

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

**LEA Name: Academy of Hope Adult PCS**  
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**LEA Type: Adult**  
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### Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

<sup>1</sup>Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.

<sup>2</sup>These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

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

### School Recovery Operations Plan

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

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

Academy of Hope's cleaning schedule is based on [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces](#). We will routinely clean and disinfect all surfaces and objects that are frequently touched, including cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).

For all cleaning, sanitizing, and disinfecting products, AoH will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use. Dirty surfaces will be cleaned with soap and water before disinfection. We will supply all teachers with disposable gloves to protect them when cleaning contact surfaces, including laptops, work stations (i.e. computer, desk, chairs), shared supplies, and high touch surfaces (HTS).

Cleaning will occur weekly, daily, and multiple times per day at both our sites.

- **Weekly:** Janitorial staff will conduct intense electrostatic spraying at each site.
- **Daily at both sites:** Janitorial will disinfect high touch areas, restrooms, multi-purpose rooms daily within a school (i.e. restroom fixtures, kitchen fixtures, building entrance door handles, main level elevator call buttons, eating area counters/tables).
- **Multiple Times a Day at both sites:** Students will sanitize their workstations and laptops at the end of each class before returning their devices back to the laptop cart. Teachers will sanitize high touch areas like doorknob and light switches at the end of each class. As AoH adopts a rotating in-person schedule, enhanced cleaning and disinfection will occur between cohorts.

### Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean      D = Disinfect      S = Sanitize

	Between Uses	Throughout Day	Daily
Surfaces		C, D, S	
Bathrooms	C, D	D, S	
Door Knobs		D, S	
Classrooms/labs	C,D	D,S	
Office spaces		D,S	
Hallway floors		D	C, D
Windows		D	S
Desks, chairs, Mats	C, D	D	S

**In the event of a confirmed COVID-19 case in a student or staff member, AoH will follow all steps outlined by DC Health as well as the cleaning, disinfection and sanitization guidance from the CDC:**

- **If a student or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19, AoH will take the following steps:**
  1. **Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.**
  2. **Once the room is vacated at the end of the day, perform deep cleaning and disinfection of full classroom, office and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.**
  3. **Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements.**
- **If an individual who tested positive was in the building seven days or fewer, AoH will take the following steps:**
  1. **Close off areas used by the person who is sick.**
    1. **If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, AoH may close, clean, and disinfect spaces used by the COVID-19 positive individual after students and staff leave for the day.**
  2. **Increase air circulation in areas by opening outside doors and windows**

3. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  4. Clean and disinfect all areas used by the individual who tested positive, such as classrooms, bathrooms, and common areas. (This will be done by our contracted janitorial vendor PMM, who has specialization in deep cleaning).
  5. Close the building for at least 72 hours after cleaning to reduce risk of community spread.
- If more than seven days have passed since the person testing positive used the facility, additional cleaning and disinfection is not necessary. We will continue routine cleaning and disinfection.
  - AoH does not serve any students, nor have any staff who have requirements for Tracheostomy Suctioning.
  - AoH does not serve any student, nor have any staff who have requirements for Nebulized Medication

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

**In order to ensure and promote social distancing, AoH will:**

- Maintain a distance of six (6) feet between each individual, to the maximum extent feasible, in both indoor and outdoor settings.
- Allow no more than 12 individuals (staff and students) in each classroom (during phase 2 or re-opening);
- Allow for only groups of 12 individuals to participate in outdoor activities (in phase 2 or re-opening); each group of 12 individuals will remain with their cohort and interact only with and not mix between other groups.
- Mark hallways with tape and signage to illustrate six feet distance and use directional arrows to keep people moving in the same direction on each side of the hallway.
- Limit number of students in building at one time and build student schedules for one 90 minute block in key academic areas every other day (ELA, Monday, Math, Wednesday, etc.). Remaining instruction and support to occur online using remote instruction
- Markers on the sidewalk will be placed to guide individuals awaiting entry to the building to maintain 6 feet of distance. Due to limiting the number of students coming to the building the line for entry should remain relatively short.
- Direct traffic flow using hall monitors/directors during class dismissals to ensure that students do not cluster in the halls

