



Monument Academy Back-to-School and Learning Plan

2020-21

The public health situation may change quickly. Please be advised that this document may be modified without notice in response to state orders, and guidance and recommendations from national, local, and state notifications. This is not intended to be an exhaustive resource, rather, it should be used as a detailed planning document as Monument Academy prepares for the upcoming school year and adjusts its educational programming in response to the COVID-19 pandemic national and state mandates and recommendations. The MA Board of Directors will re-evaluate the requirements to wear masks if the Executive Order mandating masks becomes a recommendation. MA will continue to work with CDPHE, state, and CDE guidance to identify allowable times and areas, such as outdoors, where students may remove masks in the school environment.

Monument Academy is committed to returning to in-person learning.

For a quarter of a century, Monument Academy has taught Character Education to the thousands of students it has had the privilege to serve. The times we find ourselves in now challenge us to become living examples of the character pillars we have so diligently taught our students these many years. This is a time for us to have faith and courage in the face of adversity.

We, as Educators, are committed to your children and to our philosophy of education. The tried and true method for teaching is our belief that through education we can light a fire in our students, our community, and our world. Monument Academy consists of the best and brightest educators and leadership teams. We are well equipped to provide the most excellent educational programs and services for your students, despite the altered learning environment necessary to bring our students, families, and community through this health crisis. You can expect our very best efforts, wisdom, and actions as we face the year ahead. You can count on our resolve and commitment to approach this year with great enthusiasm, confidence, and joy for the privilege of joining in such a worthy endeavor as partnering with you in the education of your children.

The health and safety of our teachers and staff, and the entire Monument Academy community, are a priority focus. We will expect and encourage personal responsibility for your own health and that of others who are most vulnerable. This necessitates self-temperature and wellness checks each morning prior to making the decision to come to in-person learning. The health and wellbeing of our students is our highest priority. This requires us to consider our students' entire being: physical, mental, social, emotional, and internal health.

We believe that on-campus, in-seat instruction is in the best interest of the majority of our students. We are convinced that providing as close to a "normal" back-to-school experience as possible for in-person learning and, in turn, mirroring this as best as we are able with virtual and distance learning options for students who choose, or find it necessary to access distance learning for a time, is our essential responsibility and mission. This is supported by recent guidance from the American Academy of Pediatrics, the Centers for Disease Control & Prevention, Children's Hospital, and the Colorado Department of Public Health & Environment who all affirm that students belong in school. For more information, please see the additional resources below.

The protocols and procedures in this document are being put in place for the safe return of students and staff for the new academic year. These protocols are also designed to mitigate school closures and to best ensure consistency for in-person learning at MA's campuses and in our classrooms, where our students and teachers belong.

As we prepare for various COVID-19 contingencies by offering in-person, virtual classroom and distance learning, and parent supported learning plans for returning to school in the fall, we believe that, now more than ever, students need to be with us, interacting with teachers and caregivers, growing in their knowledge, creating experiences on our campuses, growing in character, building friendships, and experiencing life-changing opportunities that can only happen in person. It is our intent that students will be back on campus, with classes held in-seat, and appropriate hygiene and safety measures in place.

Additional Resources:

[American Academy of Pediatrics | COVID-19 Planning Considerations: Guidance for School Re-entry](#)

[CDC | Coronavirus Website](#)

[CDC | Preparing K-12 School Administrators for a Safe Return to School in Fall 2020](#)

[Tri-County Health](#)

[Colorado Department of Public Health and Education | Novel Coronavirus](#)

[CDPHE School Reopening Guidance](#)

[Children's Hospital Colorado | Risk-Based Approach to Reopening Schools Amid COVID-19](#)

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Process and Timeline

Each charter school is required to complete the following:

Step

1

Update policy and create remote learning plan and submit planning and new policies to district authorizer (D38) and the Colorado Department of Education (CDE).

- Required; a plan that transfers to complete remote learning in the event of an area or state school closure

Step

2

Board Approval of 2020-21 Learning Plan and Instructional Time and Attendance Policy (and recommended HR policies per legal counsel review)

- There is no required format; the MA BoD has scheduled a special session board meeting to approve the MA Learning Plan and Instructional Time and Attendance Policy on July 29, 2020

Step

3

Submit the Board Approved Learning Plan and COVID-19 response policies to D38 and CDE

- Communicate the Learning Plan to Parents and Community and conduct new policy brief to staff and faculty

2020-21 Board Approved Learning Plans and Policies are due to the district two weeks prior to MA's first day with students.

