



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.^{1,2}

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at Justin.Tooley@dc.gov by May 4, 2020 and will be reviewed on a rolling basis.

Part I: Distance Learning Implementation Plan

Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

10. If schools are closed due to coronavirus (COVID-19) and offering any educational opportunity including distance learning, the LEA must ensure that students with disabilities have equal access to such opportunities. OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an [FAQ document](#) on this topic on March 25, 2020. The LEA should review that guidance document in its entirety and provide the following assurances:

- Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
- When school resumes, the LEA will convene 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; and
- The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

Lee Montessori assures that it will comply with the statements above.

Student Grades

¹ 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

² 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

11. Describe how the LEA will make student promotion decisions for this school year. Be sure to describe how student work before the emergency will be used in making decisions as well as work completed through distance learning.

Lee Montessori's promotion and retention policy is based on the three year classroom cycles and retention is only considered at the end of a 3 year cycle, therefore only students in K, 3rd, and 6th grade would be a possibility for retention, regardless of COVID-19. Student promotion will be viewed from a holistic approach, and will be mindful of social and emotional as well as cognitive, development. The classroom teacher will make a recommendation for each child's promotion, based upon many factors that include some, if not all of the following:

- Prior retentions
- Portfolios
- Mastery-based checklists
- Observations
- Classroom and district approved assessments
- Narrative-based report cards
- Reading comprehension and decoding skills

Distance learning work that will be considered will include demonstration of mastery of concepts in during individual meetings, student work produced and uploaded into Google Classroom and Seesaw, and embedded assessment in current online distance learning platforms.

12. Describe how the LEA has communicated or will communicate grading policies and promotion decisions to families and on what timeline.

Lee Montessori does not give grades nor issue summative assessments outside of the mandated standardized assessments so our grading policy has not changed. We use our Winter parent teacher conferences to notify families if retention is something we are considering for a child and make final decisions in May. This year we held conferences remotely on March 26th and March 27th. Final notification to families about a retention will be made via email and phone on Friday, May 22nd.

13. For LEAs with high schools: Describe the policy used to award credits required for graduation.
Not applicable.

Supporting Students After the Emergency

The purpose of this section is to inform city-wide planning for recovery. OSSE understands that LEAs may be in the planning phase when examining these questions. LEAs should outline their preliminary thoughts to these questions.

14. How is your LEA planning to support students who missed learning time following the extended closure (e.g., summer school or planning for next school year)?

Our overall presumption is that the closure will have a disproportionate impact on students that would otherwise have experienced a summer learning loss and who have typically exhibited a gap in achievement -- specifically African American students and students from low-income families (note: Lee Montessori has a minimal population of English Learners). Additionally, while we are aggressively implementing teletherapy practices for our students with disabilities, we are also concerned about the potential lack of growth for this population. With this in mind, we are currently developing strategies to support these particular populations of students. In particular, we are currently exploring the following strategies:

- a. **Early Start for Targeted Students.** We are exploring having interventionists target the 10% of students (25-30 students) through intensive supports during the last two weeks of August (our First Day of School is scheduled for Tuesday, September 1st). These students would fit into four categories: at-risk, has an IEP, demonstrates low-performance in online learning systems (e.g., ST Math), and/or has been non-responsive or minimally participatory in online learning offerings.
- b. **End of Summer Assessments.**
 - i. In the event of a phased-in re-entry:
 1. Teacher or classroom team member meets with family to discuss current levels of functioning and potential needs (academic, socio-emotional, physical, etc.) prior to re-entering school. If no social-emotional concerns are present, conduct benchmark assessments for Math/ELA to determine present levels of performance.
 2. For families with concerns, create a Child Study Action plan to support the most-pressing, significant area of need.
 3. Follow up with families in four weeks to review.
 - ii. In the event of a full student body re-entry:
 1. During pre-service schedule time for all staff to conduct virtual family meetings to check in with families on the how the time at home has gone and what needs they and the students may have
 2. If no social-emotional concerns are present, conduct benchmark assessments for Math/ELA to determine present levels of performance
 3. For families with concerns, create a Child Study Action plan to support the most-pressing, significant area of need
 4. Follow up with families in four weeks to review
- c. **Additional Interventions during the School Year.** While budget-contingent, we are looking to hire 1-2 additional academic interventionists per campus to support largely push-in supports for students. Ideally, these supports would only be in place for the first few months, for budgetary reasons.
- d. **Enhanced Supports during the School Year.** Following practices that we have developed over the past few years, we will provide greater supports to students in greater need, specifically those that are falling farther behind, both academically and in terms of social-emotional literacy. With this in mind, we will work with General Education Teachers and other academic/SEL specialists to establish SMART goals for specific children.