**To support physical (social) distance in indoor spaces, AoH will:**

- Maximize spacing between individuals in a classroom, including while at tables and in group and individual activities.
- Arrange desks and furniture so that individuals are separated by a minimum of 6 feet

- Close every other sink and bathroom stall to limit the number of individuals in bathrooms and encourage social distancing when hand washing. AoH will also ensure that accessible sinks are available to students with disabilities
- Designate an area for students or staff who exhibit symptoms and keep separate from other individuals

#### **Classrooms and Office Spaces:**

- Turn all desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Install physical barriers, such as sneeze guards and partitions and add reminders about physical distancing (e.g., signage, tape markings on the floor), in offices and areas where it may be difficult for individuals to remain 6 feet apart (e.g., reception areas, main office, between bathroom sinks)
- Close communal-use space such as break rooms and lounges. If not feasible to close the space, stagger use, ensure strict physical distance between individuals, ensure face coverings are worn at all times and disinfect spaces between uses.
- Close all unused classrooms.
- Allow students to eat meals in their classrooms rather than mixing in the multipurpose room. Storage will not be provided for student meals, and they must keep them isolated with their personal belongings to avoid cross contamination.
- Remove coffee service from student and staff break areas
- Staff meetings, team meetings, and professional development activities will be held virtually. Staff will be asked to hold all other meetings virtually, unless the nature of the meeting requires in-person activity.

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

AoH is ensuring the adequacy of ventilation at both the Ward 5 and Ward 8 campuses. Prior to reopening after any prolonged shutdown, AoH Operations staff will engage with our HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible.

AoH will ensure ventilation systems operate properly and increase the circulation of outdoor air as much as possible by opening windows and doors when possible. AoH will not open windows and doors if doing so poses a safety or health risk (risk of falling, triggering asthma symptoms) to students and staff using the facility. Under no circumstances will fire-rated doors be propped or otherwise left open. Specific changes to be implemented include:

- Maintaining humidity levels between 40-60% to slow the transmission of viruses.
- Adding MERV-13 air filters and exploring the feasibility and use of additional technology methods to counter COVID-19 such as ultraviolet light treatment on air
- Adjusting the return and supply of air flow through facilities and specifically rooms and classrooms to avoid cross-contamination.

AoH will flush water systems to clear out stagnant water and replace it with fresh water after anytime a site is closed for more than 5 days. This will remove any metals (e.g., lead) that may have leached into the water and minimize the risk of Legionnaires' disease and other diseases associated with water. Steps for this process which are found on the CDC website and are articulated below:

- Flush hot and cold water through all points of use (e.g., showers, sink faucets). Flushing may need to occur by floor or individual room due to facility size and water pressure. The purpose of building flushing is to replace all water inside building piping with fresh water.
- AoH will make sure the water heater(s) is set to at least 140°F.
- Flush until the hot water reaches its maximum temperature.
- Care will be taken to minimize splashing and aerosol generation during flushing.
- All water fountains, coffee service and water coolers will be shut down. Bottled water will be provided to students and staff.

4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.

*Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.*

The safety of Academy of Hope's adult learners, teachers, staff, and volunteers is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other, and we will ensure to not allow more than the maximum number of individuals in a single room or as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

Students will either participate in all distance learning activities, or a hybrid of in-person/distance learning. AoH will provide all students devices and where possible internet through either sponsoring them with Comcast Internet Essential program, or providing a hotspot. AoH will provide staff with computers and additional resources to ensure AoH academic and administrative operations can be carried out remotely, and keep in-person activities to a minimum.

### **Operating Schedule**

**Staff Schedules:** Will be determined on an as needed basis. Schedules will limit the number of people physically present at each site. To limit exposure to COVID-19, staff will work alternating schedules with two days on site and three days remotely. For example Monday/Wednesday on site and Tuesday, Thursday, Friday remote.

**Arrival/dismissal procedures:** Arrival times will be staggered for students who select in-person instruction.. Students will choose from the following in-person instructional times.