Administrative Contacts:

Christianna Herrera | Chief Operating Officer, cherrera@monumentacademy.net

General Fall Learning Plan Questions:

- Julie Seymour | Principal – Middle/High School, East Campus
- Charles Richardson | Principal – Elementary School, West Campus
- Janyse Skalla | Distance Learning Director

Health and Safety: Chelsea Pierce, RN | Director of Health Services

Special Education: Jessica Coote | Director of Exceptional Student Services

Counseling: Jim Cunningham | Licensed Professional Counselor

Finance: Marc Brocklehurst | Director of Finance

Practical Information

COVID-19 Communications

We will be using several platforms to communicate. We ask that our community familiarize themselves with these many channels so that there is no one point of failure. Our communications will be disseminated through email, social media, website, digital updates, phone messages, and on-campus signage to keep you informed throughout the school year.

Fall Athletic Plans

Utilizing the guidelines put forth by CHSAA and our League, plans are in place to start most fall sports on time or with only short delays. We understand that these guidelines and plans are subject to change. Monument Academy has successfully engaged in athletic camps throughout the summer and followed COVID-19 guidance protocols and procedures for our athletes.

Parent Volunteers

Parent volunteers remain an important part of our school culture. They will be asked to complete our health screening process and will be expected to adhere to the same health commitments and standards as our employees.

We will ask everyone coming on campus to follow our mask guidelines and complete an enhanced screening protocol with our school entry system. We will also keep a record of visited locations in the event contact tracing is needed.

Vendors

Vendors will be required to wear masks while on campus, attending meetings or working onsite. They will be required to complete an enhanced screening protocol with our school entry system, affirm they are symptom free, and verify they have not been exposed to COVID-19 prior to being allowed on campus.

While we expect and encourage most meetings with external vendors to be conducted remotely, it is difficult to conduct some business without allowing vendors to service our campus when needed.

We will also keep a record of the locations visited in the event contact tracing is needed.

Learning Options

In-Person Learning	
Plan 1	Elementary: Monday-Thursday in school building, Friday at-home learning <ul style="list-style-type: none">• Grade level cohorts• Temperature and health screenings at home and at school• Remote learning on Fridays• Recess and lunch with grade level, following safety guidelines
	Middle/High: Monday-Thursday in school building, Friday at-home learning <ul style="list-style-type: none">• Normal 1-8 period day with Cores and Electives• Arrival and dismissal cohorts that match a class (For example, students wait with their Period 1 peers before and after school)• Lunch cohorts to match a class (for example, students eat in their 5th period classrooms or sit in commons area with 5th period peers)• Temperature and health screenings at home and at school• Social distancing in classrooms, assigned seating, 1-way hallways, backpacks instead of lockers

At-Home Synchronous	
Plan 2	<ul style="list-style-type: none">• Online live attendance of in-person classes• Student can engage in class via monitored chat or raising hand• Student completes assignments and submits via Canvas (middle school and high school) or Google Classroom (elementary)

At-Home Asynchronous	
Plan 3	<ul style="list-style-type: none">• Student watches recorded classroom session at the time that works best for the family• Student completes assignments and submits via Canvas (middle school and high school) or Google Classroom (elementary)

At-Home Independent Learning	
Plan 4	<ul style="list-style-type: none">• MA provides approved curriculum and scope and sequence• Parents teach using scope and sequence and curriculum and submit assignments to teacher of record• Staff liaison, director, and educators are resources to support parents

Students who participate in any form of Distance Learning (options 2-4) will have the following opportunities throughout the school day:

- Tutoring
- Office hours with teacher(s)
- Small group tutoring
- Co-op activities, on site

Elementary In-Person Learning

The Elementary program is planning for students to return to classrooms with as close to our “normal” school program as practical while adhering to social distancing requirements in indoor common areas, and scheduled hand washing and age-appropriate hygiene and safety measures in place. Students will experience grade-level cohorting. They will be able to have lunch in the lunchroom and recess with their grade level. Their classroom experience will include activities and educational models that are so important for our younger children.

Masks may be worn by teachers. MA has purchased face shields and masks with clear windows so that our young students are able to see their teachers’ smiles as well as watch their mouths form words, an essential component for learning to read. Additional outdoor/recess time has been built into the schedule so that our students have more opportunities to spend time in fresh air. Our educators are eager for your child’s return. They have been called to education; your child will be taught, loved, and nurtured.