We are confident that this crisis will require our entire staff to work harder and increase support. The most recent closure will only serve to exacerbate a problem that already existed, so we will have to both continue and intensify our related strategies, and ensure their effectiveness.

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.

- X Developmental Reading Assessment (DRA)
- X NWEA-MAP

- X Other Vendor Created Non-Summative Assessment (please specify)
 - Orton Gillingham embedded Assessment for Reading
 - Easy CBM for Math and Reading
 - National Center for Montessori in the Public Sector’s Adaptation and Normalization Checklists
- X Other LEA- or School-Developed Non-Summative Assessment (please specify)
 - LEA developed transitions touchstones between levels
- Other Practice (please specify)

16. What steps will the LEA take to review policies, processes, and systems to improve the implementation of distance learning in the future?

Part II: School Calendar Waiver

District regulation 5-A DCMR §2100.3 requires that all schools shall include a minimum of one hundred eighty (180) regular instructional days of six hours each unless otherwise approved by OSSE. We know that schools may have challenges in meeting the requirements for 180 instructional days this school year.

OPTION 3:

In the instance where an LEA has provided some distance learning but also is not providing 180 days of instruction (for reasons such as substituting PD days for some instructional days during the transition to distance learning or changing the calendar to end the school year early), select Option 3 by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. Additionally, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person or distance learning. The LEA also seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: 182
- Number of Instructional Days Completed Before March 16, 2020: 121
- Number of Days of Distance Learning Provided: 46
- Number of Days Requested to be Waived from 6 hours of learning: 46
- Number of Days Requested to be Waived from providing instruction: 15

1. Monday	June 1	9. Thursday	June 11
2. Tuesday	June 2	10. Friday	June 12
3. Wednesday	June 3	11. Monday	June 15
4. Thursday	June 4	12. Tuesday	June 16
5. Friday	June 5	13. Wednesday	June 17
6. Monday	June 8	14. Thursday	June 18
7. Tuesday	June 9	15. Friday	June 19
8. Wednesday	June 10		

By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Leader Signature: 

LEA Leader Name: Chris Pencikowski
LEA Name: Lee Montessori PCS
Date: May 1, 2020



DC Public Charter School Instructional Contingency Plan *Lee Montessori PCS*

Instructions: As part of our emergency response planning, DC PCSB requests that schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form below or submit a plan in an alternative format, but it must respond to all of the prompts outlined below.

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

Work Packets for students PK3-2. All students will be sent home with work packets either electronically or paper copy at the end of the day Friday, March 13, 2020. We ask that children spend at least one hour per day working on materials provided. With primary aged children, some of this work is activities that will need to be done with an adult.

Daily Class Check-Ins with Teachers (virtual). Each guide will be hosting daily check-ins with students every morning for approximately 30 minutes. These check-ins will include activities such as community meetings and read alouds. Check-ins will occur via [Google Hangouts Meet](#), a platform that works on computers and cell phones.

Daily Office Hours (virtual). Each guide will be available for one hour per day to answer individual questions by families, again via Google Hangouts Meet.

Weekly Individual Check-Ins for Grades K-6 (virtual). Each guide will work to find 20 minutes to meet individually with each student in their class. Meetings will occur via Google Hangouts Meet or by phone.

MAP Skills for Grades 2-6. Parents of students in grades 2-6 will receive a subsequent email providing login details for [MAP Skills](#), a personalized online learning platform that integrates with our existing student assessment system.

Typing Club for Grades 2-6. Parents of students in grades 2-6 will receive a subsequent email providing login details for Typing Club, a platform that students in upper grades use to practice and master touch typing skills.

In addition, we will host a **Virtual Town Hall on Monday (3/16) at 4:00pm for all families** to provide additional details, discuss logistics, and answer any questions/concerns that families may have.

2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.



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Work packets were sent home for all students PK3-6th grade on Friday, March 13, 2020. With another pick up date for families on Monday, March 16, 2020. Chromebooks are available for any families requesting them. Call for family requests began Monday, March 9, 2020. Distribution to families was Friday March 13th-Monday March 16th.

Heads of School are sending out weekly communication on Sunday evenings with relevant updates for the week. Classroom teachers are sending out communication at a minimum once a week. For students who are not in attendance for more than one consecutive day, administration are notified and our student support team are reaching out through text and phone calls.

