

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

**LEA Name: Monument Academy PCS**  
**LEA Contact: Dr. Jeffrey Grant**  
**LEA Type: Middle School**  
**Date Generated: 10/06/2020**

### 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.

<sup>1</sup>Term 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.

<sup>2</sup>These 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.

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

### School Recovery Operations Plan

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

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

The school will regularly clean, disinfect, and sanitize surfaces 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](#). Specifically, 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. 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.
- 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 will be limited and cleaned between usage.
- Bedding is to be individually labeled and stored.
- Bedding will be washable and laundered at least weekly.
- 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. See Grouping.
- The school will implement safe and correct storage for cleaning and disinfection products.
- No cleaning products will 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.
- Maximize spacing of occupants in each space with a minimum of six feet distance between desks.
- Limit occupants in any space based on the "Phase" per the DC Health requirement.
  - [Phase 1](#) - 10 individuals
  - [Phase 2](#) - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
  - 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 to reduce transmission from virus-containing droplets. Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.**
  - **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.**
- **Cafeteria will be closed as a space for meal consumption.**
  - **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.**
    - **Photocopier, cutting boards, book rooms, etc.**
    - **Playground, balls and recess equipment**
    - **Refrigerator, microwaves, etc. for staff**
- **Physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues. No interactive activities will be permitted.**
- **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.**

**Monument Academy will open on August 17, 2020, utilizing a Virtual Learning Model.**

**When students and staff members are in the school for in-person instruction and/or student support, the school will take the following measures in its use of space:**

**From our landlord:**

**To ensure, to the extent possible, we have instructed Day porters to provide enhanced cleaning on all high touch surfaces (door knobs, counter spaces, bathrooms) in public areas with CDC approved cleaning products throughout the day, adjusted by frequency of use. In restrooms, cleaning staff will be directed to place paper products in an area where individuals can “grab and go”. Please note, this is for restrooms without automatic hand dryers. We will place hand sanitizing stations, subject to availability, throughout the facility in common areas. At night, the cleaning crew will focus on classroom spaces and restrooms for cleaning with CDC approved materials. In case of a COVID -19 case, we offer many solutions the school can request. We can provide electrostatic cleaning for small areas (a couple of classrooms), if the individual was limited to a small area. For individuals whose path through the school cannot be traced, we offer a school-wide deep cleaning. Building Pathways will provide the school with either option for the initial service free of charge. Any subsequent requests are at cost.**

**The school’s response:**

**Each classroom, student life home, and office space will be outfitted with Clorox wipes, hand sanitizer, Lysol**

spray and any other necessary cleaning supplies as requested. We are asking that students clean their space prior to the start of each class, and at the end of each class. We plan to keep students in small pods of no more than 8, and their movement throughout the building will be modified. Classes will take bathroom breaks as a unit where no more than two students will use the bathroom at the same time, not using the center stall or sink. The day porter will clean the bathroom between each class's bathroom break.

#### **For Student Life Homes:**

##### **Daily Cleaning:**

- **Daily cleaning is the responsibility of the students and the houseparents who occupy the home. Students will continue to complete chores in their student life homes that will be inclusive of twice daily (morning and evening) cleaning and disinfecting of surfaces. The houseparents will also ensure adequate cleaning and disinfecting is happening as part of their professional responsibilities.**

##### **Weekly Cleaning:**

- **Weekly cleaning is the responsibility of the houseparents and the janitorial staff. Houseparents are responsible for weekly deep cleans of the homes as part of their professional responsibilities. Our janitorial service also provides weekly additional cleaning and disinfecting in the student bathrooms, kitchen and high-touch communal spaces in the student life homes.**

##### **In-Between Use:**

- **In the event that there is a period of time in between student use of the homes, both the houseparents and janitorial staff have a checklist of tasks necessary to complete a full deep clean of the home. Houseparents complete the initial cleaning, and the janitorial staff finish it. At the end of this cleaning, an entirely new set of staff and students would be able to occupy the space.**

##### **Monthly Cleaning:**

- **Due to the heightened circumstances responding COVID - 19, any cleaning that would have been completed on a monthly basis is now completed on a weekly basis. Houseparents and janitorial staff share responsibility for this cleaning as outlined above.**

**In case of a positive case of COVID - 19 or COVID - 19 symptoms, we will isolate the student in the exterior classroom until he/she can be picked up. We will also designate the nearby bathroom for his/her sole use. We chose this space because it has glass walls, allowing for outside monitoring by a staff member. We will mandate that the pod and exposed staff quarantine, and request the specialized cleaning being offered by our landlord who contracts our janitorial services. We have partnered with community organizations to support our students and families in getting tested, when necessary, and any further required medical care.**

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

**Monument Academy will open on August 17, 2020, utilizing a Virtual Learning Model.**

**When students and staff members are in the school for in-person instruction and/or student support, the school will take the following measures in its use of space:**

**All classroom and communal spaces will be set up so that students and staff are sitting at least 6' apart. We are able to do this by splitting our already small classes of no more than 15 students and dividing them into two different spaces.**

**In the student life homes there will be one student per bedroom and a maximum of 6 persons occupying the home. Each bedroom is completely enclosed with its own door. We are providing portable UV-C lights for use in the homes, asking that the windows remain open when the climate allows, and will limit bathroom use to one student at a time. No other physical changes will be made to the homes, as their current construction and reduced occupancy will allow for socially-distant living.**

#### **General Facility updates**

**In addition to the MERV 13 filters, we plan to purchase portable UV-C units and UV-C lighting in the HVAC ducts, we also have changed our water fountains to units that double as bottle filling stations as well, and the first floor bathrooms will be retrofitted with touchless systems on the toilets and sinks. We will also post signage throughout the facility reducing the number of toilets and sinks used and reminding students and staff to socially distance themselves.**

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

**From our landlord:**

**We have and will continue to, on a monthly basis, replace all filters with Merv- 13 filters to increase air-filtration at Monument and will increase air intake equipment (AAON units) to the max fresh air exchange rate possible for the unit. Please note, this may or may not meet 6 times per hour fresh air exchange.**

**The school's response:**

**We are purchasing in room portable UV filtration systems to increase air purity as well as keeping windows open as long as the comfort of the classroom can be maintained and the weather permits. We are also looking to purchase UV-C units for our HVAC ducts.**

### **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>.*

**Monument Academy has two separate plans for school operations for delivering instruction, and the implementation of those plans is contingent upon guidance from the mayor's office and the PCSB. Monument Academy opened on August 17, 2020 with an all-virtual instruction model. The school is planning to offer an opportunity for 8 to 10 students to live on campus full time for seven weeks (i.e. they will not return home for the weekends). Under this plan, these 8-10 students will still receive virtual instruction, but they will be under the supervision of Monument staff members.**

**The second plan will allow for students to opt in to returning to the building for on-site instruction. Initiating this plan is contingent upon guidance from the mayor's office and the PCSB.**

**For either of these two plans, all in-person instruction will have the following characteristics:**

- **All stakeholders must wear masks during instructional time.**
- **All equipment will be cleaned after each class session.**
- **All staff members are required to remain on campus from their arrival to their departure at the end of their tour of duty.**
- **All persons who leave campus must receive a temperature check upon return and re-entry to the school.**
- **No visitors will be allowed into the building during the Sunday through Friday student boarding period.**
- **All parent meetings will be held remotely.**
- **All board meetings will be held remotely.**
- **No take-out food deliveries for staff will be allowed. (NSLP and CACFP meal deliveries will still be allowed for our food vendor)**
- **All students will arrive on campus in stages based on grade level:**
  - **5th grade - 6:00pm**
  - **6th grade - 6:30pm**
  - **7th grade - 7:00pm**
  - **8th grade - 7:30pm**
- **Students will be checked for symptoms of COVID-19 by the school nurse and then transferred to their student life homes.**
- **There will be no more than 8 students per student life home (2 House Parents per home).**
- **Students will begin boarding when the data signals that we can serve students while remaining healthy.**
- **Students will receive instruction in settings that consist of no more than 10 persons in a room, inclusive of the instructional personnel.**
- **Students will arrive on Sundays from 6pm - 8pm and will be checked by the nurse for symptoms of COVID-19 and then transferred to their student life homes.**
- **Students will be spaced 6 feet apart in the academic settings.**
- **Students will be receiving instruction via face-to-face and online models:**
  - **Common-Core based standards**
  - **Moby Max**
  - **Discovery Education**

- Thematic Planning
  - Project-based Learning
  - Collins' Writing
- Instruction will take place in all classrooms, the cafeteria (commons), the courtyard, and the gymnasium.
  - Students will eat lunch in their classrooms.
  - Students will participate in PE in the courtyard and gymnasium.
  - Students will be dismissed on Fridays at 3:30pm. All uniforms, bedding, towels, etc stay at school and are laundered on site. (Note that the 8-10 students who will live on campus under the parameters of the first operation plan will not be dismissed for the duration of their 7 weeks on campus)
  - Touchless faucets and toilets are being installed on the first floor

### **Meal Delivery**

**For plan 1 (virtual instruction):** We are working with our food vendor, Luncheras DiSi, and a bus company to deliver the standard meals to each of our families. A meal will be delivered to each student's residence. That includes dinner on Sunday, breakfast, lunch, snack and dinner on Mondays through Thursdays, and breakfast and lunch on Fridays. Currently, however, we are providing these meals for pick up by families at the school. When students are in the building, the individually wrapped meals will be delivered to their classrooms or student life homes where they will continue to be distanced.

**For plan 2 (optional in-person instruction):** Luncheras will deliver all meals to the school, and they will be distributed to the appropriate classrooms or student life homes. For any students who opt to receive instruction virtually, Monument will offer meal pickup and continue to work with a bus company to deliver meals to families who struggle to make it to the school.