Middle/High School In-Person Learning

The return to regular scheduled schooling reflected in Plan 1 has been designed by the MA Leadership Team to provide for health and safety practices while returning to as full a schedule as possible within these health and safety guidelines. It preserves our programs very closely while still incorporating the required health and safety protocols necessary to ensure that enough social distancing and safety practices are achieved to prevent exposure.

Preschool Back-To-School Plan

The Monument Academy Preschool Team has been working diligently throughout the summer break to establish the Preschool plan according to requirements from state and health departments. The Preschool is an independently licensed program as it serves preschool students who are in a separate category from the Elementary school program. It has been the intention to train and to obtain the licensing clearance necessary to ensure that MA's Preschool is able to stay open to serve essential workers and all MA preschool families in the event of another stay-at-home order.

The Preschool Team will be fully trained and apprised on all health and safety practices for the care of our children. In the event that a school closure was to occur, the Preschool would remain open for families wishing to send their child to school. Families who choose to keep their children home during a closure will be reimbursed tuition for this time. We are honored to partner with you and look forward to serving you with a joyous, educationally rich, engaging, and healthy program for your child in the upcoming year!

Monument Academy Preschool Back to School Plan 2020-2021:

- Preschool will be able to open as scheduled on August 31, 2020
- Preschool will remain fully operational, following the academic school calendar of MA until our last scheduled day of May 20.
 - Our license was approved by the CDE to operate as an accredited childcare, and is considered essential
- All materials and toys that do not follow the CDE and Department of Health Guidelines for operating under Covid-19 have been removed from the Preschool
- The MA Preschool Director has attended all mandatory classes, webinars, and Zooms to ensure we are following safe practices
- All furniture in the Preschool rooms will be set up to facilitate primary care giving as much as possible
- Children will be allowed to share all the materials in the classroom. If a parent is not comfortable with sharing consumables, they may bring in their own.
- Children will be dropped off and picked up at the Preschool gate.
 - Parents who are late will check in at the front office, and a Preschool representative will come get the child.
- All children will be screened by the parent before coming to school. Each family will sign a personal responsibility form to ensure they are following safety guidelines for their child to attend.
 - Children who become sick at school must be sent to a sick room and away from the well children.
 - The nurse and Preschool staff will work collaboratively to ensure that all necessary precautions are being met according to the CDE and Health Department.
- All teachers will be provided face shields to wear at school.
- Preschoolers do not (at this time) need to wear masks upon entering and leaving the building.
- Preschoolers must always remain in their primary care groups: during nap, outside play, instruction time, etc.
- MA Preschool staff are scheduled to attend "Colorado Shines Health and Safety Practices for Preschool during Covid-19." This is required webinar training.

Facilities

Facilities Checklist to Ensure All Staff Understand MA's Facility Approach

- Review [National Charter Schools checklist for preparing a school facility for reopening](#).

Cafeteria/Food Service Areas

- Limit unnecessary staff and visitors in food service areas.
- Sanitize cookware, plates, cups, cutlery and food preparation areas; service regularly and plan for distribution that minimizes handling.
- Sanitize table surfaces between eating shifts.
- Grid off sections for common spaces and social distancing in lunch areas to help students separate from each other.
- Remove self-service, including salad bars, buffet lines, and family-style service.
- Use disposable/compostable plates, cups, cutlery, condiment packets, etc., where possible.
- Create weekly rotations for cafeterias. When not eating in cafeteria, students should eat outside or in classrooms. (Elementary students will be able to eat in the cafeteria each day with their grade-level class). When eating in cafeterias, stagger use, create social distancing between classes and cohorts, and disinfect between use.
- Considerations are on-going at the secondary school for providing lunch inside classrooms and outside eating areas instead of the cafeteria so that cafeteria areas can be used for classes needing extreme social distancing.