Our Facebook and social media will also be updated with relevant information and we will have recorded town halls in the case of long term closure.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate for students who do not have access to internet at home.

Paper packets will be provided for students without internet access. In addition, the google hangouts and 1:1 teacher conferencing is being done via the phone for families that need that accommodation. Finally, operation team members are consulting directly with families to help access the current Comcast Essentials free internet for 2 months.

4. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.
 - **Weekly Individual Check-Ins for Grades K-6 (virtual).** Each guide will meet for 30 minutes individually with each student in their class. Meetings will occur via Google Hangouts Meet or by phone to go over the daily work and answer any questions the student or family may have. Special Education teachers are joining the individual conferencing calls to discuss the Special Education work that has also been sent home. Translators are being scheduled for the parent meetings with the ELL students.
 - **MAP Skills for Grades 2-6.** Parents of students in grades 2-6 will receive a subsequent email providing login details for [MAP Skills](#), a personalized online learning platform that integrates with our existing student assessment system.
 - **Typing Club for Grades 2-6.** Parents of students in grades 2-6 will receive a subsequent email providing login details for Typing Club, a platform that students in upper grades use to practice and master touch typing skills.

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Teachers and administration will be using the teacher portal pages to assess progress on assigned tasks in reading and math on the online platforms. All classroom teachers, special education teachers, and interventionist are tracking their individual meetings/lessons with children in our online curriculum platform, Transparent Classroom. Teachers are also assigning project based work in grades 1-6 that are being shared and evaluated on a weekly basis.

Montessori coursework is tailored as always to students individual learning needs, specifically our English language learners and our students with disabilities with the support of our entire Student Support team. The student support team will check in as frequently as they provide services to the students during a typical work week to assess their progress, provide live feedback and support and re-assign scaffolded prompts, etc.

5. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.
 - **Daily Class Check-Ins with Teachers (virtual).** Each guide will be hosting daily check-ins with students every morning for approximately 30 minutes. These check-ins will include activities such as community meetings and read alouds. Check-ins will occur via [Google Hangouts Meet](#), a platform that works on computers and cell phones.
 - **Daily Office Hours (virtual).** Each guide will be available for one hour per day to answer individual questions by families, again via Google Hangouts Meet.
 - **Weekly Individual Check-Ins for Grades K-6 (virtual).** Each guide will meet individually with each student in their class. Meetings will occur via Google Hangouts Meet or by phone.
 - Prior to closure, we produced guidance for teachers about expectations of what their daily contact with families would look like as well as the assignments they should be planning, creating, and sending home with families. We did hands-on training with the google suite conferencing software. Teachers then did that training with families during their first meeting. School admin is taking attendance during these meetings and the personally reaching out to families not in attendance to make sure they are getting the support they need and using phone calls to walk through academic questions.

6. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.



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- Related Service Providers are maintaining contact and provision of service/parent consultation as parents are available. We have been in contact with our contractors to ensure they have the platforms necessary to perform these services in HIPAA compliant ways
- Lee's ABA therapists are providing consultative services to students and families and giving guidance regarding activities that can be done at home
- Social worker is checking in with families with therapy hours and providing sessions/consultation via Zoom which is compliant with HIPAA
- Special education teachers are scheduling check ins and providing instruction via Zoom or Google hangouts to continue work on students' IEP goals
- Students received a work packet prior to leaving for the closure which contained IEP goal work
- Meetings for IEPs, etc. re being held virtually on the prior schedule
- All notes are being maintained in SEDS and attempts to contact families are being logged



Instructional Contingency Plan Update

In response to the COVID-19 pandemic, LEAs have been asked to implement Instructional Contingency Plans to ensure students have access to learning at home. Schools shared initial information about their plans with DC PCSB on March 17. The questions below ask LEAs to share an update about implementation of their plans, and to elaborate further on specific areas.

- 1) What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?

Since the time of our initial submission to PCSB, we have made several adjustments to our initial plan as follows:

Primary Students (PK3-K): All students have received a Clever account where Primary students have access to ST Math and Headsprout online learning platforms. In addition to the daily classroom meetings for PK3-K students, all K students receive weekly remote meetings with the lead teacher to assess progress and work on skill building. PK3/PK4 students have been placed in small groups and receive weekly group lessons and skill building. In addition, there is a read aloud daily and a special (art, music, PE, gardening, library) daily for primary students.