### **PPE distribution**

We have purchased PPE for all staff, students, contractors and visitors as follows:

### **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.

## Order Summary

Item Description	Quantity
3-ply protective mask	5000
Children (pedestrian mask)	200
Adult (3 layer black cloth mask)	300
No contact thermometer (DC-Maryland-Virginia)	20
Medium (nitrile gloves)	5
Large (nitrile gloves)	10
X-Large (nitrile gloves)	10
cases of 8 oz. hand sanitizer (standard), case of 12 each	50
cases of 4 bottles of 1 gallon hand sanitizer, case includes 4 separately bottled gallons	10
each (wipe) of longer turnaround disinfectant wipes (that come in a cannister)	500

### Instructional Delivery Plan

Instructional delivery will differ between our two plans. For virtual instruction, students will attend synchronous instruction classes from 9 am to 4:15 pm Monday through Thursday according to the schedule below. Fridays are asynchronous, and students are working on individual assignments during that time. All classes are held via Google Meet and are shared with students via a Google Classroom specific to each class. The materials below outline the teacher instructional schedule and the schedule for collaborative planning and individual planning time. Details on the plan for the 8-10 students living at the school for 7 weeks are located below these materials.

### Monument Academy Distance Learning Master Schedule Monday-Thursday

#### Academic Cohort Rosters

Time	5A	6A	6B	7*	7A	7B	8A	8B	CLO
9:00am-	<a href="#">ELA-</a> Hill/	<a href="#">Math -</a> Rucker/ Tarrance	<a href="#">Soc Stud-</a> Murray/ Moore	<a href="#">Science-</a> Barrett/ Law	<a href="#">ELA-</a> Morris/ D.Johnson	<a href="#">Math-</a> Bolden/ Marshall	<a href="#">Soc Stud</a> Jackson/ B.Reynolds	<a href="#">Science-</a> McLaurin/ Gunasinghe	<a href="#">7/8 M</a> Hadl <a href="#">6/7 E</a> Garr
9:55am	Staves								
9:55am-	Tech/								
10:15am	Independent Assignment								



10:15am-	<a href="#">Science-</a>	<a href="#">ELA-</a>	<a href="#">Math-</a>	<a href="#">Soc Stud</a>	<a href="#">Science-</a>	<a href="#">ELA-</a>	<a href="#">Math-</a>	<a href="#">Soc Stud-</a>	<a href="#">6/7 S</a>
	Barrett/	Hill/	Rucker/	Murray/	McLaurin/	Morris/	Bolden/	Jackson/ B.	Garr
11:10am	Law	Staves	Tarrance	Moore	Gunasinghe	Johnson	Marshall	Reynolds	<a href="#">7/8 S</a>
11:10am-	Tech/								
11:30am	Independent Assignment								
11:30am-	Lunch/	Lunch/	Lunch/	Lunch/	Elective/	Elective/	Elective/	Elective/	Lunc
12:30pm	Elective	Elective	Elective	Elective	Lunch	Lunch	Lunch	Lunch	Elect
12:45pm-	<a href="#">Soc Stud</a>	<a href="#">Science-</a>	<a href="#">Math-</a>	<a href="#">Soc Stud-</a>	<a href="#">ELA-</a>	<a href="#">Math-</a>	<a href="#">6/7 S</a>		
	-	Barrett/	ELA-	Rucker/	Jackson/	Science-	Morris/	Bolden/	Garr
1:40pm	Murray/	Gunasinghe	Hill/Johnson	Marshall	Moore	McLaurin/Hector	Staves	Tarrance	<a href="#">6/7 S</a>
	Pearsall								Hadl
1:40pm-	Tech/								
2:00pm	Independent Assignment								
2:00pm-	<a href="#">Math-</a>	<a href="#">Soc Stud-</a>	<a href="#">Science-</a>	<a href="#">Math-</a>	<a href="#">Soc Stud-</a>	<a href="#">Science-</a>	<a href="#">ELA-</a>	<a href="#">6/7 M</a>	
	Rucker/	Murray/	Barrett/	ELA-	Bolden/	Jackson/	McLaurin/	Morris/	Hadl
2:55pm	Marshall	Pearsall	Gunasinghe	Hill/Johnson	Tarrance	Moore	Hector	Staves	<a href="#">7/8 E</a>
2:55pm-	Tech/								
3:15pm	Independent Assignment								
3:15pm-	Break								
3:30pm									
3:30-4:15 pm	Tuesday/Wednesday-DBT/SLCS				Monday/Thursday- Extracurricular Activity				

**Extracurricular Activities**

- 45 minute virtual activities based on student interest and/or academic need
- Activities are taught by houseparents, staff, volunteers and/or outside vendors

- At least two staff members are present for each activity
- Activities include: Storytelling/creative writing, mathletes/financial literacy, science club, chess, fitness, art, journalism, and dance.
- Students will log in to extracurricular activities the same way that they would for their classes or their check-ins with houseparents

For the 8-10 students living on campus for 7 weeks, Monument is installing/making available in the courtyard:

- Volleyball set
- Corn Hole sets
- Horseshoes
- Fitness equipment

### Monument Academy Distance Learning Electives Schedule

#### A Day Schedule

Time	5A	6A	6B	7*	7A	7B	8A	8B
11:30am- 12:00pm	Lunch	Lunch	Lunch	Lunch	<a href="#">Performing Arts-</a> Reynolds	<a href="#">Music-</a> Pearsall	<a href="#">Phys. Ed.-</a> Law	<a href="#">Spanish-</a> Hector
12:00pm- 12:30pm	<a href="#">Phys. Ed.-</a> Law	<a href="#">Spanish-</a> Hector	<a href="#">Performing Arts-</a> Reynolds	<a href="#">Music-</a> Pearsall	Lunch	Lunch	Lunch	Lunch

#### B Day Schedule

Time	5A	6A	6B	7*	7A	7B	8A	8B
11:30am- 12:00pm	Lunch	Lunch	Lunch	Lunch	<a href="#">Music-</a> Pearsall	<a href="#">Performing Arts-</a> Reynolds	<a href="#">Spanish-</a> Hector	<a href="#">Phys. Ed.-</a> Law

12:00pm-	<a href="#">Spanish-</a>	<a href="#">Phys. Ed.-</a>	<a href="#">Music-</a>	<a href="#">Performing Arts-</a>	Lunch	Lunch	Lunch	Lunch
12:30pm	Hector	Law	Pearsall	Reynolds				

**Monument Academy Distance Learning DBT Schedule**

**[DBT Rosters](#)**

Time	5/6 Girls	5/6 Boys	5/6 Boys	7th Boys	7th Boys	7th Boys
Days	Wed	Wed	Wed	Tue	Tue	Tue
3:30pm-	<a href="#">DBT-1</a>	<a href="#">DBT-2</a> Br.	<a href="#">DBT-3</a> Bell/	<a href="#">DBT-4</a> Taylor/	<a href="#">DBT-5</a> Maurice/	<a href="#">DBT-6</a> D. Tate/
4:15pm	Covington/ Collington	Newbon/ Williams	Maurice	Collington	Haughton	D. Durham

Time	7/8 Girls	7/8 Girls	7/8 Girls	8th Boys	8th Boys	8th Boys
Days	Tue	Tue	Tue	Tue	Tue	Tue
3:30pm-	<a href="#">DBT-7</a>	<a href="#">DBT-8</a>	<a href="#">DBT-9</a> L.	<a href="#">DBT-10</a> E.	<a href="#">DBT-11</a>	<a href="#">DBT-12</a>
4:15pm	Covington/ Raynor	Morrow/ S. Moore	Newbon/ Yellock	Newbon/ Mohammed	Poe/ Brown	Whitaker/ Queen

**Monument Academy Distance Learning Student-Led Conferences (SLC) Schedule**

**[Academic Cohort Rosters](#)**

Time	5A	6A	6B	7*	7A	7B	8A	8B
Days	Tue	Tue	Tue	Wed	Wed	Wed	Wed	Wed
3:30pm-	<a href="#">SLC-</a>	<a href="#">SLC</a> -	<a href="#">SLC-</a>	<a href="#">SLC-</a> J.	<a href="#">SLC-</a> A.	<a href="#">SLC-</a>	<a href="#">SLC</a> Bl.	<a href="#">SLC-</a>
4:15pm	R. Carey	Gregg	DeVille	Tate/ Hankinson	Wells/ K. Wells	Prather/ Smith	Newbon	Mohammed

**SY20/21 Academic Accountability: Meetings/Teachings/Additional Time on Task**

- Teachers will hold live sessions during their designated time and/or develop lessons to be completed during this time block.
- Collaborative planning will take place based on the subsequent schedule
- Dialectical Behavior Therapy and Student Learning Conferences will commence @ 3:30pm.
- Academic Planning - Collaborative planning will take place in accordance with the following schedule:

<b>Day</b>	<b>Time</b>	<b>Subjects</b>
Monday	11:30am - 12:30pm	Individual Teacher Planning
Tuesday	8:30-9:00 am or 2:30- 3:00 pm	Elective Collaborative Planning
Tuesday	11:30am - 12:30pm	Collaborative Planning: RELA
Tuesday	3:15pm-4:15 pm	Collaborative Planning: Math
Wednesday	11:30am - 12:30pm	Collaborative Planning: Social Studies
Wednesday	3:15pm-4:15 pm	Collaborative Planning: Science
Thursday	11:30am - 12:30pm	Collaborative Planning: Data Review and Planning
Friday	11:30am - 12:30pm	Individual Teacher Planning

**This is the staffing plan for supervising the 8-10 students who will live on campus for 7 weeks:**

**Identified House Parents work different shifts:**

**First Shift {Bl.& E. Newbon (Males: R10)/T.Yellock & N. Gregg (Females: R02)}**

- Sunday evening through Friday morning 4:00 p.m. through 8:30 a.m.