Classrooms

- Smaller classroom sizes as well as the number of people in and out of a space during the day. Limitations of adults (teachers, support staff) and volunteers (volunteers who volunteer in classrooms will be limited to one class)
- Band and choir classes, and other increased aerosol-level classes, will be adjusted to ensure safety protocols for students and staff. This may include live-stream instruction at times, social distancing of a minimum of six feet, net over instruments, etc., outside classes, and/or large space areas utilized such as the commons, gyms, and MPR.
- Increase airflow in the classroom as much as possible.
- Each child's belongings separated from others and in individually labeled containers, cubbies, or areas as much as possible.
- Provision of adequate supplies to minimize sharing of high-touch materials to the greatest extent possible (art supplies, equipment, etc.) or limiting the use of supplies and equipment by one group of children at a time, and clean and disinfect between use.
- Use of signage and markings to establish safe distancing.
- "Normal" classroom routines, such as morning meetings, small groups, or pair work, may not need to be adjusted to ensure physical distancing between students as long as the cohort system with classes and grade-level cohorts is being observed.
- Accommodations for hearing and noise should be considered as well with students who have physical and special needs accommodations, and teachers giving instruction farther apart from students.
- Modifying instruction and activities where an increased aerosol level may pose an

increased risk for transmission of COVID-19, for example: band, choir, physical education.

- Implementation of regular hand-washing schedules for each classroom or cohort (i.e. specified times, after each class, after eating, etc.).
- Remind students of healthy practices; for example, not passing devices to each other, as this is a way to spread illness, and make sure they frequently disinfect their devices.

Drop Off/Pick Up

- Arrivals and departures are times when traditionally large numbers of students and their caregivers are gathered in close proximity to each other. During this time, different protocols will be put into place to diminish the risks of spreading illness and to screen for any potentially contagious individuals. These protocols are in response to the COVID-19 pandemic and are intended as one of the health and safety measures implemented.
- Staggering of arrival and drop-off times/locations between Preschool and Elementary. Spreading out of Elementary drop-off areas, paced entrances, and multiple entrances used. Protocols are established to safely distance parents as much as possible and diminish the number of adults entering the building during these times.

MA will rely upon current CDPHE and local health authority direction and guidance in managing any positive test results and/or likely cases.

Monument Academy anticipates that as in-person schooling resumes in the upcoming weeks for numerous schools and districts, the requirements for students and staff who may have been exposed to COVID-19 to be quarantined or isolated for specified periods of time before returning to the school environment, will change or be adjusted according to current information, area data, and guidance. Monument Academy will rely upon current CDPHE and local health authority direction given at the time of the possible occurrence.

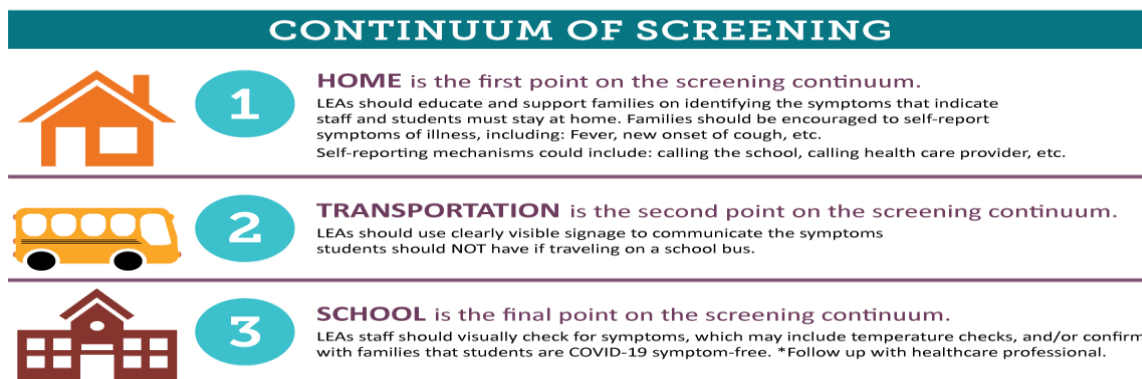
- Wellness screenings are recommended or required by state or local public health orders, and methods may vary. [Public Health Order 20-28 Safer at Home and in the Vast, Great Outdoors \(8th amendment\)](#)
- In accordance with Public Health Orders and CDE guidance, MA will require daily health screenings for in person learning.

The following self-screeners for students and employees should be utilized each day before coming to school campuses. They may be applied by the staff member or parent on behalf of the student before arriving at school to better determine if attending school in-person that day should occur. **A self-screener does not take the place of the onsite screener that is required upon entering the school environment.**

[Screening Tracker for Employees and Students](#)

- o [Self Screener Checklist for Employees and Students](#)
- Established confidential screening stations for students and staff who are flagged by the temperature sensor. Explanation given to students and staff that the sensor does not always monitor all incoming people and that, at times, a second check is necessary. A second check does not automatically mean that a person has a high temperature.
 - o Station 1 – separate area for confidential symptom screening
 - o Adhere to CDE training and instructions for temperature screening:
 - <https://covid19.colorado.gov/symptom-screening>
 - o Station 2 – area for those who test positive for a fever.
- Separate screener stations established for before school activities, athletics, and staff.
- Use of signage and markings to establish safe distancing where possible in common areas.