Elementary Students (1-6): All students have received a Clever account where elementary students are able to access ST Math, Headsprout, Khan Academy, Epic, and Typing Club. In addition to daily classroom meetings for all elementary students, students have weekly remote meetings with the lead teacher to assess progress and work on skill building. Independent student-led projects are also collaborated on at this time. Elementary students also have a daily special (art, music, PE, art, library) as well as classroom based small group opportunities like “history club” and “book club”. In order to not rely too heavily on digital platforms and to replicate the Montessori experience, teachers in grades 1-6 are using a project based platform SeeSaw that has the ability for teachers to continue to deliver Montessori lessons to students individually and in small groups and encourages project based learning for students.

- 2) Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit



tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.

Teachers are tracking student progress through a myriad of ways which is standard within the Montessori classroom that does not utilize testing and exits tickets as part of the curriculum. All teachers are monitoring the progress students make through the standards aligned online platforms. Teachers have weekly virtual meetings with students to discuss their progress on platforms, packet based work, and individual assignments that mirror the individual weekly meetings we have during the school year to track student progress as students do not receive grades or scores on assignments. This qualitative data as well as skills mastery and new lessons presented to students is tracked in our curriculum database, Transparent Classroom.

- 3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
 - Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

Classroom assistants join all classroom meetings and take daily note of attendance through live participation. For students that do not show up to the initial classroom meetings, teachers reach out to encourage another point of participation throughout the day such as attending a read aloud, special class, or 1:1 meeting with teachers. We are tracking attendance and then have a campus wide spreadsheet documenting attempts to contact and a system for when it gets kicked up to administration. As of April 8, 2020, we have 1 family with whom we have not been able to make any contact. Efforts to reach these students have included phone call, texts, emails, and reaching out to connected families. In addition to that 1 family, we have 5 students who we have been in contact with but who have low engagement during daily activities. Teachers are checking in with the parents of those students and using Facetime or similar technology to walk them through the online platforms to show them what their children can be working on during the day.

Additionally, as we continue to identify families with barriers to access we continue to distribute chromebooks that are preloaded and signed in for each individual classroom account. We are awaiting a shipment of hotspots to distribute to families that have experienced challenges with getting connected to Comcast essentials.



- 4) Please elaborate on the following areas of support for students/families with disabilities:
- How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.

Our special education teachers and related service providers have established schedules with families to maintain service during the closure. Special education teachers are virtually meeting with children individually or in small groups to improve the skills addressed in IEP goals. Additionally, students are being provided support by the special education team to complete their general education work packets. Our ABA service providers are meeting with families and students to address the IEP goals through activity guides and consultation. Additionally, speech and occupational therapy are occurring virtually. Direct service is being provided to students through our providers when it is possible. When this is not the case, families are being provided consultation services to maintain skills previously gained.

- How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.

We are continuing to virtually meet with families to maintain timelines in accordance with IDEA. We are providing families with a prior written notice regarding special education and distance learning in alignment with advice we received from Lauren Baum. We are documenting all contacts, services, and attempted services in service trackers and uploading them in SEDS. Our special education coordinator remains connected with families, attempting to reach family each week to ensure services are being provided as effectively and consistently as possible.

- What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.

We are currently working on how best to progress monitor for students and then determine compensatory education for the skills that may need to be remediated. We are looking at next year's schedule to determine if that work may be embedded into our aftercare services with one of our special education teachers working later to accommodate the need.

- What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.

The school leadership team, including the principal, social worker, and special education coordinator work closely together to address any needs that may arise for our families. This may include, providing written packets, arranging for device drop



offs that are in accordance with the safety guidelines, or meeting with students and families together to ensure that there are no barriers to work being completed.

- 5) Please elaborate on the following areas of support for students/families with limited English proficiency:
- How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
 - What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

Lee Montessori has a very minimal population of English Learners so we are able to connect directly with each family every time a new communication goes out and interpret directions and content as needed. Classroom teachers work directly with our Director of Equity and Engagement to get all relevant materials translated and sent to families and she continues to reach out to see if they have any challenges in accessing the content. Our math platform ST Math is a visual platform that does not require language assistance and our reading platforms and exploration based projects are tailored and assigned to children based on their individual abilities, needs, and goals as is standard Montessori practice.

- 6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?
- If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

Our overall presumption is that the closure will have a disproportionate impact on students that would otherwise have experienced a summer learning loss and who have typically exhibited a gap in achievement -- specifically African American students and students from low-income families (note: Lee Montessori has a minimal population of English Learners). Additionally, while we are aggressively implementing teletherapy practices for our students with disabilities, we are also concerned about the potential lack of growth for this population. With this in mind, we are currently developing



strategies to support these particular populations of students. In particular, we are currently exploring the following strategies:

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