



Fall 2020 Reentry Plan

*“Establishing lasting peace is the
work of education.” - Dr. Maria Montessori*

Table of Contents

Message from our Executive Director	3
Survey Data from our Community	5
Our Guiding Principles	8
An Overview of our 2020-21 School Plan	10
✦ Wellness First – The Health, Safety & Wellbeing of Students, Staff & Families	
✦ Montessori	
✦ Equity	
✦ Connection & Relationships	
✦ Reflection & Improvement	
Technology	22
Detailed Program Information & Sample Schedules	23

Message from our Executive Director

Dear City Garden Community,

I hope that you and your family are enjoying some moments of connection and calm this summer. I don't think any of us realized, at the start of 2020, what this year would hold. I continue to be moved by and grateful for the way our community has supported one another through this challenging time. Thank you for your creativity, your perseverance, your patience, your flexibility, your compassion, and your commitment to our collective mission.

In the following pages, you will see our proposed plan for Fall, 2020. This plan will be effective from August through December, 2020. We will continuously evaluate health and safety conditions throughout the semester, and we will determine by the end of November whether this plan will remain in place through the remainder of the school year.

Since March, we have been studying the progression and evolution of COVID-19, seeking medical expertise to inform our decisions, researching how we can evolve and adapt our Montessori instructional model, and working to identify the best possible ways to keep our children, staff and families safe.

There is still very much that is unknown about COVID-19, and how we must, as a society and as a community, respond to this virus. We know that we will continue to learn, and that we will need to continue to evolve our practices and approaches.

Here is a summary of what we are proposing to you, our community, for Fall, 2020:

- ✧ We will offer a **100% distance learning program for children in K-8**. All K-8 students will be enrolled in distance learning.
- ✧ We will utilize our **school building as a resource center**, to the extent that staff feel comfortable, and to the extent we are able to do so safely. **We will have a minimal number of children onsite daily who will receive support from City Garden staff and will engage with learning materials in classrooms.** We will prioritize physical attendance for our most vulnerable learners, children of employees, and children of essential workers. We will enforce strict social distancing, masks for all children and adults, and small group sizes.
- ✧ We will hold our **preschool program in person**, recognizing that many families rely on our preschool program for child care, and that it is very difficult to implement preschool virtually. We will enforce strict social distancing, masks for all children and adults, and small group sizes.

Please take time to read through the following pages, which provide details regarding our plan.

City Garden's mission and vision, as well as the following guiding principles, have guided our planning and will continue to guide us:

- ✧ Wellness first
- ✧ Montessori
- ✧ Equity
- ✧ Connection and Relationships
- ✧ Reflection and Improvement

We will continue to be in close communication over the coming days and weeks, as additional details are developed and as things evolve.

Thank you for being part of City Garden. We are stronger together!

In partnership,

Christie Huck
CEO/Executive Director

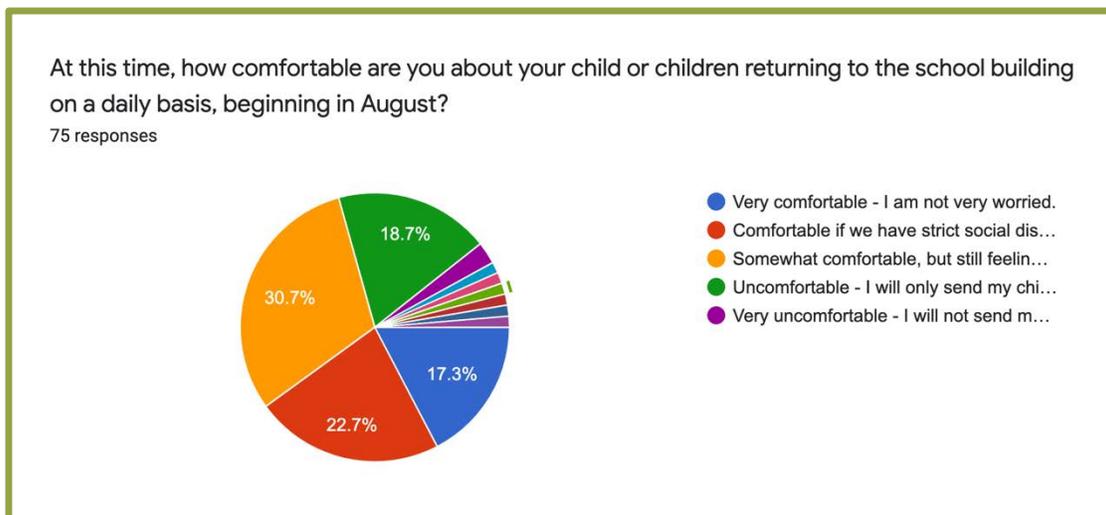


Survey Data from our Community

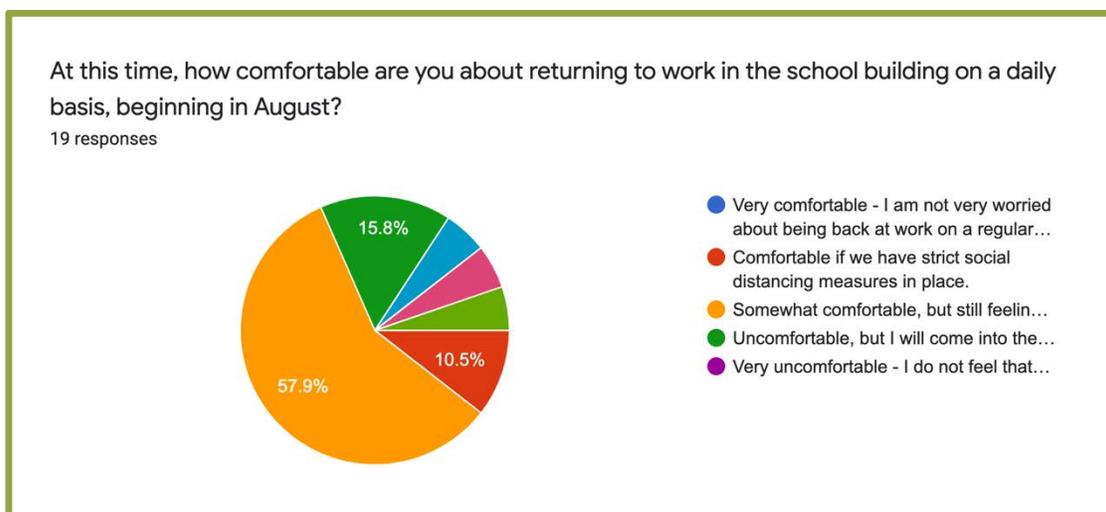
In June, we sent out one survey to our parent/family community and another to our staff community. In July, we sent updated surveys in an effort to compare each community's results between the two months.