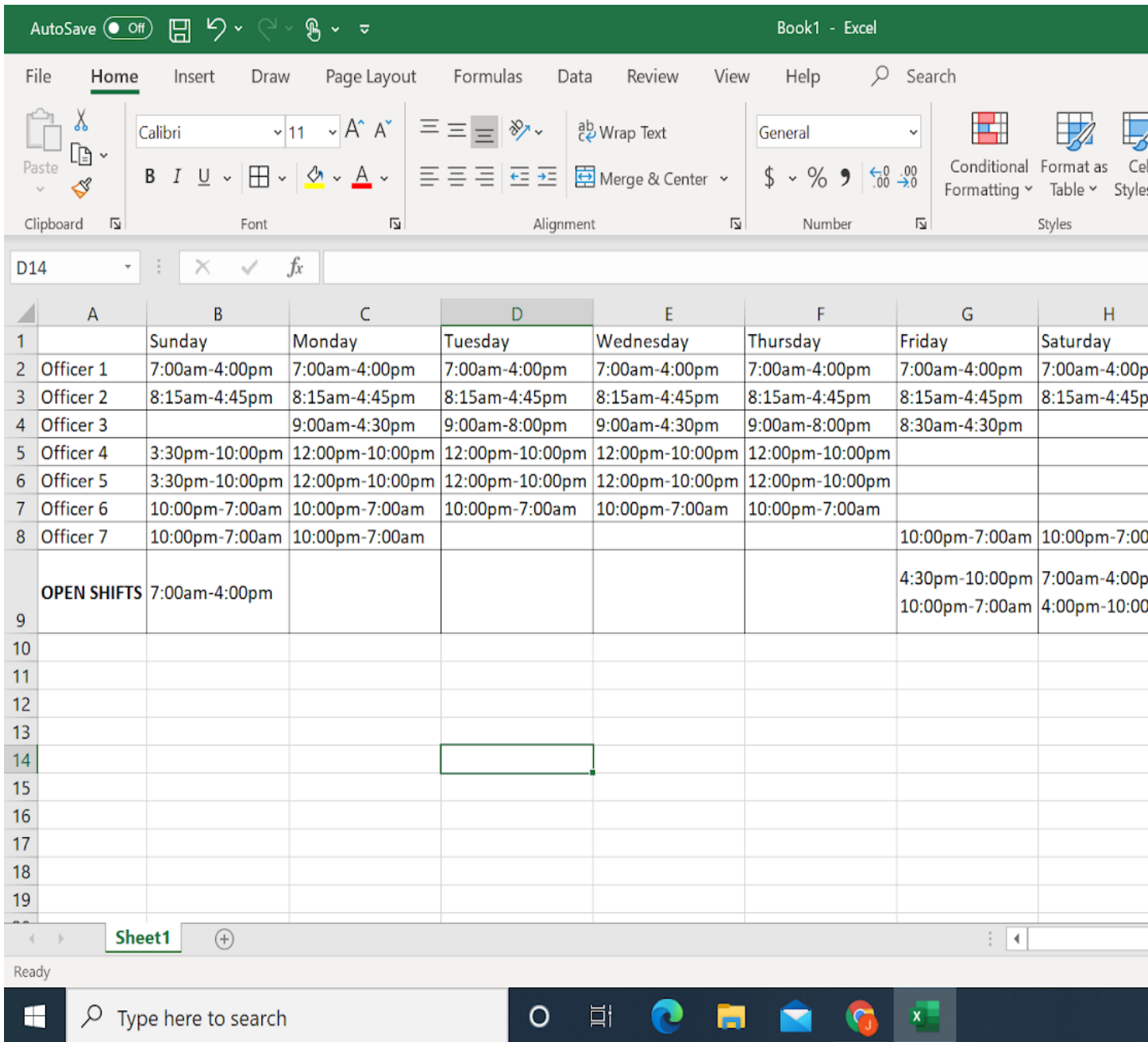
**Second Shift {M. Brown/M. Haughton}--serving as virtual classroom monitors**

- Monday morning through Friday afternoon 8:30 a.m. through 4:30pm

**Third Shift {Wells (Females: R08)/ Tates (Males R07)}**

- Friday afternoon 4:00 p.m. through Sunday afternoon 4:30 p.m.

**An administrator will be on site at all times. The safety team schedule will be adjusted so that a member of the safety team is on site at all times, according to the schedule below:**



All students and staff will be tested for COVID-19 prior to entering “the bubble,” and they will continue to be tested weekly throughout the 7 weeks. Testing will be performed by Elaine Ellis, an organization with which Monument has a partnership. Students will be asked to abide by the following rules:

- Abide by all safety regulations
- Mask on in all common spaces
- Social distancing
- Remain in assigned spaces
- Remain on campus unless otherwise stated
- Proper hygiene (adhering to CDC guidelines)
- Comply with temperature checks (2x per day)

- **Medication Compliance (If prescribed medication)**
- **Full engagement in the virtual learning environment**
- **Fully comply with the Rules and Expectations outlined in the Family and Scholar Handbook and those set forth during orientation to the Student Life Home.**

**Plan 2: Optional in-person instruction**

**In the event that it is deemed safe for students and staff to return to the building for in-person instruction, Monument will shift to an A/B block schedule in order to minimize the amount of student movement through the building. All work and lessons will still be delivered via Google Classroom, which ensures that students receiving virtual instruction don't miss out on any of the work or instruction. It also ensures a smooth transition back to all-virtual instruction as conditions dictate. Teachers will live stream their lessons for students in the virtual setting.**

**A/B Schedule For In-Person Learning (Implemented upon returning to building)**

**In-person Students are grouped homogeneously in SLH and remain together throughout the day.**

**A DAY**

- **8:15 a.m. - Homogeneous groups transition to academic program: SLC/DBT**
- **9:30 a.m. - 12 noon - Students receive instruction from Content Teacher W.**
- **12 noon and 12:50 p.m.- Students consume lunches in the classrooms and attend Electives.**
- **1:45 p.m. - Students transition to and receive instruction from Content Teacher X.**
- **4:00 p.m. - Students transition to Student Life Homes.**

**B Day**

- **8:15 a.m. - Homogeneous groups transition to academic program: SLC/DBT**
- **9:30 a.m. - 12 noon - Students receive instruction from Content Teacher Y.**
- **12 noon and 12:50 p.m.- Students consume lunches in the classrooms or attend Electives.**
- **1:45 p.m. - Students transition to and receive instruction from Content Teacher Z.**
- **4:00 p.m. - Students transition to Student Life Homes.**

**Under this schedule, academic staff has time for eating lunch, individual planning, and collaborative planning from 8:45 am to 9:30 am and 12 pm to 1:45 pm. The days of the collaborative planning meetings will remain the same as they are in virtual instruction.**

**This plan describes how Monument Academy PCS will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent of 1,080 instructional hours 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, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

Instruction at Monument Academy PCS 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 Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration. For each of the 180 days in the school calendar, a student will be expected to engage in the equivalent of 6 hours of learning, with synchronous breaks for lunch, “recess” and socializing.

Monument Academy will open on August 17, 2020, utilizing a Virtual Learning Model.

The school will utilize the strategies outlined below to raise academic achievement both in the virtual model and the in-person model.

MAPCS will increase academic achievement in Reading/ELA for students.

Strategies	Resources	Metrics Benchmarks
1. Use of higher-order questioning within all lessons written and oral to scaffold and probe for comprehension.	<ul style="list-style-type: none"> <li>• Collins Writing Program</li> </ul>	
2. Utilization of Tier 2 and Tier 3 vocabulary within all lessons written and oral to increase rigor.	<ul style="list-style-type: none"> <li>• Complex Text - Novels</li> <li>• iPads</li> </ul>	<ul style="list-style-type: none"> <li>• Daily – Standards-based exit tickets that assess the day’s objective and goals</li> </ul>
3. Writing across the curriculum to model comprehension.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Newsela</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly - Teacher-made assessments that utilize MAP-based and PARCC-based question stems and structures.</li> </ul>
4. Use of technology to complete project-based assignments	<ul style="list-style-type: none"> <li>• Extended Day Literacy Club</li> <li>• Extended Day Journalism Club</li> </ul>	<ul style="list-style-type: none"> <li>• BOY/MOY/EOY - Fountas and Pinnell Reading Assessment to identify growth in comprehension and fluidity</li> </ul>
5. Data-driven small grouping with Reading interventionist	<ul style="list-style-type: none"> <li>• Gifted and Talented Program</li> </ul>	<ul style="list-style-type: none"> <li>• End of Advisory – Cross-curricular project based on the 9-week themes.</li> </ul>
6. Centered-based instruction	<ul style="list-style-type: none"> <li>• Moby Max</li> </ul>	
7. Highly-effective use of curriculum resources		

- 8. **Data-driven Professional Development**
- 9. **Differentiated Instruction**
- 10. **Collaborative Planning**  
3x/week

MAPCS will increase academic achievement in Math for students.

Strategies	Resources	Metrics Benchmarks
1. <b>Application-based problem solving to ensure student mastery.</b>	• <b>Envision Mathematics</b>	• <b>Daily – Standards-based exit tickets that assess the day’s objective and goals</b>
2. <b>Use of higher-order questioning within all lessons written and oral to scaffold and probe for comprehension.</b>	• <b>Junior Achievement Finance Park</b>	• <b>Weekly - Teacher-made assessments that utilize MAP-based and PARCC-based question stems and structures.</b>
3. <b>Utilization of Tier 2 and Tier 3 vocabulary within all lessons written and oral.</b>	• <b>Junior Achievement BizTown</b>	• <b>Advisory Cross-curricular project based on the 9-week themes</b>
4. <b>Writing Across the Curriculum to model comprehension.</b>	• <b>iPads</b>	
5. <b>Data-driven small grouping with Math interventionist</b>	• <b>Master Schedule</b>	
6. <b>Centered-based instruction</b>	• <b>Extended Day “Mathletes”</b>	
7. <b>Highly-effective use of curriculum resources</b>	• <b>Extended Day Science Club</b>	
8. <b>Data-driven Professional Development</b>	• <b>Gifted and Talented Program</b>	
9. <b>Differentiated Instruction</b>	• <b>MAPCS Budget</b>	
10. <b>Collaborative Planning</b> 3x/week	• <b>Moby Max</b>	

As a residential school whose mission is to serve the most vulnerable, we may offer boarding to students who



are most at-risk. At least 30% of our students are deemed homeless according to the criteria of McKinney-Vento, or who otherwise determine that sending their child to a structured learning environment provided by the school is necessary for his or her continued growth and development, including, but not limited to, students with disabilities and English learners. In this option, the student will attend in-person five days a week and receive monitored asynchronous learning five days per week. They will be under adult supervision five days a week.