*Continuum of Screening Requirements as Directed by the Colorado Department of Education



*Colorado Department of Education website 7/27/2020

Colorado Department of Education
School/ Child Care At/Home Screening Form

Parents are to complete this form for their child

Date:

Employee or Child Name:

Assigned Class/Group:

Temperature:

Circle Y or N if you or your child is experiencing any of the following symptoms. Y – yes N – no

Cough	Y N
Shortness of breath or difficulty breathing	Y N
Chills	Y N
Muscle aches	Y N
Sore throat	Y N
New loss of taste or smell	Y N
Exposed to someone with COVID or with symptoms	Y N

The child or employee may not attend school or childcare if Y is circled or if their temperature is 100.4°F or higher.

Signature of employee or parent

Extracurricular Activities and Athletics*

- Follow Executive and Public Health orders in planning for extracurricular activities when they are allowed. Formulate recommendations and guidelines where possible and when applicable. Communicate procedures to student participants and parents. Require signed waivers from parents with understanding of these procedures and acknowledgement of student and parent responsibilities regarding cooperation in safety protocols and procedures.
- Utilizing the guidelines put forth by CHSAA and our League, plans are in place to start most fall sports on time or with only short delays. We understand that these guidelines and plans are subject to change. Monument Academy has successfully engaged in athletic camps throughout the summer and followed COVID-19 guidance protocols and procedures for our athletes.

*For specific questions regarding the details of how this will be implemented according to each sport and practice, please contact MA's athletic department.

Hallways

- At times, during the school day, and especially in secondary schools, hallways are typically very crowded with lots of students very close together. Modifications will be made as reasonably as possible in accordance with student scheduling and distancing limitations.
- MS/HS establishing one-way hallways to reduce contact with others.
- Elementary travel will be grouped in classes with social distancing established between them
- Keeping students in class and rotating teachers instead. It is important that students have movement through the educational environment during the school day. The limiting of differing classrooms will be mitigated as much as possible. Increased movement within the school environment can also be mitigated with additional outdoor time and the use of larger school areas that are then sanitized between uses.
- The staggering of passing periods by cohorts in grade level or by class when possible/feasible as students move to classes and other areas.

Identified Isolated Health Room/Area

- Each campus to contain an isolated health room/area for students and staff exhibiting [COVID-19 signs and symptoms](#).
- Contact parents/guardians using MA parent/guardian contact procedures.
- Sanitize the area when not in use according to disinfection protocols.

Lockers

- The use of lockers will be limited at the MS/HS campus. The Elementary campus will not use lockers. Students will be allowed to bring belongings to the classroom and placed in a personal area, cubby, or container.

Recess, Playgrounds, Gyms

Preschool

Preschool classes are grouped into the cohort system with the same children assigned together with the same teachers each day. These cohorts are established so that our children can freely engage in the very hands on, interactive, and tactile learning and play that our program embraces.

MA's Preschool plans to remain open to essential workers and all MA families in the event another stay home/school closure is ordered. Families who wish to keep their child at home during a stay home/school closure order will be reimbursed their child's tuition on a prorated rate for the days out of school.

- Review [Healthy Child Care Colorado Covid Health & Safety Toolkit](#)
- Review [Colorado Department of Public Health Child Care Facility Guidance](#)
- [CDE's Preschool Covid Guidance](#)

Restrooms

- Post signage in the restrooms illustrating proper hand washing and hygiene. Ensure adequate soap and paper towels instead of hand dryers are available.
- Creation of systems to reduce simultaneous, multiple users from mixed classes and/or cohorts.
- Increased and consistent cleaning and disinfecting of high touch areas, such as door handles, faucets, and paper towel dispensers.

Visitors

- Restrict nonessential visitors and activities involving other groups in order to minimize interaction with additional individuals. Allow volunteers, as they are essential to MA. Require volunteers to conduct wellness checks, limit volunteers to particular tasks or areas, and assign classroom volunteers to one classroom or cohort only.
- Limit use and implement health protocols for community members who use building space.