NOTE: Some pie charts contain divisions without an assigned percentage. These divisions refer to the instances where respondents selected "Other" and wrote a unique, personal response to the question. When accounting for said personal responses, the percentages across Very comfortable, Comfortable, Somewhat comfortable, Uncomfortable, and Very uncomfortable remain accurate.

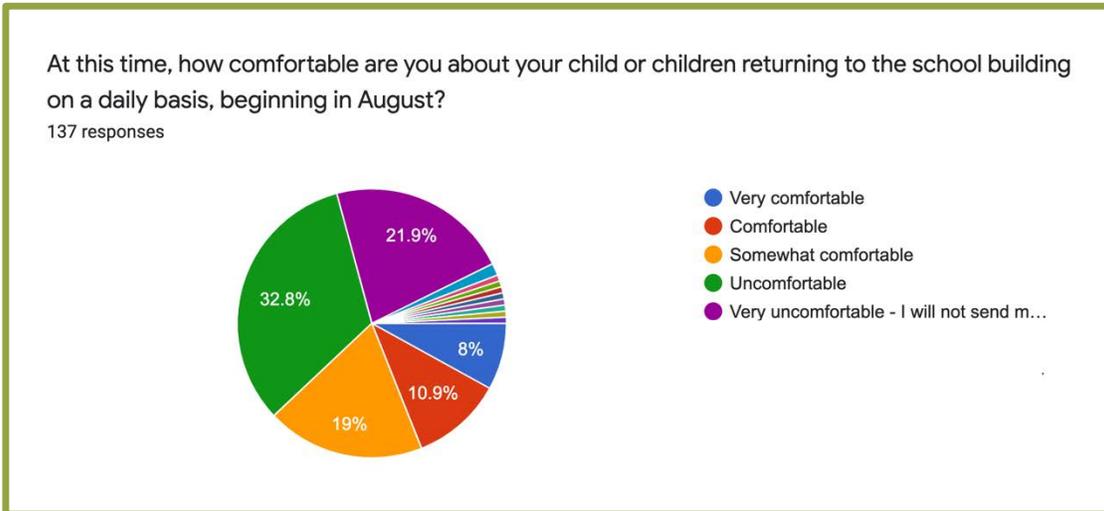
June 2020 Parent/Family Survey – 75 respondents



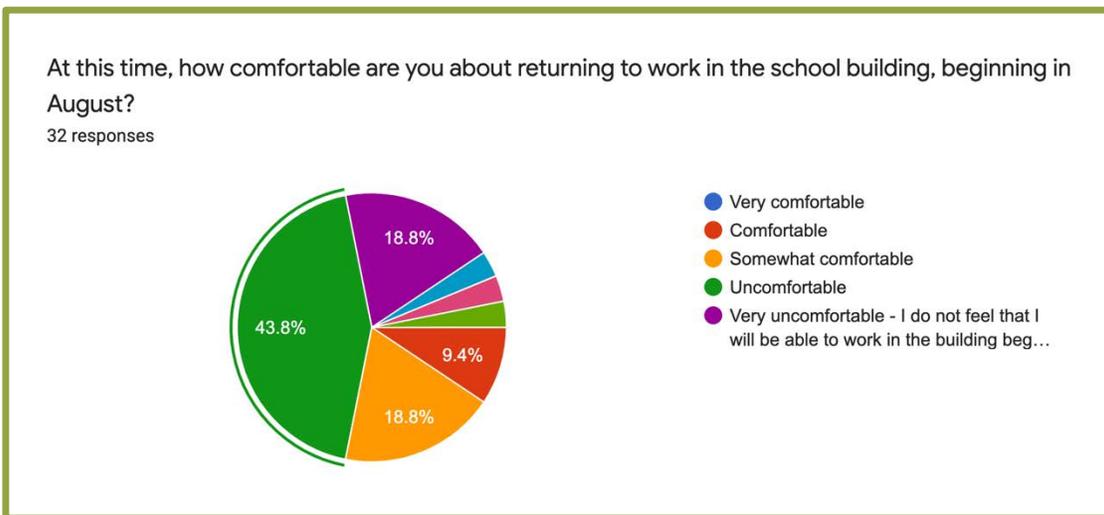
June 2020 Staff Survey – 19 respondents



July Parent/Family Survey – 137 respondents



July Staff Survey – 32 respondents



Data Synthesis

In June, **30.7% of parents/families** and **57.9% of staff members** responded that they would feel **somewhat comfortable** about returning to the school building on a daily basis in August.

In July, **32.8% of parents/families** and **43.8% of staff members** responded that they feel **uncomfortable** about returning to the school building on a daily basis in August.