- **School Schedule Options**
  - **On-site**
  - **Remote Synchronous**
- **Instruction**
  - **Personnel**
  - **Learning Modes**
  - **Community Building**
- **Professional Development**
- **Timely Intervention**
- **Continuous Improvement**

**SY20/21 Academic Accountability: Meetings/Teachings/Additional Time on Task**

- **Teachers will hold live sessions during their designated time and/or develop lessons to be completed during this time block.**
- **Lessons will be recorded for absent students to access at a later time if needed**
- **Additional teachers will assist with ALC Virtual classes.**
- **Elective teachers will attend the content classes per usual protocol.**
- **Collaborative planning will take place based on the subsequent schedule**
- **Dialectical Behavior Therapy and Student Learning Conferences will commence @ 4:30pm.**
- **Academic Planning - Collaborative planning will take place in accordance with the following schedule:**

<b>Day</b>	<b>Time</b>	<b>Subjects</b>
<b>Monday</b>	<b>11:30am - 12:30pm</b>	<b>Individual Teacher Planning</b>
<b>Tuesday</b>	<b>8:30-9:00 am</b>	<b>Elective Collaborative Planning</b>
<b>Tuesday</b>	<b>11:30am - 12:30pm</b>	<b>Collaborative Planning: RELA</b>

<b>Tuesday</b>	<b>3:15pm-4:15 pm</b>	<b>Collaborative Planning: Math</b>
<b>Wednesday</b>	<b>11:30am - 12:30pm</b>	<b>Collaborative Planning: Social Studies</b>
<b>Wednesday</b>	<b>3:15pm - 4:15 pm</b>	<b>Collaborative Planning: Science</b>
<b>Thursday</b>	<b>11:30am - 12:30pm</b>	<b>Collaborative Planning: Data Review and Planning</b>
<b>Friday</b>	<b>11:30am - 12:30pm</b>	<b>Individual Teacher Planning</b>

**All Staff Professional Development Sessions**

- - PD Day- 9/25 (full day)
  - PD Day- 11/2 (full day)
  - PD Day- 12/18 (½ day)
  - PD Day- 1/15 (full day)
  - PD Day- 2/12 (full day)
  - PD Day-3/12 (full day)
  - PD Day- 4/16(full day)
  - PD Day- 5/28(full day)
  - PD Day- 6/18(full day)
  - **Topics to consider:**
    - **Virtual Learning,**
    - **Social/Emotional learning,**
    - **Covid-19 Updates,**
    - **Assessments,**
    - **Data Driven Instruction and Analysis**
    - **Engaging with Parents**

**Monument Academy Distance Learning Master Schedule**

**Beginning Monday, August 17, 2020**

**Monday through Friday**

<b>Time</b>	<b>5A</b>	<b>6A</b>	<b>6B</b>	<b>6C</b>	<b>7A</b>	<b>7B</b>	<b>8A</b>	<b>8B</b>	<b>CLC</b>
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9:00am-10:15am	ELA	Math	SS	Sci	ELA	Math	SS	Sci	7th/8th Math 5th/6th ELA
10:15am-11:30am	Sci	ELA	Math	SS	Sci	ELA	Math	SS	5th/6th Math 7th/8th ELA
11:30am-12:30pm	Lunch Elec	Lunch Elec	Lunch Elec	Lunch Elec	Elec Lunch	Elec Lunch	Elec Lunch	Elec Lunch	Lunch Elec
12:45pm-2:00pm	SS	Sci	ELA	Math	SS	Sci	ELA	Math	7th/8th SS 5th/6th Sci
2:00pm-3:15pm	Math	SS	Sci	ELA	Math	SS	Sci	ELA	5th/6th SS 7th/8th Sci
3:15pm-4:15pm	Extended Day Programming Conducted by Extended Day Facilitators								

**KEY – Sci (Science) SS – (Social Studies) Elec (Elective)**

#### **A/B Schedule For In-Person Learning (Implemented upon returning to building)**

**In-person Students are grouped homogeneously in SLH and remain together throughout the day.**

#### **A DAY**

- **8:15 a.m. - Homogeneous groups transition to academic program: SLC/DBT**
- **9:30 a.m. - 12 noon - Students receive instruction from Content Teacher W.**
- **12 noon and 1:45 p.m.- Students consume lunches in the classrooms and attend Electives.**
- **1:45 p.m. - Students transition to and receive instruction from Content Teacher X.**
- **4:00 p.m. - Students transition to Student Life Homes.**

#### **B Day**

- **8:15 a.m. - Homogeneous groups transition to academic program: SLC/DBT**
- **9:30 a.m. - 12 noon - Students receive instruction from Content Teacher Y.**
- **12 noon and 12:50 p.m.- Students consume lunches in the classrooms or attend Electives.**
- **1:45 p.m. - Students transition to and receive instruction from Content Teacher Z.**

- 4:00 p.m. - Students transition to Student Life Homes.

Teachers plan using data to engage students in lessons that incorporate writing across the curricula and technology. In addition, in both the virtual and in-person environments students who are in need of intervention in Reading will be engaged with small group/one-on-one instruction, Fountas and Pinnell Guided Reading strategies, and Moby Max technology-based intervention. Students who are in need of intervention in Mathematics will be engaged with small group/one-on-one instruction and Moby Max technology-based intervention. Students in grades 5 and 6 will participate in the Junior Achievement BizTown Program and students in grades 7 and 8 will participate in the Junior Achievement Finance Park Program.

Monument Academy utilizes Thematic Planning in all classrooms to ensure our students and teachers engage in authentic experiences through in-depth analysis of the standards, objectives, and related texts across the curricula. According to [www.funderstanding.com](http://www.funderstanding.com) - "Thematic instruction is the organization of a curriculum around macro 'themes.' Thematic instruction integrates basic disciplines like reading, math, and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on."

Authentic Experiences include:

1. Project-based learning

- Science investigations
- Performances
- Theme celebrations
- Literature studies
- Non-traditional formative assessments

2. In-depth Analysis:

- Reteach plans
- Collaborative Meetings (grade level, content)
- Teacher Data Talks
- Student Data Talks
- Performance Tasks
- Project based learning
- Writing Across the Curriculum (Johns Collins)
- Current events

## Assessment and Promotion Policy

### A. Assessment

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

including:

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

NWEA-MAP ; Other (identify vendor)

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

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

**ASSESSMENT SYSTEMS**

<b>ASSESSMENT</b>	<b>GRADES IMPLEMENTED</b>	<b>SUBJECT</b>	<b>FREQUENCY</b>	<b>MODE</b>
<b>NWEA Measure of Academic Progress (MAP)</b>	<b>All students 5th through 8th Grades</b>	<b>Reading and Math</b>	<b>BOY/MOY/EOY</b>	<b>iPads Virtual</b>
<b>Performance Assessment of Readiness for College and Careers (PARCC)</b>	<b>All students 5th through 8th Grades</b>	<b>Reading and Math</b>	<b>EOY</b>	<b>iPads Virtual</b>
<b>Fountas and Pinnell Reading</b>		<b>Reading</b>	<b>BOY/MOY/EOY</b>	<b>Virtual</b>
<b>Content-based Teacher Made quizzes, tests, and performance assessments.</b>	<b>All students 5th through 8th Grades</b>	<b>All subjects</b>	<b>Weekly</b>	<b>iPads Virtual</b>
<b>Strengths and Difficulties Questionnaire (Special Education)</b>	<b>All students 5th through 8th grades</b>	<b>All subjects</b>	<b>BOY/MOY/EOY</b>	<b>Virtual</b>
<b>Brigrance Inventory (Special Education)</b>	<b>All students 5th through 8th grades</b>	<b>All subjects</b>	<b>BOY</b>	<b>Virtual</b>

The scholars will be assessed using Common-Core aligned, research-based tools to collect data identifying their academic progress. Data generated through assessments will be utilized by the academic team to plan for instruction; thus, the team will ensure differentiation, scaffolding, and rigor are fully immersed in all planning. The scholars will complete assessments via technology (iPads) during the virtual period and paper-based when in person only. Oral-presentations and performances will also be utilized virtually and in-person. The data collected will be stored in the MAPCS dashboard and continuously shared with the scholars, their

parents/guardians, and the teachers.

## **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.

The student grading policies have not been altered for the upcoming school year in light of distance learning. Monument Academy will promote and retain students based on their academic performances beginning August 17, 2020 and ending June 17, 2021. MAPCS has consistently provided parents with specifications relative to promotion and retention of students. Thus, the leadership team will continue to hold all scholars accountable for their efforts. Outlined below are the steps Monument Academy has taken to ensure all stakeholders are informed of the school's practices and expectations.

### **Grading Key**

**A: 90% - 100%**

**B: 80% - 89%**

**C: 70% - 79%**

**D: 60% - 69%**

**F: Below 60%**

- Students will attend an assembly on the second day (August 18, 2020) of school and receive information pertaining to promotion and retention.
- Starting Q1, Monument Academy identifies students in jeopardy of being retained based on the following criteria, D and F in more than one class, 5 or more absences in the 1st Quarter, and/or 20 or more cumulative absences.
- Head of School Dr. Grant will hold a meeting with students in jeopardy of being retained on October 23rd and with the parents of these students on October 30th. To keep parents aware of these students' progress, weekly retention letters were sent out from November to the current date.
- In December of 2020, a Scholars' Progress meeting with students will be held to share expectations and strategies for academic success.
- In January, a Scholars' Reset meeting will be held to share the priority foci and the best practices for the students' success.
- For Quarter 2, Dr. Grant will hold a follow-up meeting for parents of students in jeopardy of being retained in February, 2021. Additionally, Dr. Grant and Dr. DeCruise will hold individual meetings with all students to discuss the specifications students needed to address their grades and/or absences. To determine students at risk for Q3, grades for Q3 will be averaged with the Q1 and Q2 grades to ensure equal weight was given to each quarter. To account for any changes to students' learning setup, Dr. Grant will hold a meeting in April 2021 to remind students of the expectations for attending classes and completing schoolwork.
- Additionally, Dr. Grant will send out a weekly Parent Support document to share the expectations of

the online format.