Health and Safety

Increased Cleaning and Hygiene Protocols

- [Health and Safety Checklist](#)
- [CDC Guidance for School Settings](#)
- Encourage staff or students who are sick to stay at home. Implement virtual and fluid remote learning/instruction options for students/staff staying home.
- Implement policy on exclusions, such as not coming to school if you are displaying a “yes” for any of the health check list items or running a fever of 100.4 or higher.
- Purchase of tools and equipment: cleaning equipment, sanitization machines, air sanitization and increased filter replacement for HVAC systems, gloves, non-touch thermometers, masks, eye protection/face shields, tissues, no-touch trash cans, soap, hand sanitizer with at least 60% alcohol (for staff and older children who can safely use hand sanitizer).
 - [Safer at Home: Education P-12 Guidance to Protect Students/parents:](#) Recommended cloth face coverings or masks for students under the age of 10 or third grade and lower. Mandatory face coverings or masks for students fourth grade and higher (this is a state-mandated order). Legal exclusions will be determined on a student-by-student basis.
 - Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. If the state mandate for wearing face coverings is lifted, the MA Board of Directors will reevaluate face coverings for students to, in turn, become a recommendation, not a mandate. Face coverings should be worn by staff and students (particularly older students) as feasible and are more essential in times when physical distancing while outside of cohorts is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information will be provided to staff, students, and students’ families on [proper use, removal, and washing of cloth face coverings](#). School provided face masks will be available upon request for all students, faculty, and visitors.
- Educate and invest in [proper hygiene](#) and reinforce [washing hands](#) and covering coughs and sneezes among children and staff.
 - Follow hand washing recommendations. Consider the need for additional hand soap from increased hand washing.
 - Follow cough/sneeze protocol. Advise students and staff to carry tissue or handkerchiefs for use in containing coughs and sneezes.
 - When teaching students school routines at the beginning of the school year, include routines for washing hands and keeping shared spaces clean.
 - Post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#))
 - Post information and regular announcements to the MA community on reducing the spread of COVID-19 and update information pertinent to school operations.
 - Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows/doors, using fans, etc. Do not open windows and doors if opening poses a safety or health risk (i.e. breach of a safe environment from non-authorized persons, students who have high allergies or asthmatic triggers from outdoor allergens).

- **Increase Cleaning, Disinfecting, and Sanitizing**

- Sanitize communication devices, specialized materials, other assistive technology, and/or therapy equipment for students with disabilities that may be handled by others during the day.
- Adherence to cleaning and disinfectant checklist created in response to the COVID-19 pandemic.
- Checklist for Cleaning School Transportation Vehicles:
MA is negotiating for a shuttle bus to transport students and staff between campuses during morning and afternoon pick up and drop off.
- Information should be provided to all staff and students on proper use, removal and washing of cloth face coverings.

Care for Staff and Students Who Become Ill at School

- Each campus will have a designated room or area to separate anyone who exhibits COVID-like symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. Please see: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID- 19 Infection.](#)
- CDE is creating a tool for schools/districts to monitor and track trends to support public health efforts. MA will cooperate with public health efforts but will not conduct investigations. The faculty and staff of MA are educators. We do not have the expertise or resources to conduct investigations and tracing. This will be referred to those Public Health and Safety agencies responsible for identifying and notifying persons exposed to COVID-19.
- Maintain a separate space for those with injuries/illnesses or daily routine health services, such as medication administration or "non-COVID-19-like" symptoms. The identification of students with COVID-19 like symptoms may take place after a student has entered a health services space. When this occurs, disinfecting protocols should be implemented.

Care for Students with Chronic Conditions

- To implement Student Health Care and 504 Plans, designated school staff should discuss the student's health and safety needs with parent/guardian and medical provider to identify how to meet student needs as safely as possible in relation to school procedures with regard to the COVID-19 pandemic.
- Students, for different reasons, may struggle with wearing a mask. When state orders for mask wearing are in place, consult legal guidelines for exemptions and work with providers on how to support students' needs while maintaining health and safety mandates.

Protect Vulnerable Populations

- Students and Staff who are High Risk for COVID-19 include, but not limited to, those with lung disease, moderate to severe asthma, heart disease, immune deficiency, diabetes, cancer, and over 60 years of age.
- As a school of choice, MA will provide learning plans for in-person and distance learning, encourage parents to make the [best decision for their families regarding attendance](#), and will provide remote learning options in the event of another stay-at-home order/school closure. These offered plans can be further modified for students who are part of vulnerable populations.
- Decisions will be made on a case-by-case basis in collaboration with the student's parent/guardian, medical provider, and appropriate school staff.
- Support for staff for who may also be a part of these categories will be applied according to MA employment policy and employment law. Staff in these categories who have indicated a desire, may be assigned to support students who are continuing to learn through remote options.