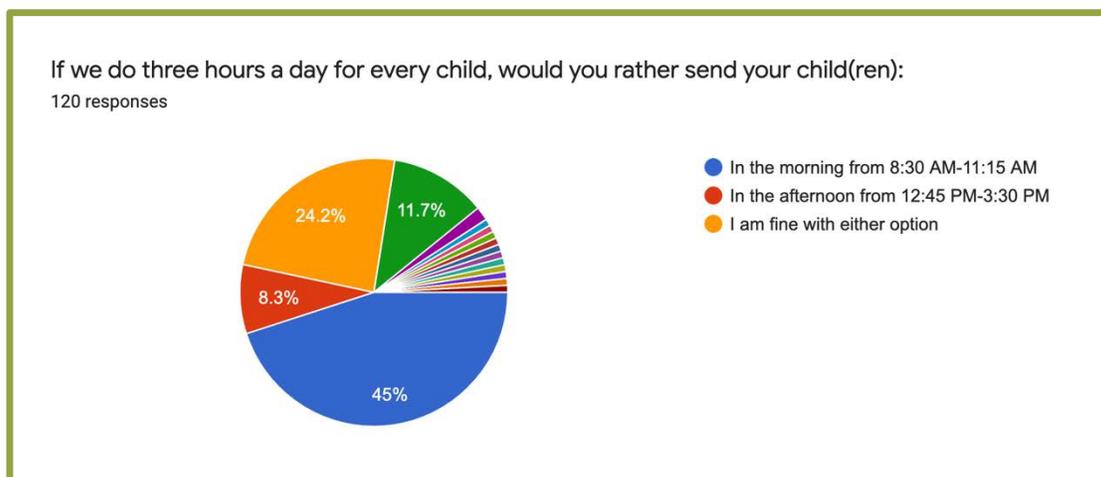
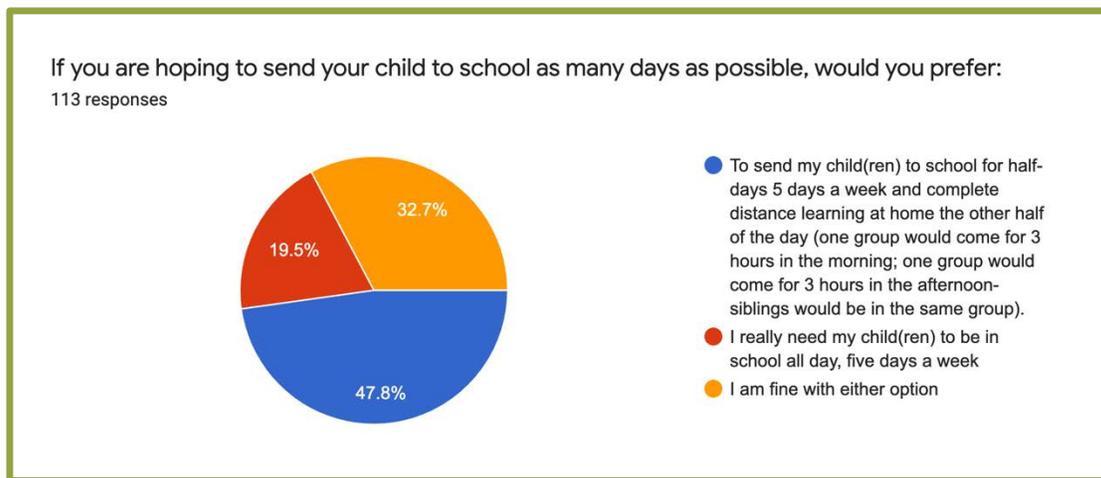
In July, **21.9% of parents** and **18.8% of staff members** responded that they would feel **very uncomfortable** about returning to the school building on a daily basis in August.

Survey Data from our Community

CONTINUED

In the July Parent/Family Survey, when offered the following statement: **When school starts in the Fall,** parents/families responded...

- ✦ **29.3%** – I would like for my child(ren) to stay at home and continue Distance Learning 100% of the time.
- ✦ **31.2%** – I would like to send my child(ren) to attend school some of the time, and do Distance Learning for the remaining time.
- ✦ **20.4%** – I would like my child(ren) to be in school 100% of the time.



Data Synthesis Continued

[To see more data synthesis, including a compilation of anecdotal feedback from both parents/families and staff members supplied through the survey process, please click here.](#)

Our Guiding Principles

Mission

City Garden exists to **redefine education** by developing the whole child in an excellent, inclusive, Montessori school; to **reimagine community** by creating spaces and systems that help to restore our collective humanity; and to **reinvigorate our world** by creating a culture in which individuals and communities thrive without disparities or barriers to success.

Vision

City Garden envisions a just and equitable world, where all people experience freedom and liberation.

We believe that justice and equity can and will be achieved by growing generations of individuals whose physical, intellectual, social and emotional needs are deeply met; who have meaningful relationships with people of different racial identities and who are aware of and have embraced their own racial identities; who understand systemic racism, grounded in our society's history; and who feel connected and accountable to something larger than themselves. We believe that children who are nurtured and educated in environments that are committed to all of these things will serve as catalysts for institutional and cultural transformation. As these children become adults, and as the families and neighborhoods connected to these schools are impacted, this model will ultimately lead to incremental progress toward racial equity and social justice, over generations.

City Garden Distance Learning Design Principles

City Garden Montessori School will build and implement an alternative school design that is grounded in our anti-bias, antiracism (ABAR) and Montessori mission, ensuring continuous learning and access for all, while centering equity, relationships and connection. We will do this by embracing the opportunity to create new ways of doing things, adopting a learning mindset, measuring what matters, and continuously reflecting and improving together. We see this period in history as a time to build community and to lean into our values. We believe that our City Garden community will grow stronger together through this experience. We are committed to providing an equitable, rigorous, and joyful learning experience of the core academic and social-emotional program for all students in City Garden Montessori, no matter how our program is delivered.



Design Principles	Descriptor
Wellness First	We prioritize the mental, emotional, and physical health and safety of all members of our school community and strategically implement the systems, supports, and structures to maximize wellness throughout our community.
Montessori	We ground our curriculum and instruction in the Montessori philosophy: following the child, individualizing curriculum, and centering respect and community. We make distance learning look and feel as close to our "regular" program as possible. Our program includes Montessori lessons delivered in-person, synchronous (live) and asynchronous (recorded). We are committed to students' academic outcomes being the same as or higher than previous years.
Equity	We center equity by ensuring that our most vulnerable students receive the resources they need. We ensure all students have access to the educational program by providing the tools, supports, and resources to achieve their full academic and social potential.
Connection and Relationships	We prioritize connection and relationships with and among students, families, staff, and our external partners and supporters. We recognize that our work is rooted in connection and relationships, and that everything else stems from this. We will communicate clearly, consistently and in a way that fosters connection.
Reflection and Improvement	We consistently reflect, seek feedback, evaluate and revise our work to ensure we are providing the best possible services to our community. We measure what matters and utilize data and feedback to inform our decision-making. We leverage opportunities and challenges to better fulfill our mission.



An Overview of City Garden's 2020-21 School Plan

The feedback we have received from City Garden staff and families have indicated that many staff and families do not feel that it is safe to return to school in person. Some families have expressed the need for in-person schooling, if at all possible, and some staff members have indicated that they would prefer to work in the school building.

Our number one priority is keeping all students and staff safe.

Our commitment is to meet the needs of individual staff members and families, to the best of our abilities.

What does this mean?

- ✦ We will offer a **100% distance learning program for children in K-8**. All K-8 students will be enrolled in distance learning. This will be the primary way we will organize our curriculum and learning.
- ✦ We will utilize our **school building as a resource center**, to the extent that staff feel comfortable, and to the extent we are able to do so safely. We will have a minimal number of children onsite daily, who will engage with City Garden staff members and learning materials in classroom environments. We will prioritize physical attendance for our most vulnerable learners, children of employees, and children of essential workers, including teachers and others who work in education. We will enforce strict social distancing, masks for all children and adults, and small group sizes.
- ✦ We will hold our **preschool program in person**, recognizing that many families rely on our preschool program for child care, and that it is very difficult to implement preschool virtually. We will enforce strict social distancing, masks for all children and adults, and small group sizes.