8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school’s charter that you plan to waive for SY 2020-21, describe those waived requirements.
9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA’s policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:
- Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
  - LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.
- Option A: The LEA is using a learning management system (LMS) for distance learning.
- How is the student’s presence authenticated daily using the LMS?
  - What constitutes sufficient engagement in the LMS for the student to be marked present?

Monument Academy is using Option A. The LEA is utilizing Google Classroom as its Learning Management System (LMS). Students are expected to join a Google Meet session for each course/class period and participate in the instructional activities and complete all assigned classwork in order to be marked present. The Google Meet invitation is embedded within Google Classroom and is specific to each course section. The teacher is the first line of authentication ; just as they would for in-person instruction, teachers take period attendance in the school’s Student Information System, eSchoolPLUS, based on the student’s joining the Google Meet and participating in class activities. The attendance clerk reviews the period attendance taken each day and determines each student’s official attendance status for the day. This attendance utilizes the new distance learning codes provided by OSSE and feeds into OSSE’s data systems on a daily basis. Monument has established the following criteria for assigning each of the three attendance codes OSSE has created for distance learning:

Code	Criteria
<b>PFDL (Present Full Distance Learning)</b>	<b>Student attends 2 or more course sessions in the day (there are 5 total sessions offered each day)</b>
<b>AFEDL (Absent Full Excused Distance Learning)</b>	<b>Student attends fewer than 2 course sessions in the day but has a valid excuse for missing the sessions. Valid excuses include all those that would be valid for in-person attendance, as well as technical issues with wi-fi or hardware that are beyond the student’s control</b>
<b>AFUDL (Absent Full Excused)</b>	<b>Student attends fewer than 2 course sessions in the day but does not have a valid excuse for missing the sessions.</b>

## Distance Learning)

**In the event that students return to in-person instruction, we will create a filter within our SIS to designate those that are in-person and those that are distance learning for any given attendance day. The attendance clerk will take separate attendance for each group (to avoid any mistakes in data entry). The clerk will utilize the new in-person attendance codes provided by OSSE and use the same 80/20 rule as in years past for determining each student's attendance status for the day. Distance learning sessions will run concurrently with in-person sessions, and the teacher will be responsible for recording both in-person and distance learning attendance for any given class period.**

**Monument shares its absent list with staff daily to catch any data quality errors, and it also checks the official attendance entries daily to ensure that all students have been given an attendance code for the day.**

- 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?

**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?**

**Monument instructors typically record their sessions in Google Meet for the purpose of sharing them for review or for students who were not able to attend the session in-person. The recordings generate a log of all persons present in the session. They also have time-stamped records of any work submitted via Google Classroom during the instructional time. And Monument IT staff can pull reports of students logging in to Google Meet sessions via the G Suite Admin portal.**

## 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.**

**Monument's clinical and related service providers are prepared to provide comprehensive telehealth services to students during continuous learning and school recovery. Social emotional learning and mental health needs will be addressed through multi-tiered support services. Monument will facilitate the established school-wide social emotional learning program, Dialectical Behavior Therapy (DBT) skill-building groups, with accompanied assessments. Students will also have access to participate in small counseling groups that target issues such as grief and loss, emotional regulation, and social and life skills. Monument's mental health team will facilitate whole class guidance lessons that focus on character building and core values. Additionally, students and families who are in need of intensive mental health and behavioral support will be provided counseling and clinical case management support. Monument's social emotional learning program**



includes restorative practices that focuses on mediation opportunities and community building exercises to foster healthy peer interactions and support. Most importantly, Monument’s clinical team is prepared to work in collaboration with the Family Engagement department and external partnerships to coordinate well-being wraparound services, parent support groups, and ongoing psycho-education workshops to increase supervision and student safety, to stabilize and empower students and families, and to enhance social and emotional growth. Lastly, Monument’s programming will focus on recovering skills, repairing relationships, and building resilience as our students continue to face new experiences through this pandemic and beyond.

**Clinical Services Master Schedule**

**Clinical Services Manager: Danielle Nelson, MSW, LICSW**

**DBT Coordinator: Mariah Covington, LGPC**

**(3) Well-Being Counselors**

**OT/ SLP/ Psychologist**

**\*Individual Sessions will be scheduled when caseloads are identified\***

**\*Tier II Group Topics can change based on student need. Groups will run 4-6 weeks at a time to ensure that students have equitable access to Tier II services**

<b>Time</b>	<b>Mondays</b>	<b>Tuesdays</b>	<b>Wednesdays</b>	<b>Thursdays</b>	<b>Fridays</b>
<b>8:30am</b>	<p>Clinical Team Tour of Duty Starts-</p> <p>Morning Wellness Huddle (Well-Being and Family Engagement)</p>	<p>Clinical Team Tour of Duty Starts-</p> <p>DBT Training</p>	<p>Clinical Team Tour of Duty Starts-</p> <p>Morning Wellness Huddle (Well-Being and Family Engagement)</p>	<p>Clinical Team Tour of Duty Starts-</p> <p>Morning Wellness Huddle (Well-Being and Family Engagement)</p>	<p>Clinical Team Tour of Duty Starts-</p> <p>Morning Wellness Huddle (Well-Being and Family Engagement)</p>
<b>9:00am</b>	<p>Individual Supervision</p>	<p>DBT Training</p>	<p>Individual Supervision</p>	<p>Individual Supervision</p>	<p>Individual Supervision</p>
<b>10:00am</b>	<p>Student Support Managers’ Weekly</p>	<p>Service Delivery:</p>	<p>Service Delivery:</p>	<p>Service Delivery: (Individual</p>	<p>Service Delivery: (Individual</p>

	Meeting	(Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	(Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Sessions, Classroom Observations & Support, and/or Group Planning Session)	Sessions, Classroom Observations & Support, and/or Group Planning Session)
	<b>COUNSELORS</b>				
	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning)
11:00am					
	5/6 Lunch and Learn Tier II Group A (Grief and Loss)	5/6 Lunch and Learn Tier II Group B (Grief and Loss)	5/6 Lunch and Learn Tier II Group A (Life/Social Skills)	5/6 Lunch and Learn Tier II Group B (Life/Social Skills)	Service Delivery: (Individual Sessions, IEP Meetings (11:30am-12:30pm), Classroom Observations & Support, and/or Group Planning)
11:30am	&				
	IEP Meetings (11:30am - 12:30pm)				
	7/8 Lunch and Learn Tier II Group A (Grief and Loss)	7/8 Lunch and Learn Tier II Group B (Grief and Loss)	7/8 Lunch and Learn Tier II Group A (Life/Social Skills)	7/8 Lunch and Learn Tier II Group B (Life/Social Skills)	ADMIN- Clinical Documentation and Submission
12:30pm	&				&
	IEP Meetings (11:30am- 12:30pm)				IEP Meetings (11:30am- 12:30)

1:00pm	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)
2:00pm	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)	Service Delivery: (Individual Sessions, Classroom Observations & Support, and/or Group Planning Session)
3:15pm	DBT Class & SLC Grade-Level Support  DBT/ SLC Observations and Support- Nelson  IEP Meetings (3:15pm- 4:15pm)	DBT Class & SLC Grade-Level Support  DBT/ SLC Observations and Support- Nelson	DBT Class & SLC Grade-Level Support  DBT/ SLC Observations and Support- Nelson  Clinical Group Supervision (bi-weekly)	DBT Class & SLC Grade-Level Support  Collaborative Planning- Teacher PDs and Support Nelson	IEP Meetings (3:15pm- 4:15pm)
3:45 pm	IEP Meetings (3:15pm - 4:15pm)	Student Support Department Meeting	DBT Consultation with L. Mazza (bi-weekly)	ADMIN TIME- Clinical doc.	IEP Meetings (3:15pm- 4:15pm)

4:30 pm	Clinical Team Tour of Duty Ends	Clinical Team Tour of Duty Ends	Clinical Team Tour of Duty Ends	Clinical Team Tour of Duty Ends	Clinical Team Tour of Duty Ends
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Monument Academy will determine which students are in need of additional academic support due to Covid-19 based on attendance records, completion of past work, and class-based assessments. Using these factors, Monument will identify students of concern and ensure that they are placed in smaller cohorts with additional supports. At this time, Cohort 7\* is one of the cohorts that has been created to assist students that missed critical academic components due to excessive absences and/or academic regression. Furthermore, Monument will employ the following tailored steps to assess student learning lost and implement academic interventions:

1. Identify students with an in-seat attendance (ISA) rate of 60% or less
2. Conduct and Administer a classroom-based assessment in all content classes
3. Identify students that scored less than 50% on the classroom based assessments
4. Gather teacher feedback and suggestions during weekly Thursday Data Meetings. During this meeting, student's attendance, academic progress, and teacher input will be shared
5. Create an individual action plan for identified students using the Monument Academy's Data Analysis tracker. This plan will be shared with parents and reviewed after 30 days.
6. Work with Interventionists to set-up small group and/or one-on-one sessions to address student's deficits
- 6b. If an identified student has an IEP, the IEP team will review IEP to determine appropriate accommodations and if revisions to IEP are needed
7. Review student's progress during monthly quarterly assessments to determine if additional support is needed.
8. Provide students with additional academic support during extended day with: enrichment programs for Reading and Math, Homework Help and Study Hall facilitated by the Houseparents

## B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:
  - A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
  - The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
  - The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

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

## Behavior Support Plan

Monument Academy will implement a “Positive Behavior Intervention and Supports” based behavior management system that rewards and celebrates scholars for displaying positive behaviors in both the school and apartment environments. The behavior management department will monitor the “ClassDojo” dashboard to assign awards through the point-based system.

