the computer by the family/student?
- Will new software (not school purchased) be permitted?

- What type of limitations will be made available when using the Internet?

Training

A two week long training session for staff will begin prior to the first day of school, coinciding with a week long training for families on the proper use of school platforms, equipment and software. Should any student or family require support, they can contact the Lee HelpDesk.

- How will staff, students, and families receive training on the proper use of school equipment and software?
- Who can families or students call for support, if needed, in understanding limitations?

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).

Purpose

This policy will describe how Lee Montessori Public Charter Schools will partner and communicate with families about continuous learning and school operations.

Description

This policy articulates how Lee Montessori Public Charter Schools will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

Consistent and clear communication with students and families is vital for supporting the community of students and families and for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

General School Wide Communication

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, notification through social

media channels, newsletters, and ongoing family and community outreach. Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and robocall.

Website

Lee Montessori Public Charter Schools website at all times will be the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FARM applications). This information will be available to families 24 hours, 7 days a week.

- **Contact Information:** Current and prospective students will be able to find all information on how to contact school administration and staff.
- **Family Resources:** Families will be able to find the Student and Family Handbook, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources.
- **Food Programs:** In accordance with OSSE guidelines, all required information about Lee Montessori Public Charter Schools food program will be available to families on a monthly basis.
- **Operating Status:** The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage.
- **Student Learning:** A link to the learning management system (LMS), Google Classroom, will be available for students and families to access student report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

Social Media

Lee Montessori Public Charter Schools has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used weekly to build broad awareness of Lee Montessori Public Charter Schools, engage the broader DC community (and country) in the great success of Lee Montessori Public Charter Schools students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

Direct to Family

Lee Montessori Public Charter Schools will connect with families directly through our parent portal, robocalls, emails, and texts to communicate whole school announcements, high priorities, sensitive student-related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school at least once a week to include but not limited to; teacher emails to families, calls to families, school announcements, newsletters, and family education/engagement outreach. The school will engage with students through daily virtual classroom activities, and for students with higher needs, personal connection (1:1) will be made with the families via communication channels listed above up to five times per week.

Family Engagement during Continuous Learning

Lee Montessori Public Charter Schools has crafted an Instructional Delivery Plan in order to provide

equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

Introductions

To ensure that students are effectively introduced to their new teachers, teachers will conduct virtual home visits where they (a) introduce themselves and get to know each other and (b) provide an introduction to their work in the first days of school.

Trainings

During the summer, and at regular intervals across the year, Lee Montessori Public Charter Schools will provide virtual and in-person training when possible, to support families in navigating the continuous learning plan of Lee Montessori Public Charter Schools. These trainings will include, but are not limited to:

- Troubleshooting your device at home
- Accessing Lee Montessori Public Charter Schools's distance learning platform and materials; and
- Navigating the learning management system
- Platforms utilized for Distance Learning, including Google Suite, Zoom

Continual improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards, Lee Montessori Public Charter Schools will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Resources

Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

Coronavirus Prevention Communication

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.

Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact (Dominique Fortune, Dominique@leemontessori.org, 202-779-9740) within 24 hours of the household member's diagnosis.

In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed through this [COVID Case Reporting Form](#).

Trainings

To prevent the spread of coronavirus, Lee Montessori Public Charter Schools will offer training for students, staff, and families. Topics may include:

- **How to safely return to school: a training detailing all in-school processes for students, families, and staff)**
- **Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic**

Resources

As detailed in the General School wide Communication section, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on Lee Montessori Public Charter Schools website.

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: Lee Montessori Public Charter Schools

LEA Leader Name: Chris Pencikowski

Date: 10-15-2020 10:13 AM