**Daytime classes:** 9am - 10:30am; 11am - 12:30pm; 1pm - 2:30pm

**Evening classes:** 6pm - 7:30pm; 7:30pm – 9:00 pm

**Distribution of Educational Materials:** Learning devices (laptops, Chromebooks, hotspots, etc.) and student

schedules will be distributed to students during the second week of classes. Students will pick up devices during the time of their scheduled classes. Separate learning packets will be mailed to each student.

#### **Plan to Provide PPE:**

- **Face coverings/shields:** Everyone entering AoH facilities will be required to wear face coverings. Staff will be provided with cloth face masks. Face shields will be provided upon request. Back up face masks will be available for staff, students and visitors that do not have them.
  - Face shields are not substitutes for face masks. Face masks must be continued to be worn when using face shields.
- **Gloves:** Gloves will be prioritized and provided for those cleaning, serving meals, or who may need to provide personal care to a student. (Other staff will be discouraged from wearing gloves to promote frequent hand washing as well as to avoid creating a false sense of protection).
- **Hand Sanitizer/Sanitizing Wipes:** Hand sanitizing stations will be set up throughout the building and will be provided in every classroom, office, bathroom or high traffic location.

#### **Hand Hygiene**

- AoH will reinforce frequent, proper handwashing strategies by staff, volunteers, students, and visitors to include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. AOH will provide hand sanitizers in all classrooms, offices, AOH bus, multi-purpose areas, and high-traffic areas.

#### **School-Wide Hygiene**

- AoH will ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices, including in classrooms, bathrooms, multipurpose rooms, and offices. Setting up sanitizing stations outside of large common spaces including the multipurpose rooms, library and entrances/exits is encouraged.
- Teachers and staff who work in close contact with students will take extra steps. When in very close contact with students, staff will wear clothing that can easily be removed in the event of contamination (e.g. button-down, long-sleeve shirt) and must wash skin that is touched by secretions or any soiled clothing or material. Teachers and staff that may be in close contact with a student's secretions must wear eye protection (e.g., face shield).
  - Face shields are not substitutes for face masks. Face masks must be continued to be worn when using face shields.

#### **To the extent feasible, AoH will:**

- Ensure adequate supplies to minimize sharing of high touch materials (e.g., avoid sharing electronic devices, books, learning aids; assign each student their own supplies or equipment). When shared supplies must be used, limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.
- Encourage adult students to keep their belongings separated from others.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating

properly.

- **Encourage staff and students to bring their own water bottle. AoH will shut down water fountains. AoH will not serve coffee to students and staff.**
- **Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds, or if soap and water is unavailable, cleaned with hand sanitizer.**
- **Install no-touch fixtures: automatic faucets and toilets; touchless foot door openers, touchless trash cans; sensor water bottle fillers, (full implementation may be constrained by budget limitations).**
- **Install Hand sanitizer stations at all entrances to the building. Every person that enters the building will be required to sanitize their hands upon entry. Hand sanitizer at every doorway of office spaces, classrooms, and common areas.**
- **Increase signage throughout the building and in classrooms on proper hand hygiene and and prevention of infection spread.**

### **School Bus**

**Academy of Hope's shuttle bus will continue to run at 50% capacity, which will limit the number of riders to 5, plus 1 bus driver. The driver plus all riders must wear a face mask while on the bus. Handsanitizer will be provided for all student riders entering the bus. Windows will be kept open to maximize airflow. A plastic protective barrier will be placed between the driver and the riders. The bus will be cleaned and disinfected between each route.**

**Screening Procedures, Temperature Checks, and Symptoms while at School: Academy of Hope will conduct daily health screenings for all students, staff, and volunteers.**

### **Screening Procedures**

**Students, staff, and volunteers entering the building will be screened before entry. All will enter through the main entrance. Markers will be placed outside the entrance to create lines with individuals six feet apart. A designated staff members will conduct screenings and will take the following steps to properly screen individuals daily upon entering an AoH school building**

**ASK: staff, students and visitors will be asked whether they have experienced the following symptoms consistent with COVID-19:**

- **Fever (100.4 degrees Fahrenheit or higher) or chills**
- **Cough**
- **Congestion**
- **Sore throat**
- **Shortness of breath or difficulty breathing**
- **Diarrhea**
- **Nausea or vomiting**
- **Fatigue**
- **Headache**
- **Muscle or body aches**



- New loss of taste or smell
- Or otherwise feeling unwell.