Rather than having multiple instructional and learning modes for different students and families, for children in kindergarten through eighth grade, 100% of our learning and instruction will be organized virtually. This means that all K-8 students will be enrolled in distance learning, and that this is how we will “report” student participation to the State of Missouri.

However, we recognize that some learners and some families will benefit from in-person support, being in the school building, and interacting with guides and Montessori materials. We will open our school building to a minimal number of students daily.

Utilizing the School Building as a Community Resource

We are working with City Garden staff to determine which staff members are able to and comfortable with being present in the building daily. We will enroll students in “in-person” school according to the number of staff available and the number of students our classrooms can physically accommodate, allowing for safe social distancing. We will implement and adhere to strict health and safety protocols, which are described on page 14. If, at any point, it becomes unsafe to have students or staff in the building, we will close the building and continue with 100% distance learning. We are working with the St. Louis Health Department to develop the criteria that would guide this decision, as well as guidelines for reopening the building, and will share these additional details with our community.

Priority for in-person support and physical school attendance will be given to:

- ✦ Learners with Individualized Education Programs (IEP’s)
- ✦ Learners who would benefit significantly from in-person support, based on academic and social-emotional needs, informed by parents/guardians, guides (teachers) and students
- ✦ Learners whose parents or guardians are essential workers, including children of City Garden staff and other educational employees

We will accommodate other learners in-person to the extent that space and staffing allow.

All families will be contacted the first week of August to ask if you would prefer your child to do 100% distance learning from home, or if you would like for your child to attend school physically, if possible. If children attend school in person, it is possible for them to attend every day from 8:30-3:30, or some days.

We will work with guides and families to create every child’s schedule. We will accommodate each family’s needs to the best of our abilities.

You can find a description of our health, safety and wellness guidelines on page 14.

Adapting Montessori for Distance Learning

When we had to close school in March, it was admittedly daunting to imagine how Montessori education could be delivered virtually, or how our school model could work without our children in our physical environment. It has been awe-inspiring to be part of a national network of Montessori schools and educators who are rapidly adapting our model, so that we can adhere to Montessori in the midst of a global pandemic.



How are we anchoring our school design in Montessori Philosophy and Pedagogy?

- ✦ **The Three-Hour Work Period** – We are organizing our instructional approach for grades K-6 around the three-hour work period. Every child will have a 2.5-3 hour daily virtual “work period” —either in the morning or the afternoon. For children who are in the school building, their physical presence in their classrooms will provide additional support, via hands-on materials and support from lead guides or assistant guides. During the work period children will create their individual work plans with their guides and receive live lessons from their guides. They will spend the other portion of their day doing follow-up work individually, specials classes, and receiving additional support from other staff. **Children who are participating in the work period from home will not be on Zoom or an electronic device for the whole 2.5-3 hour time frame.** They will have scheduled individual and small-group lessons, and will have guidance regarding other work to complete during this time.
- ✦ **Centering Respect and Community, and Multi-Age Groupings** – All students will remain in their classroom just as they would be if they were attending school in person. This will be their learning community. We will divide K-6 grade classrooms in half, so that smaller “A” and “B” groups will have different work cycles (morning or afternoon), which will provide consistency for learners and will allow guides to provide small group and individual lessons to all students. There will be regular opportunities for students to engage with one another via class meetings, group lessons, and project work, and we will continue to foster the Montessori goals of respect for self, others, and the environment, as we build our learning communities virtually.
- ✦ **Individualized and Personalized Learning** – Montessori is grounded in “following the child,” recognizing that every child is intrinsically wired for learning, and that every child’s developmental path looks different. Every learner will have an individualized plan, and the learner will have a direct role in creating and implementing their plan. Guides will communicate regularly with each student about their learning plan, and will guide their progress along the way. Distance learning provides new opportunities for learners to engage in the Montessori goal of fostering autonomy and independence, with support from caring adults.
- ✦ **Hands-on learning and the Prepared Environment** – Creating opportunities for hands-on learning and engagement with the physical classroom environment is perhaps the greatest challenge in transferring Montessori to distance learning. However, we are developing ways that we can provide learners with at-home materials, and we are identifying online resources that align with and will support our Montessori pedagogy and curriculum.



Centering Equity

COVID-19 is disproportionately impacting children and families living in poverty and children and families of color. As a school committed to incorporating anti-bias, antiracism (ABAR) in our mission, policies, programs and practices, it is imperative for us to assess how COVID-19 is creating and exacerbating inequities in our school, and to take a proactive approach to interrupting and addressing inequities.

Our commitment to center equity in our 2020-21 school plan includes:

- ✦ Ensuring that our most vulnerable learners and families have access to the resources they need for learning, social-emotional support, and physical resources.
- ✦ Prioritizing direct and in-person support with our most vulnerable learners and families.
- ✦ Evaluating our program on an ongoing basis, analyzing student academic and social-emotional data, staff, and family survey feedback and other information to identify disparities that exist and/ or that are being exacerbated by COVID-19, and creating actionable plans to interrupt and reverse these trends.
- ✦ Applying an anti-bias, antiracism lens in all planning, decision-making and evaluation of our policies and programs.
- ✦ Reporting challenges and progress to our community and to our board as we implement our 2020-21 school plan, and adjusting our plans as needed, to advance equity.



Wellness First

The Health, Safety and Wellbeing of Students, Staff and Families

The physical, mental, and emotional health and safety of all members of our school community are City Garden's number one priority. Our Fall 2020 School Plan has been designed with this as our absolute guiding principle.

Based on feedback from staff and families, and based on the rising numbers of COVID-19 cases in St. Louis, at this time, we do not believe it is in the best interest of our students, staff or families to bring all students back to campus physically.

However, we realize that for many families, it will be an extreme hardship to not have access to school on a daily basis. We also recognize the equity implications of not providing any opportunities for some students to be at school physically and to engage with guides, staff and other students.

Thus, we are implementing a plan that balances 100% distance learning with the opportunity for a minimal number of students to come to campus every day, or some days, each week, for in-person engagement and support.