Communication

Communication with CDE and District Authorizer, D38

- Changes in guidelines related to special populations, assessment, and health and safety may happen suddenly. MA will ensure that Leadership communicates clearly and works in partnership with its District Authorizer as State and Public Health Orders for our area are announced. It is essential that the assigned MA staff members in charge of reviewing and responding to District and CDE communications, reporting, and updates continue MA's clear communication efforts and expectations for timely and accurate reporting.

Communication with Families

- Weekly communications and updates will be sent to families through the Lynx News
- MA will regularly solicit feedback on 2020-21 learning structures from families
- Families will communicate student health needs/updates to MA through the existing systems of communications that include online options and phone notifications

Communication with Staff

- Provide staff with [local Covid-19 testing location](#) information.
- Inform staff of any changes or updates regarding health care benefits.
- Training for increased cleaning protocols for maintenance and other school staff. Increased cleaning schedules and rotations for Facilities staff. Scheduled hygiene habits and the teaching of proper hygiene habits, such as hand washing and hand sanitization, to be conducted by teachers.

Family Support

School-Family Engagement and Communication

- Provide parents [clear guidance for temperature checks](#), [home hygiene](#), and attendance/reporting procedures.
- Consider monthly parent-teacher conferences or scheduled and alternative methods for making connections throughout the 2020-21 school year to support and engage families.
- Communicate with families (via surveys, emails, phone calls, or social distancing in-person visits) to learn:
 - What went well in the spring and what did not;
 - Parent/student comfort level with in-person instruction or remote learning in the fall on an ongoing basis so to course correct and respond to individualized student learning needs;
 - If MA implements a transportation shuttle, how many families will utilize it;
 - Feedback on the overall learning options and plan successes.
- Provide parents “talking points” on how to engage students in a conversation around health and safety.
- Provide washable masks to the staff and student community who want them.

Instruction

Review School Data to Identify Students with Potential Learning Gaps

- Review data such as attendance, assignment completion, students “off-track” before March, READ plans, English Learners, students receiving special education services and engagement during remote learning.
- Identify students who, at the time of school closures, were not meeting grade-level expectations, AND who have not engaged in remote learning.
- Utilize SACC recommendations, December 2019 - March 2020 school/district interim data, and teacher recommendations based on classroom observations, class work, and assessments.
- Develop or enhance processes for 2019-20 teachers to share their knowledge of students’ strengths and areas for focus with their 2020-21 teacher(s).
- Consider how to clarify the difference between home-bound instruction for a medically fragile child with a disability versus virtual or remote learning at home.
- (K-5) How will reading intervention be provided to students identified as significantly reading deficient (SRD)?
 - [CDE approved reading intervention programs](#)
 - [Create/Review list of teacher created and collected programs and apps](#)
- Review [TNTP: Learning Acceleration Guide](#) for practical tips on addressing learning loss over the next two years
- Implement plans and direction created from administrative, teacher lead, and director collaboration and meetings, for how intervention structures (e.g.- [MTSS](#), Rtl, Data Teams) will be adjusted to fit your MA’s learning plan.
 - Overview of School Problem Solving Process
 - Problem Solving Quick Tips
- Continue to review the year's scope and sequence and divide topics/standards into "need to teach" and "want to teach" categories.

Re-engage Students Who Lose Contact

- Initiate communications now with students and families and maintain those interactions.
 - Heighten and target already developed family engagement protocols to reach students and families who are unresponsive, e.g.: use staff who regularly engage with the MA community, make individual phone calls, connect during virtual or in-person meetings, reach out to friends/neighbors
 - Consider new families to MA and activate engagement activities and facilitate introductions to capture and build relationships with them.
 - Focus on building intentional relationships that acknowledge personal circumstances and challenges, e.g., on-going technology challenges, delays and access, family and work responsibilities.
 - For in-person, assign a school-based manager for weekly check-ins. For virtual, assign staff to establish one-to-one connection with disengaged students.
- Consider staffing: How can we reallocate and best leverage our resources and people? What needs are present based on specific programs and on-site situations? How can outside support services be initiated?