They will also be asked if they have been in close contact with a person who has COVID, and if they have traveled to a high risk state or country within the past 14 days. The high-risk states list will be posted by DC Health every two weeks on [coronavirus.dc.gov](https://coronavirus.dc.gov).

Any individuals meeting “Yes” for any of the above “ASK” criteria in the program’s daily health screen will not be admitted. Such students, families or staff shall be instructed to call their health care provider to determine next steps.

**Note:** Any Student, volunteer and staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

### Temperature Checks

AoH designated staff will physically check students, volunteers, staff members, or visitors’ temperature upon their arrival at school. AoH will keep a log of all entering the building throughout the day to note who has been screened. Additionally, screened individuals will receive a colored sticker indicating they’ve been screened.

Individual temperatures will be taken using a handheld infrared thermometer by an AoH staff and must follow the below protocol:

- o Maintain a distance of 6 feet from the person conducting the temperature check.
- o Any student or staff member with a temperature of 100.4 degrees or higher shall not be admitted and shall be instructed to call their health care provider to determine next steps. (They will also not be admitted if they answered YES to any of the screening questions above)

**Personal Protective Equipment (PPE)** - staff shall practice the following guidelines while conducting temperature checks:

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Put on PPE. This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.
- Take the individual’s temperature.
- If performing a temperature check on multiple individuals:
  - o Ensure that you use a clean pair of gloves for each individual and that the thermometer has been thoroughly cleaned in between each check.
  - o If you use disposable or non-contact thermometers and you did not have physical contact with the individual, you do not need to change gloves before the next check.
- Remove and discard PPE.
- Clean the non-contact thermometer with an alcohol wipe (or isopropyl alcohol on a cotton swab)

between each individual screened. You can reuse the same wipe as long as it remains wet.

## Face Mask Procedures

All staff, visitors, students, and volunteers will be required to wear non-medical face coverings or face masks at all times while in the school building. If the staff member or volunteer has a contraindication to wearing a face covering, either medical or otherwise, they should not participate in in-person school activities. AoH will provide paper, face masks to students, staff, or visitors who don't have one with them at the time of visiting/entering the school.

Instances where face coverings will not be required:

- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;
- By students, volunteers or staff when engaged in activities in which there is a risk of burn or injury from the use of a face covering;
- Staff and volunteers may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

Additional protocols are in place to support the safe use of clean masks.

- Staff, volunteers and students will be instructed to use caution when removing the covering, and encouraged to always store it out of reach of others. They will also be encouraged to wash or sanitize hands immediately after removing it.
- Staff, students, volunteers, and visitors will be advised to bring clean coverings each day and also to have a backup. These procedures will be provided in writing to students, staff and volunteers.
- Students, teachers and staff will be coached to speak more loudly, rather than remove their face covering, if speaking in a noisy environment.

## Symptoms While at School

If a student, volunteer or staff member develops any of the symptoms above during the school/work day, the individual will be asked to return home. If they are unable to leave immediately (due to waiting for a ride, public transportation, etc), individuals will be asked to isolate and wait on benches located outside, so long as it is safe and there is nice weather until they are able to return home. If the individual must wait inside AoH will have a designated room at each location for individuals to isolate. The space will be in an area that is not frequently passed or used by other students or staff, and not behind a barrier.

When in the isolation area, the sick individual must always wear a non-medical (cloth) face covering or surgical mask, be within sight of the supervising staff member, and be physically separated from other individuals by at least 6 feet. Only one sick individual will be allowed at a time. The isolation area will be immediately cleaned and disinfected after the sick individual departs

## Return Criteria

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

## Return to School Criteria for Students and Staff

**Student or Staff Member With:** **Criteria to Return Note:** Criteria below represent standard criteria to return to care. In all cases, individual guidance from DC Health or a healthcare provider would supersede.

**Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is indicated.**

**If individual is tested:**

- If positive, see #2.
- If negative, see #3.
- Individuals must quarantine while awaiting test results.