A few things we want to note:

- ✧ No staff member who has existing health issues or feels unsafe coming to campus will be forced to do so.
- ✧ No student or family member who has existing health issues or feels unsafe coming to campus will be forced to do so.
- ✧ If there is any reason to believe that it is unsafe for students or staff to be in the building, we will make adjustments to our procedures and/ or close the building. We will communicate with our community quickly and clearly should this occur.
- ✧ Our 100% virtual learning plan allows City Garden to continue delivering our academic program seamlessly, should the building have to close.
- ✧ Classrooms will not have more than 15 students in them at one time. ***(We are still working to determine the maximum number of students that each space can safely accommodate and will err on the side of caution.)***

Safety and Wellness of Students and Staff

As stated above, the health and safety of our students and staff remains at the center of our work. Below you will find City Garden's responsive steps toward creating a safer and more secure learning environment.

Staff Health Screenings

Prior to staff reporting for the school year, but within 14 days of reporting for work, all staff will be required to be tested for COVID-19 if they plan to come to the building. Staff must present a negative COVID-19 test in order to enter the building.

Before entering the building, all staff (including substitutes) will conduct a daily self-check to screen for various symptoms related to coronavirus and have their temperature taken. The staff screening will include the same considerations as the student screening. If a staff member is exhibiting any symptoms, they will be required to stay at home and follow up with staff protocol for suspected Covid-19 exposure.

Social Distancing

Social distancing protocol will be utilized on campus by all staff and students to the best of their ability and any potential visitors.

- ✦ All adults should maintain a Social distance of at least 6 ft.
- ✦ Students will maintain social distancing of 6 ft during transitions to the best of their ability.
- ✦ In class, students will maintain a social distance with a radius of at least 3 feet around their desk or work area.
- ✦ Adults will avoid any in-person meetings lasting more than 10 minutes in an office or other confined space.

Masks

All staff and any adult on campus will be required to wear a properly fitted face mask. All students will be required to wear a properly fitted face mask to the best of their ability. Three masks will be provided to all staff and students by City Garden. Disposable masks will be provided to anyone visiting the building who is not in possession of a mask.

Students will not be required to wear masks while outside, as long as at least 6ft of social distancing can be maintained.

Other Personal Protective Equipment

City Garden will work with each staff member to ensure appropriate PPE is available to allow for the best education for the children and the safety of all Community Members.

Handwashing and Disinfecting

City Garden, unlike many campuses, has ample areas to wash hands with warm water and soap. In addition to this, hand sanitizer will be readily available in all classrooms as well as entry points and other areas of campus. Students will hand wash or sanitize hands when entering the building, before any meal, and before and after any group activities. Ideally hands should be cleaned any time the face/mouth are touched and this will be encouraged as much as possible.

If a Student Is Sick or Appears Sick:

- ✧ The student will be moved to a separate designated sick room.
- ✧ An assessment of symptoms will occur.
- ✧ If the student has a temperature of 100.4 or more, guardians are called to pick the student up.
 - ✧ If a student is NOT displaying one or more symptoms of Covid the student may return to school in 72 hours if symptoms have not increased and student is fever free without fever-reducing meds for 24 hours prior to return.
 - ✧ If a student is displaying one or more symptoms of Covid-19, risk guidelines will be sent home with the guardian and student.

If a Student or Staff member tests Positive with an active COVID-19 infection or has close contact with someone who tests positive for COVID-19:

- ✧ **Staff member or Student's Guardian Should Contact City Garden Administration.**
 - ✧ The impacted community member should contact City Garden Administration with the specifics of the potential exposure, the timing of any potential exposure, any people who were in close contact in the recent past and the results of any tests taken.
 - ✧ To the greatest extent possible, personal information will not be shared.
- ✧ **City Garden will clean and disinfect areas where the exposed/COVID-19 impacted party may have been.**
- ✧ **City Garden will Communicate with the Community as Needed.**
- ✧ The Community will be notified that a person who has been in the building is exposed to someone with COVID-19 or has tested positive for COVID-19
 - ✧ Using City Garden building records and communication with impacted parties, community members who were in close contact with exposed community members will be contacted and given guidance about what to do.

✦ **Further Action Will Be Determined and Communicated - Working with the St. Louis Department of Health and considering the specific facts and circumstances of each situation, City Garden expects that:**

- ✦ Persons in close contact with a person who has tested positive for COVID-19 will not be allowed back to school until all the following have occurred:
 - ✦ They self-quarantine for 14 days from date of exposure
 - ✦ Experience no COVID-19 symptoms
 - ✦ Test negative for COVID-19 for a test taken after the 10th day of quarantine.
- ✦ A Community member who tests positive with COVID-19 will be allowed to return to school once all the following have occurred:
 - ✦ Symptoms have subsided.
 - ✦ A negative COVID-19 test has been obtained
 - ✦ The community member's health care provider states the community member can return to school.
- ✦ City Garden will, at minimum, follow the guidance of the St. Louis Department of Health, which may include closing the school building.
- ✦ City Garden will consider the impacts of all Community Members and may decide on a course of action that is more restrictive/protective than the guidelines provided by the St. Louis Department of Health (i.e. closing the school building for longer than guidance suggests)

Re-Opening the School Building

From March 15 to July 24, no more than ten staff members have been allowed in the building each day. As we approach the start of the 2020-21 school year, we will gradually increase the number of staff members in the building, and we will reopen the school building to a minimal number of students.

City Garden will establish the following changes to the physical space and daily procedures of campus at 1618 Tower Grove to insure a safer and less disease transmittable environment and to decrease the spread of COVID-19 and other infectious diseases.

Physical Changes

- ✧ A bottle filling station will be installed at both drinking fountain stations and bubblers will be locked and unusable until further notice.
- ✧ Sharable furniture and chairs will be removed from the Living Room and other common areas to promote social distancing.
- ✧ Entry areas and high traffic areas in buildings will be marked with social distance markers to aid the community in appropriate social distancing
- ✧ Hand sanitizer stations will be added to high traffic areas such as major door entries, Living Room, next to bottle filling stations etc.
- ✧ Foot openers will be installed on all public restrooms
- ✧ Reception desk will have a plexiglass barrier

Updates to Daily Procedures

Arrival

- ✧ Parents will be asked to screen their child(ren) for various symptoms related to coronavirus and take their temperature prior to the school day starting. Additional information will be shared about the process and expectations for these screenings as the in person start of the school year approaches.
- ✧ Arrival will include staggered drop off times, temperature checks, as well as screening questions prior to entry in the building.
- ✧ All students' temperatures will be taken. Any child with a temperature over 100 degrees will be sent home.
- ✧ All children must be wearing a properly fitted mask before entering the building.
- ✧ At this time parents are asked to not enter the building until further notice.
- ✧ Students should attempt to social distance when entering their classroom, to the best of their ability.