Name	Responsibilities
Academic Learning Center (ALC) Specialist	Manage the ALC by:
• Victor Bell	• Receiving students assigned to ALC • Ensuring students complete reflections of behaviors/misbehaviors • Ensuring students complete all assignments before returning to classrooms
Behavior Management Specialists	• Implement PBIS-based strategies to guide and manage behaviors in classes, hallways, cafeteria, gymnasium, and all recess areas
• Nia Williams • Jada Queen • Quenton Morrow	• Collect relevant data on behaviors • Review and log behavior referrals • Collaborate with “Safety and Security” staff to transition scholars from team to team when applicable

Students can be removed from the virtual classroom for multiple behaviors that have been addressed by a staff member, but the student continuously engages in and is deemed disruptive to the learning environment, such as but not limited to:

- Cursing
- Screaming
- Inappropriate language
- Being late (more than 20 minutes of the class has passed)
- Inappropriate action on camera
- Failure to comply with multiple staff directions

Students asked to leave the classroom will be sent to an alternative classroom with a behavior support specialist who will work with the student to identify ways for him/her to successfully return to class. Should a student be removed from class and not show up to the alternative classroom, they will receive a failing letter

grade for those assignments missed and will be required to start the following school day with a member of the behavior team. Students will have access to the same assignments as their peers but the maximum letter grade they can earn will be different.

Students parents will be contacted at two intervals through the day:

- Midday
- At the end of the academic day

Parents contacted midday will be for students who have been asked to leave any classes up until that point: likewise at the end of the academic day. All missed assignments will be sent to the student and he/she will be expected to turn it in the following class session. He/She will be able to get support with the missed assignments from their houseparent in the evening if required.

- Students will complete the following benchmarks for the virtual sessions:
  - 100% proper attire worn to class
  - 90% attendance rate
  - 85% on time submission of assignments
  - 80% Active engagement
- To ensure our students are still receiving all of the services they would if we were in the building, they also have benchmarks for participation in Dialectical Behavior Therapy (DBT). DBT is our Tier 1 intervention for behavior and social/emotional well-being. The benchmarks are as follows:
  - 90% attendance rate
  - 90% on time submission of assignments
  - Active positive participation in the academic day and in the extended day programs.

Contingent upon meeting these benchmarks students will receive points within the PBIS-based reward system under the MAPCS Behavior Support plan. The points are redeemable for gift cards.

Students may also be removed from the virtual learning environment if their behaviors prevent the teacher from teaching and other students from learning. The staff is trained to administer progressive discipline according to the Discipline Policy outlined in the MAPCS Parent/Student Handbook

- Behaviors that will result in disciplinary actions include, but not limited to:
  - Bullying
  - Multiple unexcused absences
  - Not in uniform

- Inappropriate classroom behaviour
- Disclosure of information discussed in DBT class without consent

## **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](#).*

Monument Academy is maintaining IDEA timelines by continuing to hold annual IEP meetings and implementing the students' IEPs while engaging in Distance Learning. We are implementing the students' IEPs by ensuring the students are logging onto their virtual co-taught classes daily. Each virtual class (Google Classroom) has a General Education Teacher and a Special Education Teacher. The Special Education Teachers are modifying the assignments with students and working in small groups as needed. Dedicated Aides are also working one on one with their assigned students to help complete all assignments. The teachers and case managers communicate with the parents and/or guardians weekly to assist with Google Classroom and MobyMax. If we find that a parent has a disability, the Family Engagement Team will pair the family with the necessary resource (language interpreter, Community Support Worker [CSW] from one of our partner agencies, one on one staff support, etc.) to ensure equitable access to their child's education. Within MobyMax, the teacher assigns the students' instructional level assignments that are aligned with the grade-level curriculum. The students' accommodations based on their IEPs needs are put into MobyMax, which adjust to their instructional needs. Special Education Teachers are doing daily check-ins with the students, parents and/or guardians before and after class to assist with misconceptions or technical support about the assignments. For our students who are experiencing homelessness or are in the custody of the District of Columbia, we conduct routine SST meetings to frequently assess the families' needs to best deliver recovery services. This may include providing additional technology such as hotspots that can be as transient as the student family may be, additional community support with our partner agencies, telehealth services, home visits and weekly one on one support from a member of our well-being, family engagement or behavior team.

- When students do not log into class, the parents and/or guardians are called during class to troubleshoot if necessary.
- Attendance is taken daily during every class period. If a student is absent from class the teacher makes some form of communication with the parents and/or guardians to inform them of the absence.

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

- The team will contact the student, their parents and/or guardians to make sure the student is informed of any missed assignments.
- Related Service Providers are implementing teleservices weekly to ensure the IEPs service hours are implemented. Family Engagement and Well-Being will offer monthly support groups for parents, virtually. A variety of topics will be addressed. Topics include: DBT skills training for parents, developmental stages, trauma informed care, psycho-education group on understanding diagnoses...
- All Related Service Providers are logging teleservices in SEDS. SEDS helps us keep track of missed services that may need to be made up.
- If a student does not receive services for an extended period of time (generally more than 10 consecutive school days), the IEP Team will make a subsequent individualized determination to decide whether a student with a disability requires compensatory services to make up for any skills that may have been lost because the student did not receive educational benefit. To the extent possible such services will be provided via telehealth during periods of distance learning.
- The IEP Meetings and Eligibility Meetings are held virtually via Google Meets and or by phone.
- All documents are sent electronically via email and Docusign.
- By the end of September, all students, including students receiving special education services, will be administered MAP assessments and MobyMax assessments to collect baseline data and to determine present levels of performance.

#### Well-Being Programming

- All students who receive services through an Individual Education Program (IEP) will continue to receive services.
- ● Service providers will contact parents to share the students' scheduled time for services.
- ● Support services will be provided from 9am-12 noon and 4pm-7pm Monday through Friday.
- ● Dedicated aides will continue to work with their assigned students during the 12 noon to 4pm academic slot via shared screen.
- ● Special Education Teachers assign tasks to students via Google Classroom.
- ● Students with IEPs will be assigned tasks on technology-based MobyMax.
- ● Two times per week Dialectic Behavior Therapy (DBT) exercises will be assigned and completed via Google Classroom.
- ● DBT tasks will be both individual and group-based.
- ● IEP meetings will continue to be held in a timely manner via telephone and computer conferences.
- 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.

Monument does not currently have EL students enrolled. However, EL supports will be offered through individualized supports planned by an assigned case manager. EL students will access the general education curriculum with appropriate accommodations and modifications.

In compliance with state and federal guidelines, MAPCS is committed to providing equal opportunity for English language learners. To ensure that ELLs are provided with an equal opportunity, MAPCS will:

- Identify limited English Proficient students;
- Assess their level of English Language proficiency;
- Provide appropriate instructional support services for students identified as limited English proficiency; and
- Monitor their academic growth through the use of periodic evaluations and teacher input.

Once ELLs are identified, FPCS provides ongoing support to our students. Using an intensive English program, the academic content areas of English language arts, social studies, science, and mathematics are used to drive the success of all ELLs. This ensures that ELLs have access to the same academic content and performance standards as non-ELLs.

All instruction is given in English through a program that is created by the ESL teacher and general educator to meet the individual needs of each child. Both teachers work to reduce language-based barriers in academic subjects and improve ELLs' comprehension and/or word reading ability. Through their full inclusion and participation in the general education classroom, English language learners at Monument are held to the same rigorous standards as all students.

## 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.

All students are provided with an iPad, iPad charger, bluetooth keyboard, and stylus pen to complete their coursework. At the beginning of the academic year, students and families are given a video tutorial of how to utilize the iPad to log in to classes and complete assignments on Google Classroom. Moreover, teachers, academic staff, and houseparents are given a thorough walkthrough of the student virtual experience during summer professional development so that they can support students through the process of getting acclimated

to the virtual learning experience. Monument also employs an Academic Technology Specialist to help students troubleshoot challenges with virtual learning. Monument Academy provides iPads to each of its students and hotspots to those who need them and replaces devices if they are broken, lost, or stolen, as outlined by the waiver below. All students are expected to follow the Student Technology Policy (also inserted below), which outlines expectations for safeguarding PII and limitations of technology use. The policy is the same for all grade levels.

Monument surveys incoming students for their technology needs during the enrollment process. Since most of our students are designated as at-risk by OSSE, most are in need of a device. Regardless of expressed need, all Monument students are guaranteed a device to complete their coursework. If students express a need for internet access, either during the enrollment process or during the school year (as many of our students' housing situations are in flux throughout the year), Monument is able to provide that student with a hotspot. With so many points of contact with each student--teachers, administration, family engagement, counselors, and houseparents--the school is readily able to collect this type of information from a student to ensure that the student has the technology needed to complete virtual learning.

Monument manages its iPads through JAMF, which allows the school to impose heavy safeguards on internet usage. Each iPad has an adult content filter, and several popular sites that pose a risk to students sharing personally identifiable information are blocked. If needed, the content filter can be adjusted to allow only those sites that Monument administration deems permissible, while all others are blocked. Moreover, student G Suite settings are such that students cannot create Google Meets, nor can they send or receive Google Chats to individuals outside of the Monument Academy domain. Each of these measures are constructed with the safety of the students and their personally identifiable information in mind.

Below are the waiver for accepting Monument technology and the school's technology policy.

#### **Special Waiver: iPad use for distance learning due to the COVID-19 (coronavirus) outbreak**

In the wake of the COVID-19 (coronavirus) outbreak, Monument Academy is issuing the following four items to students for the purpose of receiving distance learning in their place of residence:

- One iPad
- One Gumdrop brand protective case for the iPad
- One power adapter for charging the iPad
- One lightning cable for charging the iPad

It is the expectation of Monument Academy Public Charter School that each of these four items will be returned to the school, at the time when it is safe to return to the school, in the same condition that they were distributed to the student. The student's family will be responsible for covering the repurchasing of any items that are lost or damaged, either in cash value or through work hours of community service. Please note that

any iPads that are not returned to the school will become immediately un-usable (see the “In the Event that the iPad is Lost or Stolen” section below for more details).

### **Initial Set-up / Connecting to Wi-Fi**

Upon receiving your iPad, please connect to Wi-Fi by opening the “Other” folder on the top-left of the iPad’s first page, and then opening the “Settings” app. Select the “Wi-Fi” button on the left-hand side, and then select the appropriate wi-fi network. Enter the network’s password when prompted.