**If individual does not complete test, they must:**

**1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell)**

- Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR
- Meet symptom-based criteria to return:
  - At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND
  - At least 10 days from symptoms first appeared, whichever is later

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

**If symptomatic, may return after:**

**2. Positive COVID-19 Test Result**

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

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

**\*Note: Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.**

If asymptomatic, may return after:

- 10 days from positive test

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

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

May return when:

OR

- Meet standard criteria to return after illness

Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)

\*Per Scenarios #4 and 5, a negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does not shorten the duration of quarantine of at least 14 days

May return after:

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

### 4. Close Contact of Individual with Confirmed COVID-19

If the close contact is a household member:

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

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

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

### 5. Travel to High-Risk State or Country, as

May return after:

Defined by [DC Health](#)

- 14 days from return or arrival to the District of Columbia

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

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

## Steps for Reporting, Notification and Disinfection

### Step 1: Internal Reporting Process

**Reporting for Students:** The Point of Contact (POC) for students who report positive tests or exposure to COVID-19 is either student support, principal or the registrar. The POC must then report to the Chief Operations officer (COO) who will then report to DC Health (Step 2).

**Reporting for Staff:** POC for staff to report positive tests or exposure to COVID-19 is either their manager or HR Generalist. The POC must then report to the COO. COO will then report to DC Health (Step 2)

### Step 2: Reporting to DC Health

In the event AoH identifies a student, volunteer or staff member who has tested COVID-19 positive, AoH will:

- Notify DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website [dchealth.dc.gov/page/covid-19-reporting-requirements](https://dchealth.dc.gov/page/covid-19-reporting-requirements) under the section "Non-Healthcare Facility Establishment Reporting."
- Select "Non-healthcare facility establishment seeking guidance about an employee, patron, or visitor that reported testing positive for COVID-19 (epidemiology consult/guidance)."

An investigator from DC Health will follow-up within 24 hours to all appropriately submitted email notifications. Decisions on the timeline of exclusion and any other responses to a COVID-19 exposure will be determined by DC Health.

For AoH, the Point of Contact to make reports is Brian McNamee, COO. In the event Brian is unable to be reached, Angela Kim, Director of Finance and Operations will serve as back-up.

### Step 3: Communication to Students, Volunteers and Staff

AoH has communication protocols in place that protect the privacy of individuals and alert students, volunteers and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

- Notification to those staff and families of students in close contact with the individual, including the requirement to quarantine for 14 days;
- Notification to the entire school that there was a COVID-19 positive case, those impacted have been told to quarantine, steps that will be taken (e.g., cleaning and disinfection);
- Education about COVID-19, including the signs and symptoms at [coronavirus.dc.gov](https://coronavirus.dc.gov);
- Referral to the [Guidance for Contacts of a Person Confirmed to have COVID-19](#), available at [coronavirus.dc.gov](https://coronavirus.dc.gov); and
- Information on options for COVID-19 testing in the District of Columbia, available at

[coronavirus.dc.gov/testing](https://coronavirus.dc.gov/testing).

AoH will await DC Health's instruction on dismissals and other safety precautions in the event a known COVID-19 individual came in close contact with others at school.

#### **Communication Policy:**

- . Principals will send learners updates via Weekly Community Newsletters.
- . In the event of a shutdown or urgent AoH news, Principals and Registrars will contact learners via email and School Messenger.
- . Marketing & Communications will post communication via AoH social media channels (Instagram, Facebook, AoH website) .
- . Operations team will update AoH's main phone line with an outgoing message.

#### **Step 4: Cleaning, Sanitization, and Disinfection of Affected Spaces**

In the event of a confirmed COVID-19 case in a student or staff member, AoH will follow all steps outlined by DC Health as well as the cleaning, disinfection and sanitization guidance from the CDC:

- If seven days or fewer have passed since the person used the facility, we will follow these steps:
  - 1) Immediately dismiss students and all non-essential staff." Close off areas used by the individual who tested positive.
  - 2) Open outside doors and windows to increase air circulation in the areas.
  - 3) Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  - 4) Clean and disinfect all areas used by the individual, such as classrooms, bathrooms, and common areas.
  - 5) Close the building for at least 72 hours after cleaning to reduce risk of community spread.
- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

#### **Step 5: Returning back to School**

- After completing doctor's recommendations and isolation procedures, students must submit either a medical note (preferred), or a negative COVID-19 test from the prior 5 days to student support, registrar or their principal in order to return to school.