Dismissal

- ✧ Dismissal will now need to be a calm, slow, and controlled process. No running, yelling, etc. will be allowed.
- ✧ Dismissal will include a variety of exit points from campus in order to aid social distancing. Additional information will be shared about this process as the school year approaches.
- ✧ Guardians picking up children will be required to social distance while awaiting their child(ren).
- ✧ Students should social distance when exiting their classroom to the best of their ability.

Visitors

- ✧ Only visitors essential to the functioning of school will be permitted while students are at school.
- ✧ All visitors must be wearing a properly fitted mask before entering the building and sanitize hands once in the building.
- ✧ All visitors must sign-off on a Visitor COVID Screening Form and use the Sign-in sheet to inform what part of the building they are visiting.
- ✧ Scheduled visits only, except for guardians.
- ✧ No tours, events or rental of the building until further notice.
- ✧ No volunteers/visitors in classrooms.

Food Service

Please note that we are not yet certain whether or not we will be able to provide food service.

- ✧ All meals will be brought to classrooms for the foreseeable future.
- ✧ Self-service foods such as milk will be provided in single serving containers
- ✧ Remove use of shared tables and self-service areas for food and condiments.
- ✧ The kitchen will be off limits to all except Food Service Coordinator and staff until further notice.
- ✧ Face mask and face shield, apron and gloves will be worn by food service providers.
- ✧ Lunch time should be a quiet serene time to promote gentle breathing since the children will be unmasked.
- ✧ Guides/assistance guides will serve the children while wearing gloves
- ✧ Tables will be sanitized after meals

Cleaning and Disinfecting

- ✧ High touch areas throughout the building will be sanitized throughout the day – a detailed schedule is being developed
- ✧ Cleaning staff will wear PPE, including but not limited to masks and gloves
- ✧ An electrostatic disinfectant sprayer has been purchased and will be utilized daily to disinfect the entire indoor campus
- ✧ Cleaning crew will be using hospital grade disinfectants approved by the CDC.
- ✧ Our HVAC maintenance crew will be adjusting the systems to add additional oxygen to the ventilation system and decrease the amount of carbon dioxide

Staying Connected as a Community

Connection, relationships and community are at the heart of City Garden’s mission and work. During this time of COVID-19, we believe these things are more important than ever.

As we continue to navigate COVID-19 together as a community, we commit to:

- ✦ **Frequent and clear communication.** We know how important it is to keep our staff, students and families informed during this turbulent time. We promise to communicate in a way that reflects our mission and values.
- ✦ **Prioritizing the health, mental health and social-emotional wellbeing of every student, staff member and family.** We will center student wellbeing in our lessons and work with students, and we will provide as many supports as we are able to for students, staff and families. We will support staff members in taking care of themselves and their families, and we will support our students and families in taking care of themselves and one another.
- ✦ **Creating opportunities to connect with one another and build community.** Though our community is not able to be physically together right now, we will find creative ways to connect with our students, staff and families, and to allow students, staff and families to connect with one another.

We ask you, our community, to:

- ✦ **Share important updates regarding your child(ren) or family that may impact their learning and development.** We view ourselves as partners in your children’s development, and we are committed to supporting you and your children holistically.
- ✦ **Share feedback honestly and directly.** We know that this year will bring different challenges and stresses for every family and every staff member. We want to know what is working for you and what is not working, and will respond to the very best of our ability.
- ✦ **Connect with one another and help us build our City Garden community.** City Garden is a beautiful community of children and adults—we invite you to think creatively about how we can continue to build connections and relationships during this challenging time!



Reflection and Improvement

With the plan we have outlined for Fall 2020, we have attempted to incorporate our students', staff members' and families' needs, and to develop a plan that will ensure continuous learning and development for all of our learners. And, we know that things will continue to change in the coming weeks and months. We are committed to continuously reflecting and improving our plans and our program throughout the coming year.

Throughout the 2020-21 school year, we will:

- ✦ Survey students, staff and families each month, to hear from you what is going well and what could be improved
- ✦ Utilize targeted student assessments to monitor academic progress and to make adjustments to our curriculum and instructional approaches
- ✦ Monitor student engagement to ensure that our program is reaching all students and families, and adjust strategies and approaches if it is not reaching all students
- ✦ Conduct culture and climate surveys of students, parents/guardians and staff, to assess the impact of our 2020-21 School Plan on school culture and climate, including student agency and sense of belonging, staff satisfaction and sense of belonging, and parent/guardian satisfaction and sense of belonging.
- ✦ We will disaggregate all data and feedback by race, gender, grade level and other demographics, to understand how our program may be impacting different parts of our community disparately.



Technology

Because we are delivering a 100% distance learning model, we know that it is critical for every student to have both internet access and a reliable electronic device that they can use daily for learning.

In Spring, 2020, we were able to provide internet hot spots and Chromebooks to every K-8 student who needed these things.

We will resurvey families in the coming weeks to understand each student and family's technology needs.

We will provide internet access and a Chromebook to each K-8 student who needs them.

We are in the process of purchasing additional Chromebooks, and will disseminate internet and Chromebooks to all families who need them prior to the start of school.



Detailed Program Information & Sample Schedules

Primary 1 & Primary 2 (3- and 4-year-olds)

Based on feedback from Primary 1 and 2 staff and families thus far, if possible, staff and families would prefer for City Garden to offer Primary 1 and Primary 2 programming in person, Monday through Friday. We are still gathering information about Primary staff members' needs and families' needs and will continue to refine our plan based on feedback.

Additional details regarding City Garden's Fall 2020 Primary 1 and Primary 2 Program:

- ✦ Many parents rely on our sliding scale, tuition-based Primary program for child-care.
- ✦ Classes will be divided into smaller groups of 10-12, with lead and assistant guides alternating roles and location.
- ✦ Primary program will include both the normal half-day and full day option. We are also considering a three-day option this year, at the request of some families.
- ✦ We will utilize the Primary 1 and 2 classrooms, other classrooms, and outdoor space to allow for smaller group programming and social distancing.
- ✦ Wearing masks and hand-washing will be incorporated into Primary students' lessons and practical life work.
- ✦ Spaces will be cleaned and disinfected throughout the day and at the end of each day. We are in the process of developing detailed protocols and schedules.