### **iPad Management**

All iPads are managed by Monument Academy, so all necessary applications and restrictions can be delivered to the iPads wirelessly through a wi-fi connection.

### **In the Event that the iPad is Lost or Stolen**

If your student’s iPad is lost or stolen, please notify Jeff McHugh, the Director of Data, Systems, & IT, immediately (email: [jeff.mchugh@mapcsdc.org](mailto:jeff.mchugh@mapcsdc.org); phone: 914-721-0613). The iPad will be put into “Lost Mode,” which completely disables the iPad and allows Mr. McHugh to track the iPad’s location. Please note that once an iPad is put into Lost Mode, it cannot be “jail-broken” or re-used in any way. It becomes, for all intents and purposes, a brick.

### **If Technical Support is Needed**

If you or your student are in need of technical support with the iPad, please contact Jeff McHugh at [jeff.mchugh@mapcsdc.org](mailto:jeff.mchugh@mapcsdc.org) or 914-721-0613.

### **School Technology Policy**

Below is the school’s technology policy that students receive at the beginning of the school year. All aspects of the policy still apply with distance learning use, except for those pertaining to connecting to a non-Monument wi-fi network. If a student is found violating the Technology Policy, then the consequence will be decided by administration, which may include revoking the student’s access to extracurricular websites.

All Monument Academy technology remains under the control, custody and supervision of the school. The school reserves the right to monitor all technology and internet use of the students. Students are not allowed to use privately-owned computers at school, connect any personal device to the network, or access any wireless system by bypassing the network without the express written consent of the administration. Monument Academy uses filtering technology designed to block materials that are obscene or harmful to minors and child pornography in accordance with the Child Internet Protection Act (CIPA). The school takes precautions to supervise student use of the Internet and also educates students about appropriate use of the Internet; however, parents should be aware that the school cannot reasonably prevent every instance of inappropriate use, including access to objectionable materials and communications with persons outside of the school in violation of School policies, procedures, and rules.

## **ACCEPTABLE USE OF STUDENT TECHNOLOGY SYSTEMS**

**Students are permitted to use Monument Academy Student Technology Systems for the following:**

- **Finding information for school, student home, or co-curricular assignments.**
- **Using resources to complete classroom assignments and projects.**
- **Using specific learning software as directed by classroom teachers.**
- **Using Monument Academy e-mail outside the normal school day to communicate with parents/sponsors, peers, teachers, coaches, advisors, and family members.**
- **Age and time appropriate leisure activities that do not violate Monument Academy policies as approved by school staff.**
- **Students may only use music players and gaming devices with permission as instructed by the Student Life program.**

**As a responsible user of the network, students will:**

- **Respect the privacy and integrity of other students' email accounts and student server folders.**
- **Be responsible for their individual email account and anything sent from their account. (Once their account is open, the student is responsible for the information it contains.)**
- **Use acceptable language in all correspondence – no profanity or discriminatory language.**
- **Report any and all harassment to houseparents, teachers, and administration.**
- **Log off the device when finished using it.**

## **UNACCEPTABLE USE OF STUDENT TECHNOLOGY SYSTEMS**

**Students may not do the following:**

- **Students may not possess or use any electronic device except as stated above or that which is distributed by faculty during the normal school day.**
- **Use proxy Internet sites to bypass the Monument Academy Internet Filtering System.**
- **Share passwords with other students. Students may, however, share passwords with authorized Monument Academy employees if requested to do so.**
- **Use Technology System credentials (User IDs and passwords) that are not specifically assigned to them.**
- **Use a piece of technology or system for which they are not authorized.**
- **Access, send, and/or store internet sites which contain sexually explicit materials, encourage or support abusive behavior, or forward e-mail chain letters.**
- **Engage in any activity that is illegal under local, state, federal, or international law while using any technology resources.**
- **Send email to entire groups, such as: “all school,” “all managers,” and “all students,” without the**

approval of a school administrator.

- Send e-mail or other electronic communications that attempts to hide the identity of the sender or represent the sender as someone else.
- Download or install any software unless it is done so by the Technology Coordinator.
- Violate any state or federal copyright regulations or software license agreements.
- Attach any personal electronics (flash drives, cameras, etc.) to any computer or network that has not been purchased or authorized by the Technology Coordinator or school leadership.
- Connect any devices to a non-Monument Academy managed system or network while on campus.
- Experiment with any virus, malware or hacking-related software or files or infect any system with destructive software or files.

Students will not use Technology Systems for the following:

- Commercial or private advertisement.
- For-profit, lobbying or political purposes.
- Make threatening, obscene, harassing, or bullying remarks.
- Use that invades the privacy of others.
- Use of inappropriate language/graphics or profanity.
- Monitoring or intercepting the files or electronic communications of other students or third parties.
- Disabling or circumventing or attempting to disable or circumvent the School's security and monitoring systems.
- Breaching, testing, or monitoring computer or network security measures.

**Special Waiver: T-Mobile Aristo 4+ Mobile Hot Spot use for distance learning due to the COVID-19 (coronavirus) outbreak**

**Effective March 28, 2020**

**PLEASE NOTE: By accepting this waiver and your student's school-issued Sprint Coolpad Mobile Hot Spot, you are agreeing to the terms laid out in this document. Please read it carefully.**

**In the wake of the COVID-19 (coronavirus) outbreak, Monument Academy is issuing the following items to students for the purpose of obtaining internet access to enable distance learning in their place of residence:**

- **One T-Mobile Aristo 4+ Hot Spot**

- **One Charger for the T-Mobile Aristo 4+ Hot Spot**

**It is the expectation of Monument Academy Public Charter School that each of these two items will be returned to the school, at the time when it is safe to return to the school, in the same condition that they were distributed to the student. The student’s family will be responsible for covering the repurchasing of any items that are lost or damaged, either in cash value or through work hours of community service.**

**Initial Set-up / Connecting to Wi-Fi**

**Once you’ve powered on the T-Mobile Aristo 4+, the wi-fi network’s name and access code can be found on the front cover of the box.**

**In the Event that the Sprint Coolpad is Lost or Stolen**

**If your student’s T-Mobile Aristo 4+ is lost or stolen, please notify Jeff McHugh, the Director of Data, Systems, & IT, immediately (email: jeff.mchugh@mapcsdc.org; phone: 914-721-0613). The school will do its best to locate the Coolpad.**

**If Technical Support is Needed**

**If you or your student are in need of technical support with the T-Mobile Aristo 4+, please contact Jeff McHugh at jeff.mchugh@mapcsdc.org or 914-721-0613.**

**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).**

**Monument Academy families will hear from the school through the following regular communications:**

- **Academic staff will make contact with the parent at least once per week via email, text, or phone call.**
- **House Parent will make contact with parent at least once per week via email, text, or phone call.**
- **Dr. Grant or other Leadership will make contact with parent at least once per week via email, text, or phone call**

- MAPCS Newsletter from the school will be disseminated via email every week

Monument Academy will solicit and incorporate family input through the existing structures supported by the Family Engagement team (outlined below). The Family Engagement team will also ensure the quick distribution of information should there need to be an unanticipated closure or change of academic program.

### Family Engagement Team

The Family Engagement Team is comprised of a group of individuals dedicated to ensuring that all families have a strong, enriched voice in advocating for their child’s educational experience by bringing awareness to students’ individual needs, and by providing families access to school resources as well as community resources for optimal student achievement.

At Monument Academy, the Family Engagement Team’s Vision is that:

- Monument is an accepting community that leverages community members’ strengths.
- Families, staff, and students have a mutual understanding of values to build authentic relationships, rooted in effective communication
- Families, staff, and students collaborate equitably to support their child’s academic progress, social emotional progress, and life skills.
- Students reflect on progress, set goals, show persistence, and self-advocate to attain goals

### About Flamboyant

Monument Academy partners with The Flamboyant Foundation, “an organization dedicated to increasing and improving effective family engagement practices by partnering with schools to uplift educators through program specific and intentional coaching.” Monument Academy and the Flamboyant Foundation began its partnership in SY 17/18 with the goal of bringing awareness to the role families play in students’ success, to promote healthy relationship building, and to guide the implementation of structured family engagement practices such as home visits and student led conferences. Monument Academy and Flamboyant Foundation will continue to work together to adjust strategies during distance learning and facilitate introductions between teachers and students.

### About the Parent Advisory Council

The Parent Advisory Council (PAC) is a group of parent leaders assembled to provide overall program direction and guidance to the activities of Monument Academy. The PAC is led by a Chairman and Co-Chairman that lead council members to help Monument Leadership govern accordingly. This group also oversees (in conjunction with the Family Engagement Department) the Family School Alliance.

### About the Family School Alliance (FSA)

Monument Academy’s Family School Alliance (MA FSA) is a parent group working in function as a school’s traditional parent and teacher association. The purpose of the FSA is to promote, sustain and AMPLIFY every child’s potential by strengthening positive relations between our school, our families, and our community to champion our children’s success. MA’s FSA is open to all Monument Academy staff, parent/guardians, or community members interested in building overall cohesiveness between our program and students’ families; as well as creating an overall culture of warmth and positivity.

The following is an excerpt from the Family Handbook which describes how parents will know how their student is progressing and expectations for parent involvement:

## Engaging in Your Child's Education

This section will describe in detail how to best engage in your child's educational experience. The school will ensure that parents and families are equipped with the information and tools needed to best support your child's academic, social and behavioral success.