Scheduling

- Cohorting students by the same class/group of students so that they function independently as much as possible from other students. Each group of students would recess together, eat together, have passing time together, etc. Creating cohorts where students remain together and the teachers assigned to cohorts are specified according to guidance could mitigate a whole school closure and limit the number of students and staff required to stay-at-home for a mandated 14-day period in the event of positive COVID-19 cases within the school community..
- Distance learning opportunities that include daily/weekly check-ins with students.
- Consideration of master schedule adjustments for additional instructional time in identified contents, more time outdoors, more time allotted for handwashing/hygiene protocols.
- Consider which content areas most need in-person instruction (music, science labs, etc.) and which may be better suited to remote learning. For cohort groups... how best to combine live-stream instruction with in-person teacher facilitating of hands on learning activities.

Student Services

Monument Academy works closely with and is monitored by Lewis-Palmer District 38 as our Authorizer in the provision of Special Student Population Services. We adhere to and embrace the mission of providing a program of excellence and are dedicated to continuing to provide excellence in the changing learning environment as a result of the COVID-19 pandemic.

[*Lewis-Palmer District 38 Fall 2020 Back-to-School Plan](#)

Special Student Populations

Students with exceptional support needs (ALP, IEP, 504, etc.) will have access to both in-person and online learning environments, if reasonable accommodations and services can meet their unique needs. For some students who wish to engage in online learning, an IEP or 504 meeting will be held to determine if this environment is appropriate and to make any changes for the new learning setting.

D38 remains committed to providing a safe learning environment where all members of the school community are treated with dignity and respect. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation (which includes transgender), disability or need for special education services.

- Appropriate and reasonable accommodations will be made for individual students with exceptional support needs.
- Evaluate how school closings have affected groups such as students with Individualized

Education Plans, English Learners, Title 1 eligible students, and Gifted and Talented Learners. Determine to what extent the closing contributed to students' learning gaps, engagement, and/or sense of support and belonging.

- Determine strategies and processes required to address the learning, health and well-being, and social-emotional needs of each of these special populations.
- Ensure that the physical, mental health, academic, and social-emotional needs of our special populations are adequately addressed as schools reopen...and beyond into the coming academic year.
- Implement needed modifications to each school's Multi-Tiered System of Support (MTSS) to ensure that all special population students' needs will be addressed.

Special Student Populations Program

- Educational services strives for [equitable access](#) to instruction for students, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II).
- Resources for [Learning at Home](#) and [Support for Families of Students with Disabilities](#)
- Resources for [Preschool through 3rd Grade](#)
- [Discussion Guide for K-12 Learning Loss](#)
- [Learning Loss Through Traumatic Events](#)
 - [Resources for educating students with disabilities during covid crisis](#)
 - [CDE: COVID-19 and Special Education](#)
- Make every effort to modify and identify the compatibility of virtual platform(s) with the accessibility needs of students with a disability, specifically those with sensory disability(ies). Consult with district and MA's special education staff to confirm accessibility needs, barriers, and options.
- Continued implementation of extensive progress monitoring for students with an IEP plan. If students are not making adequate progress toward goals, the special education team will look at scheduling an IEP meeting to review the plan and potentially amend the IEP, as is current practice in accordance with IDEA.
- All services prescribed on a student's IEP are documented. This documentation occurs consistently and will continue to occur despite an altered or changing learning environment due to the COVID-19 pandemic.

Gifted and Talented

- For students who were or are in the process of being identified, how will the school ensure identification procedures continue in a timely manner?
- [Support for Gifted Learners at Home During COVID](#)

English Language Development Program

- Review [2019-2020 Distance Learning Guidance](#) to address impacts on instruction for ELs during school closures and distance learning.
- Determine how students provisionally identified as English Learners will participate in the standardized identification procedures. Likewise, consider how students who were provisionally re-designated from programming to confirm their English Proficiency.
 - [2019-2020 Interim English Learner Identification and Placement Procedures](#) for the identification of English Learners (ELs) during periods of suspensions of in-person learning due to COVID-19.

Homeless/Housing Insecurity

- Planning and Implementation Practices: Homeless/housing Insecurity
 1. Resources will be provided to assist with daily work completion (writing utensils, paper, folders, planner, etc.)
 2. Ensure that students and families have the resources needed to access curriculum (Internet, device, headphones)
 3. Specialist will make contact weekly with the family.
 4. Tutoring will be offered virtually or in person.
 5. School will assist with connecting family with community resources

Monument Academy is privileged to be partnering with parents in the education of their children. We look forward to this continued partnership in the upcoming school year!