Primary 1 and Primary 2 Schedule:

Class	Monday	Tuesday	Wednesday	Thursday	Friday
P1	8:30 AM-3:30 PM				
P2	8:30 AM-3:30 PM				

Sample Morning Schedule:

Time	Focus
8:30-10:00	Lead Guide is with Group A in the Classroom A with 10-12 students
	Assistant Guide is with Group B in Classroom B with 10-12 students
10:00-11:30	Lead Guide is with Group B in the Classroom B with 10-12 students
	Assistant Guide is with Group A in the Classroom B with 10-12 students

Details Still Being Worked Out Regarding Primary 1 and Primary 2:

- ✦ Which other parts of the building, including other classrooms, will be utilized for Primary programming. (We will utilize either one or two additional classrooms, to create smaller group sizes.)
- ✦ Whether we will be able to provide breakfast and lunch for Primary students.
- ✦ Whether we will be able to provide before and after care for Primary students.
- ✦ Exactly how many Primary students we will be able to accommodate, given smaller group sizes.
- ✦ Whether we will be able to offer at-home learning support to families who opt not to send their children in person.

Primary 3 through Upper Elementary (Grades K-6)

Based on feedback from Primary 3, Lower Elementary (grades 1-3) and Upper Elementary (grades 4-6) staff and families thus far, City Garden will implement a 100% Virtual Learning program for K-6 students, with a minimal number of children in the building, Monday through Friday. We will prioritize daily in-person attendance for our most vulnerable learners, children of City Garden staff, and the children of essential workers, including educational employees.

Additional details regarding City Garden's Fall 2020 Primary 3 through Upper Elementary Program:

- ✧ We are anchoring our K-6 learning model around each student engaging in a 2.5-3 hour Montessori “work cycle,” virtually or in person, Monday through Thursday.
- ✧ Instructional learning plans for all K-6 students will be organized virtually, though students who are at school in person may receive some or all lessons in person.
- ✧ Live Montessori lessons will be delivered by guides virtually via Zoom to students who are not at school.
- ✧ Some live lessons will be recorded, so that if a student misses a live lesson they can watch it. This also allows students to re-play the lesson and allows for some scheduling flexibility for families.
- ✧ Students who are physically present at school will either participate in live lessons in person or receive live lessons from their guide via Zoom. (Some guides are not able to be physically present in the building.)
- ✧ On-site class sizes will be no more than 15 students per group (maximum). ***The number of students per classroom is still being determined.***
- ✧ City Garden will provide some hands-on and print materials to students to support their learning.
- ✧ Classes will be divided into smaller groups (Group A and Group B), and will be assigned either a morning or afternoon work period.
- ✧ When students are not in their work period, they will participate in Specials classes (Spanish, PE, Music and STEM), do follow-up work independently, receive academic support and/ or social-emotional supports, and meet one-on-one with staff for additional support, as needed.
- ✧ Students who need additional academic or social-emotional support will be assigned a case manager, in addition to the classroom lead guide. The case manager will be another City Garden staff member (a Specials guide, Lead Student Support Guide, Family Support Guide, Special Education Guide, or other staff member) who will provide additional support and connection for students.
- ✧ Primary 3 and Lower Elementary will utilize Seesaw for their online learning platform.
- ✧ Upper Elementary will utilize Google Classroom for their online platform.
- ✧ Wearing masks and hand-washing will be incorporated into Primary 3 through Upper Elementary students’ lessons and practical life work.
- ✧ Spaces will be cleaned and disinfected throughout the day and at the end of each day. ***Detailed protocols and schedules are being developed.***

- ✧ Fridays will be for asynchronous (pre-recorded) lessons, follow-up work and project work.
- ✧ Guides will participate in professional development, planning, and communication with families on Fridays.
- ✧ On-site and virtual lead guides will have from 11:15-12:45 for a duty-free lunch and planning time.

Sample Schedule

Lower Elementary Distance Learning Work Cycle – Group A

Monday	Tuesday	Wednesday	Thursday	Friday PD/Common Planning/Individual Planning for Guides
8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM
Lead Guides and Case Managers have morning meeting with Group A Social-Emotional Lesson	Lead Guides and Case Managers have morning meeting with group and then do individual student check-in on work plans	Lead Guides and Case Managers have morning meeting with group and then do individual student check-in on work plans	Lead Guides and Case Managers have morning meeting with group and then do individual student check-in on work plans	Virtual Work Cycle ✧ Asynchronous (recorded) lessons ✧ Follow-up Work
9:00 AM-11:15 AM	9:00 AM-11:15 AM	9:00 AM-11:15 AM	9:00 AM-11:15 AM	9:00 AM-11:15 AM
Work Cycle ✧ Synchronous (live) and asynchronous (recorded) individual, small group and whole group lessons	Work Cycle ✧ Synchronous (live) and asynchronous (recorded) individual, small group and whole group lessons	Work Cycle ✧ Synchronous (live) and asynchronous (recorded) individual, small group and whole group lessons	Work Cycle ✧ Synchronous (live) and asynchronous (recorded) individual, small group and whole group lessons	Virtual Work Cycle ✧ Asynchronous lessons ✧ Follow-up Work

Sample Schedule

Lower Elementary Distance Learning Work Cycle - Group B

Monday	Tuesday	Wednesday	Thursday	Friday PD/Common Planning/Individual Planning
12:45 PM	12:45	12:45	12:45	12:45
Lead Guides and Case Managers have morning meeting with Group B Social-Emotional Lesson	Lead Guides and Case Managers have morning meeting with group and then do individual student check-in on work plans	Lead Guides and Case Managers have morning meeting with group and then do individual student check-in on work plans	Lead Guides and Case Managers have morning meeting with group and then do individual student check-in on work plans	Virtual Work Cycle ✦ Asynchronous (recorded) lessons ✦ Follow-up Work
1:15 PM-3:30 PM	1:15 PM-3:30 PM	1:15 PM-3:30 PM	1:15 PM-3:30 PM	1:15 PM-3:30 PM
Work Cycle ✦ Synchronous (live) and asynchronous (recorded) individual, small group and whole group lessons	Work Cycle ✦ Synchronous (live) and asynchronous (recorded) individual, small group and whole group lessons	Work Cycle ✦ Synchronous (live) and asynchronous (recorded) individual, small group and whole group lessons	Work Cycle ✦ Synchronous (live) and asynchronous (recorded) individual, small group and whole group lessons	Virtual Work Cycle ✦ Asynchronous (recorded) lessons ✦ Follow-up Work

Details Still Being Worked Out Regarding Primary 3 through Upper Elementary Programming:

- ✦ How many and which Primary 3 through Upper Elementary staff are able to and are comfortable with being on site daily.
- ✦ Exactly how many Primary 3 through Upper Elementary students we will be able to accommodate onsite, given smaller group sizes and staffing.