**Message to families: KNOW the attendance policy. Make sure that your child is present and on time.**

- **Notify by writing or emailing [attendance@mapcsdc.org](mailto:attendance@mapcsdc.org) when your child is absent to remain compliant with all Student Family Handbook regulations.**
- **Make sure that your child arrives at "virtual school" with all necessary materials which can include, but is not limited to technology, uniforms, school supplies, completed homework, etc.**
- **If you are unable to provide the necessary materials, seek assistance by notifying the Family Engagement Team by completing a request form on the MA Parent Portal, or emailing [familyengagement@mapcsdc.org](mailto:familyengagement@mapcsdc.org). Also, please call me at the phone number listed in the handbook.**
- **Consistently check in with your child's Teachers and Houseparents to have a clear understanding of your student's educational plan.**
- **Lastly, review and understand all rules pursuant to the Student Family Handbook and use it as a continual reference**

## Staff Responsibility

- **Call and/or email when students are absent or tardy**
- **Send notices via email and postal mail for students who are truant**
- **Conduct Home Visits for those students who are chronically absent**
- **Provide assistance to those families requesting assistance with obtaining materials as well as remove all barriers to students accessing their education fully.**

## Behavior

### Family Responsibility

- **Know all behavioral and suspension policies pursuant to the Student Family Handbook**
- **Help implement and reinforce the PBIS behavior reward system at home**
- **Discuss any behavioral incidents with your student and be an active participant in all Safety Planning meetings/ discussions**
- **Share with Monument Staff disciplinary tactics and or behavioral motivators that may work at home**
- **Notify proper MA Staff if a change at home could potentially impact your student's conduct at school**

### Staff Responsibility

- **Implement, with fidelity, a behavioral rewards system**



- **Notify families immediately of any behavioral concerns or changes at school**
- **Provide conflict resolution, conduct Restorative Justice Circles, create and implement safety plans in conjunction with families**

#### **Accessing School Staff**

- **Call Main Office at (202)-545-3180**
- **Email staff member directly (firstname.lastname@mapcsdc.org)**
- **Complete Communication Request Form accessible on the MA Parent Portal**
- **In person, during staff designated available office hours**

#### **Availability**

- **All Monument Academy personnel are available by email and/or phone**
- **Each department will designate office and/or call hours to accommodate family requests**
- **Teacher planning time is THEIR time; teachers can be made available at their discretion**
- **If accommodations are needed (translators, transportation, technology assistance) please notify a member of the Family Engagement Team**
- **How to Schedule an Appointment**
- **If requesting to meet with your student's teacher, you may contact that staff member directly**
- **If you would like to meet with a member of leadership, or multiple members from various departments complete a Meeting/ School Request Form accessible via the MA Parent Portal**

#### **Response Time**

- **When contacting a staff member directly, notification of next steps will be communicated to you within 24 hours**
- **If request made via the MA Parent Portal Forms site, you shall receive a response to your request within 48 hours**
- **If no response has been made within the given time frames, please feel free to notify the MAPCS Administrative Team.**
- **If you would like to report a grievance, please utilize the Grievance Form on the MA Parent Portal. All grievances will be reviewed by Leadership Team members and may also be addressed at the virtual Family School Alliance meetings**

#### **Quality & Effective Instruction**

##### **Academic Approach**

**The Monument team is committed to the belief that having a strong academic plan in place allows all students, regardless of race, disability, and previous history, to develop the skills necessary to become lifelong learners.**

## **Well-Being Approach**

**The Monument Academy Well-Being Team is focused on implementing a strong Social-Emotional Learning (SEL) Curriculum based on the principles described in Dialectical Behavior Therapy (DBT). For two hours a week, students engage in DBT to learn mindfulness, emotional regulation, distress tolerance and interpersonal effectiveness skills. Our staff receives psychoeducation multiple times annually on trauma-informed best practices and DBT skills. This team is staffed with School Counselors, a Well-Being Clinical Manager, and a Dialectical Behavior Therapy Coordinator that provide evidenced-based behavioral, emotional, and therapeutic support for the students. Related services (psychological, speech therapy, and occupational therapy) are provided by Premier Psychological Services, LLC; Katherine Marshall Wood, PLLC; and Psychological Assessment Solutions. Additionally, we partner with SMILE, Family Solutions, and Outreach Solutions, Incorporated to provide mental health services to our students and families.**

## **Student Life Approach**

**Monument Academy's boarding program enhances our ability to provide individualized academics, social-emotional well-being services and personal development opportunities through extended day enrichment. Each student has a team of professionals working to ensure student success in partnership with parents. The team includes: Teachers, Interventionists, Therapists, Houseparents, Behavioral Supports, and Aides. The House Parents will serve as additional resources by operating as tutors and facilitators for the extended day programs and the DBT social/emotional support program.**

## **Frequent Reporting on Student's Progress**

### **Progress Reports & Report Cards**

**Progress reports and report cards containing students' grades and current academic standing will be administered to families quarterly; progress reports will be administered mid-quarter, and report cards will be administered at the end of each quarter (10/16/20; 1/22/21; 4/9/21; 6/22/21).**

### **QLCs & SLCs**

**Monument Academy will conduct virtually both:**

- 1. QLCs – Parent/ Teacher Conferences that examine and discuss student's grades, assessment levels, academic achievement goals, behavioral well-being and current academic standing.**
- 2. SLCs Student Led Conferences in which the students will present and cross-examine their academic, attendance, behavioral and social-emotional learning data.**

**\*Additional conferences may be held for 8th grade students to focus on high school transitional planning**

### **PBIS/Class Dojo**

- Families will be given a unique access code to view their child's behavior point accrual.**
- Points will be given/ updated daily.**
- Monthly behavioral data detailing incident types and frequencies will be distributed monthly**
- Families will be notified of any child specific areas of improvement or behavioral planning, as concerns may arise.**

## **Responding to School Information**

### **Family Responsibility**

- **Check in on the MA Parent Portal Site weekly for important communications from the school; updates are available on Fridays**
- **Routinely log in to Live School to review your child's PBIS points**
- **Ensure that your contact information is correct to receive text blast, robocalls and/or emails containing school updates**
- **Check students' belongings on Fridays for important communications from the school (during in-person learning)**

### **Staff Responsibility**

- **Develop clear communication pathways**
- **Identify each family's preferred method of communication**
- **Send routine calls texts and emails via SchoolMint and Google Groups with school updates**
- **Routinely update the MA Parent Portal and Parent with updates**
- **Send an email detailing any notices that may have been sent home with students (during in-person learning)**

### **School Meetings**

#### **Family Responsibility**

- **Stay engaged – know when important school wide meetings and events are being held and try to attend**
- **Attend QLCs and SLCs**
- **Participate in any Safety, Restorative Justice, SST, or IEP meeting concerning your child**
- **Student Responsibility**
- **Keep parents informed of upcoming important dates**

#### **Staff Responsibility**

- **Post/ notify families of meetings and events through publications, calls, texts and/or emails**
- **Post all upcoming important dates and how to attend or request transportation assistance on the MA Parent Portal**
- **Recognize and publicly celebrate continual family participation**
- **Address any barriers families may face while attempting to attend meetings (transportation, childcare, scheduling, etc.)**

### **Special Education Determination**

- **Monument Academy will provide families with the SPED determination criteria and process as well as offer guidance if necessary**
- **Monument Academy will ensure all parents understand their rights in requesting or denying IEP testing,**

- **Proper notice for meetings will be given to families.**
- **All decisions will be made jointly between the school and families with full information provided to families so that informed decisions can be made.**
- **Monument Academy will ensure that families understand their rights to appeal, amend or review any decisions made.**
- **If families are unable to be present during a meeting, all documentation and meeting notes will be provided to families**

### **Staff Capacity & Expanding Family Leadership**

#### **MA will Build Family Leaders by...**

- **Virtually Training Parents/ Guardians who demonstrate the capacity and commitment to lead and implement the school's initiatives and mission**
- **Identifying Parent/Guardian leaders to serve in leadership roles in the Family School Alliance and Bulldog Brigade PVO**
- **Enlisting two Parents/Guardians to serve on the Monument Academy Official Board**
- **Helping Family leaders identify and know family rights and responsibilities within the school to teach others**
- **Instilling confidence in Parent/ Guardian leaders to lead activities, meetings, workshops and more.**

### **Building Shared Capacity**

#### **Family Responsibility**

- **Help staff understand the value of family's contributions and input**
- **Help staff understand how to best connect and collaborate with families**
- **Inform staff on how to best coordinate family programs**
- **Inform staff on how to best build relationships with families**

#### **Staff Responsibility**

**All MA staff will participate in continuous Professional Development of learning opportunities on Family Engagement best practices such as**

- **Effective communication**
- **Supporting student learning**
- **Encouraging family involvement**
- **Making educational decisions with families**
- **Working together on program improvement**
- **Elevating student and family voice**

- **Solicit parent opinion through family and student satisfaction surveys**
- **Staff's success on Family Engagement initiatives will be measured via logged communication frequencies and Family Satisfaction Survey results**

### **Understanding Pertinent Information**

**Monument Academy will...**

**Provide several learning opportunities for families in various ways such as**

- **Parent Workshops**
- **Content Nights**
- **Monument Parent Academy virtual classroom**
- **Webinars**
- **Articles and/or data provided on the MA Parent Portal Parent Resource Center Page**

**Ensure that families understand state academic achievement standards, state assessments, behavioral interventions, special education services and school progress reporting and grading**

**Provide a comfortable Family Engagement Resource Room equipped with learning materials, technology access, community resource information, and school wide pertinent information**

### **School Programming and Community Collaboration**

**Monument Academy's core enrichment programs are primarily based in the Academic, Well-Being, Student Life Departments. To effectively take a holistic approach on educating our students, Monument utilizes many community-based services and volunteers to support the mission of our school.**

**Monument Academy will:**

- **Ensure that all families are aware of all services offered to our school community by offering a virtual resource fair and displaying resource provider's information on the MA Parent Portal Resource Page.**
- **Acknowledge students' continuum of care through outside service providers and honor all appointments, providing the proper consent has been given to the Community School Initiative - Monument Academy is an OSSE Community Schools Initiative Grantee.**

**Community School must also have a board consisting of school representatives, community representatives and family representatives.**

### **Our Partners**

- **SMILE Therapy Services – Behavior support and mental health service provider that specializes in individual, and family counseling**
- **Family Solutions, USA – Mental health service provider that specializes in crisis intervention, case management, outpatient services, psychiatric evaluations, medication management and rehabilitation services.**
- **Elaine Ellis Health Center – Comprehensive, preventative and primary healthcare services. They also provide an array of mental health services.**

## 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:** Monument Academy PCS

**LEA Leader Name:** Dr. Jeffrey F. Grant

**Date:** 10-05-2020 10:30 AM