#### **Guidance for High Risk Individuals**

AoH will notify all students, volunteers and staff that DC Health recommends that any individual at high-risk for experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school. This includes, but is not limited to, people with:

- Chronic Lung Disease
- Moderate to severe Asthma

- **Serious heart conditions**
- **Immunocompromised conditions**
- **Severe obesity (>30 Body Mass Index (BMI))**
- **Diabetes**
- **Chronic kidney disease**
- **Liver Disease**
- **People age 65 years and older**
- **Individuals who are currently pregnant**
- **Individuals who live with a high-risk individual in their home.**

**Any student, volunteer, or staff member who has a medical condition not on this list, but is concerned about their safety should consult with their medical provider before attending in-person activities at school. AoH is not required to secure written clearance from high-risk individuals prior to participating in in-person activities at school. Students in high-risk groups are recommended to participate in online learning.**

**Staff with written medical clearance or are self-quarantining are expected to work remotely. Staff must submit a note from a medical professional to HR and must also inform their manager that they will telework due to medical clearance. It is not required to divulge any details of the medical clearance to their manager.**

**(Please note that Academy of Hope is not a feeding site; therefore, we will not have procedures for meals during virtual learning.)**

### **Instructional Delivery Plan**

- 5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21 school year.**
  - **Identify the instructional methods (e.g., 100 percent synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
  - **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);**
  - **Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and**
  - **Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.**

**In order to achieve continuous learning during SY 2020-21, Academy of Hope will:**

1. **Deliver instruction in various modalities: synchronous classroom-based, digital and analog; and asynchronous digital and hard-materials: textbooks and teacher-generated resources -- ensuring that all learners -- regardless of their in-classroom, online, or analog learning environments -- will have equal instructional access and support in SY 20 -21.**
2. **Use a Learning Management System (Schoology) to host and integrate an array of digital tools and to keep track of student work and formative assessment result**
3. **Dedicate time and resources to staff training, professional development, and continuous internal monitoring to support the successful implementation of our instructional plan, rising to and surpassing the inherent challenges of distance instruction and learning for all AoH learners**

**Instructional Delivery:**

**In-line with DC leaders’ decision to start the 2020-2021 school year virtually, Academy of Hope has also decided to hold most classes remotely throughout the fall semester. As it becomes safer to hold on-site classes, AoH will plan to transition to a hybrid learning model in the spring semester, while also offering an all-remote option to best meet the needs of learners who are uncomfortable or unable to attend in-person classes.**

**As an adult education school, AoH offers beginning literacy services, two high school credentialing options (National External Diploma Program and the GED), and multi-leveled career pathway training programs. Depending on their incoming academic levels and interests, learners’ schedules consist of various classes, as described below.**

- **Learners at Adult Basic Education (ABE) Levels 1 to 3 enroll in level-appropriate reading, math, and writing classes. ABE 3 learners also enroll in a science class.**
- **Learners at an ABE level 4 enroll in level-appropriate reading, math, writing, and science classes. They also have the option of enrolling in our bridge workforce program: Career Academy 101. Additionally, learners at this stage may also choose to work with our National External Diploma (NEDP) staff to prepare for the NEDP diagnostic assessments.**
- **Learners at ABE levels 5 and 6 enroll in level-appropriate reading, math, writing, and science classes. In addition, they also have the option of enrolling in a high-level workforce credentialing program: 21st Century Workforce Skills, Certified Nursing Assistant (CNA) training, or Phlebotomy training. Learners at ABE levels 5 and 6 who are working toward their high school credentials will also be actively engaged in either GED-focused or NEDP preparation to earn their high school credential.**

<b>Adult Basic Education (ABE) Level</b>	<b>Academic Classes</b>	<b>Workforce and High School Credentialing Classes/Studies (optional)</b>
<b>ABE 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• <b>Math</b></li> <li>• <b>Writing</b></li> </ul>	
<b>ABE 3</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• <b>Math</b></li> </ul>	