- ✦ What other parts of the building and outdoor space Primary 3 through Upper Elementary students might utilize. (We will keep all small groups together and have minimal movement throughout the building.)
- ✦ Staffing the non-work cycle portions of the day for Primary 3 through Upper Elementary students.
- ✦ Whether we will be able to provide breakfast and lunch for Primary 3 through Upper Elementary students.
- ✦ Whether we will be able to provide before and after care for Primary 3 through Upper Elementary students.

Junior High (Grades 7-8)

Based on feedback from Junior High staff and families thus far, City Garden will implement a 100% Virtual Learning program for Junior High students, with a minimal number of children in the building, Monday through Friday. We will prioritize daily in-person attendance for our most vulnerable learners, children of City Garden staff, and the children of essential workers.

Additional details regarding City Garden's Fall 2020 Junior High Program:

- ✦ Instructional learning plans for all 7th and 8th grade students will be organized and delivered virtually, whether or not the student comes to school physically
- ✦ Synchronous (live) and asynchronous (recorded) lessons will be delivered by guides virtually via Zoom
- ✦ Live lessons will be recorded, so that if a student misses a live lesson they can watch it. This also allows students to re-play the lesson.
- ✦ Since both lead Junior High guides will be working remotely, Junior High students who are physically present at school will receive synchronous (live) and asynchronous (recorded) lessons from their guides via Zoom
- ✦ Other staff members will be present at school to support and assist Junior High students with their lessons, follow-up work and social-emotional support
- ✦ On-site class sizes will be no more than 15 students (max)
- ✦ Students will stay in their assigned classroom communities (Junior High 1 or Junior High 2)
- ✦ In addition to live and recorded lessons with their lead guides, students will participate in Specials classes (Spanish, PE, Music and STEM), do follow-up work independently, receive academic support and/ or social-emotional supports, and meet one-on-one with staff for additional support as needed

- ✧ Students who need additional academic or social-emotional support will be assigned a case manager, in addition to the classroom lead guide. The case manager will be another City Garden staff member (a Specials guide, Lead Student Support Guide, Family Support Guide, Special Education Guide, or other staff member) who will provide additional support and connection for students.
- ✧ Junior High will utilize Google Classroom for their online platform
- ✧ Wearing masks and hand-washing will be incorporated into students' lessons and practical life work
- ✧ Spaces will be cleaned and disinfected throughout the day and at the end of each day. **Detailed protocols and schedules are being developed.**
- ✧ Fridays will be for asynchronous (pre-recorded) lessons, follow-up work and project work.
- ✧ Guides will participate in professional development, planning, and communication with families on Fridays
- ✧ On-site and virtual lead guides will have from 11:15-12:45 for a duty-free lunch and planning time

Sample Schedule

Class	Monday	Tuesday	Wednesday	Thursday	Friday PD/Common Planning/Individual Planning
JH1	8:30 AM- 3:30 PM	8:30 AM- 3:30 PM	8:30 AM- 3:30 PM	8:30 AM- 3:30 PM	Virtual Work Cycle ✧ Asynchronous lessons ✧ Follow-up Work
JH2	8:30 AM- 3:30 PM	8:30 AM- 3:30 PM	8:30 AM- 3:30 PM	8:30 AM- 3:30 PM	Virtual Work Cycle ✧ Asynchronous lessons ✧ Follow-up Work

Student Experience

City Garden's distance learning environment includes five main student experiences. These experiences are described below. More information will be shared at our fall virtual open house.

Class Websites

Each class will have its own website that allows students and families to access everything they need in one place, and that makes the experience feel personalized.

Strong Start

Every day will begin with a classroom community meeting that incorporates community-building, grace and courtesy, anti-bias, antiracism, and social-emotional learning.

Enrichment

The school's PE, Music, Spanish, and STEM guides will each create their own website pages, where they post videos and activities weekly. We will also share resources for students to engage in a variety of enrichment activities.

Synchronous (Live) Instruction

Students use Zoom to connect daily with their guides and their peers for individual and small group instruction.

Asynchronous (Recorded) Instruction

Students engage in a variety of asynchronous instructional activities each day.



Lead Guide Sample Schedules

Lead Guide (Group A)	
8:30	Class Community Meeting/SEL Lesson
8:45	
9:00	Provide synchronous (live) lesson
9:15	
9:30	Individual student assistance <i>Check-in with identified students (Work Plan completion/follow-up and support)</i>
9:45	
10:00	
10:15	Provide synchronous (live) lesson
10:30	
10:45	Provide synchronous (live) lesson
11:00	
11:15	Duty Free Lunch/Planning time
11:30	
11:45	
12:00	
12:15	

Lead Guide (Group B)	
12:30	Class Community Meeting/SEL Lesson
12:45	
1:00	Provide synchronous (live) lesson
1:15	
1:30	Individual student assistance <i>Check-in with identified students (Work Plan completion/follow-up and support)</i>
1:45	
2:00	
2:15	Provide synchronous (live) lesson
2:30	
2:45	Provide synchronous (live) lesson
3:00	

Assistant Guide Sample Schedules

Assistant Guide (Group A)	
8:30	Class Community Meeting/SEL Lesson
8:45	
9:00	Observe synchronous (live) lesson
9:15	
9:30	Individual student assistance Check-in with identified students (Work Plan completion/follow-up and support)
9:45	
10:00	
10:15	
10:15	Break
10:30	Zoom office hours for student assistance Assistant guide will maintain one Zoom link Students can log-in and wait for assistance in the waiting room
10:45	
11:00	
11:15	
11:30	<ul style="list-style-type: none"> ● On-site: Transition Group A students ● On-site: Supervise lunch/recess Group A students ● Virtual: Individual student check-ins
11:45	
12:00	
12:15	
3:00	
3:15	

12:30	Assistant Guide Schedule (Group B)
12:45	Class Community Meeting/SEL Lesson
1:00	
1:15	Lunch
1:30	
1:45	Individual student assistance Check-in with identified students (Work Plan completion/follow-up and support)
2:00	
2:15	
2:30	
2:45	