- |                      |  |  |
|----------------------|--|--|
|                      | <ul style="list-style-type: none"> <li>• Writing</li> <li>• Science</li> </ul>                 |  |
|                      | <ul style="list-style-type: none"> <li>• Reading</li> </ul>                                    |  |
| <b>ABE 4</b>         | <ul style="list-style-type: none"> <li>• Math</li> <li>• Writing</li> <li>• Science</li> </ul> | <ul style="list-style-type: none"> <li>• Career Academy 101</li> <li>• NEDP Diagnostic Tutoring</li> </ul>   |
|                      | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• NEDP Support</li> <li>• GED Support</li> </ul>  |
| <b>ABE 5 &amp; 6</b> | <ul style="list-style-type: none"> <li>• Science</li> </ul>                                    | <ul style="list-style-type: none"> <li>• 21st Century Workforce Skills</li> <li>• Certified Nursing Assistant (CNA) Training</li> <li>• Phlebotomy Training</li> </ul> |
- \*Learners at these levels may not be required to take all above academic classes**

During fall 2020, AoH will offer all remote instruction for most of these class offerings, with the exception of our Healthcare (CNA & Phlebotomy) programs.

**Academic Instruction:**

Learners in academic classes will have the option to attend both synchronous and asynchronous classes. All levels of reading and math classes will meet synchronously twice a week for 90 minute “live” instructional sessions. These live lessons will be followed by 90 minute remote asynchronous independent study. All levels of writing and science will meet synchronously or asynchronously once a week for 90 minute or more sessions.

Students who choose to participate synchronously will call into a live class session via zoom. Recording of live instruction will be posted immediately to Schoology (our Learning Management System) so that students who were unable to attend live instruction may view the class in their own time. Following this “live” instruction, students will work offline independently on material covered during the instruction which will be posted on Schoology. Students will have access to their teachers for additional support or questions through office hours by appointment.

All students in academic classes will be expected to complete assessment activities and submit assignments each week. The assessment data will be used to monitor student progress.

Students also have the option to request work packets which will be mailed to students’ homes. To provide additional support to students, teachers will offer individual and small group office hours. In some cases where students struggle with navigating online instruction or technology, teachers will use analog synchronous instruction or conference calling for small group instruction.

### **High School Credentialing Preparation Support:**

*National External Diploma Program Support:* Support for learners in the diagnostic (skill building) phase will be asynchronous for writing and synchronous for math. Support for learners in the assessment phase (actively working towards their high diploma through NEDP) will be available remotely via email, phone, and video chat (Zoom, Google Hangouts, FaceTime, and Duo) as well as in-person. In-person buddy time will be available at scheduled times with no more than nine learners and one tutor in the room at a time. This support is offered by the NEDP team consisting of four advisor/assessors and two adjunct faculty members. Remote in-office checks are available, allowing learners to complete all requirements to earn their high school diploma through NEDP from home. In-person in-office checks (one on one) will be conducted by appointment. Marking will be done remotely.

*GED Support:* Learners who are ready to take a GED exam will work remotely (through Zoom meetings) with AoH's GED Testing Coordinator, who will coach students on how to remotely take the GED exam; this includes setting up a learners' GED account and submitting the required registration documents to virtually register students for the official GED testing via the GED Program Office.

### **Workforce Programming:**

*Career Academy 101:* Students in our Career Academy 101 classes will learn together online using Zoom for live instruction. Recording of live instruction will be posted immediately after class so that students who were unable to attend live instruction may view the class in their own time. In addition to live instruction, students will work offline independently on material covered during live instruction. To provide additional support to students, teachers will offer individual and small group office hours. In some cases where students struggle with navigating online instruction or technology, teachers will use analog synchronous instruction or conference calling for small group instruction. We will also offer online micro credentialing certifications on Fridays as well as -- possibly -- job shadowing and internships. (Please note that we are still discussing details for what this would look like in an all-virtual environment).

*21st Century Workplace:* Students in our 21st Century workplace classes will learn together online using Zoom for live instruction 2 days a week/2 hours per day. Wednesday and Thursdays they will be working semi independently for 2 hours each day and the instructor will be on line for support. Recording of live instruction will be posted immediately after class so that students who were unable to attend live instruction may view the class in their own time. In addition to live instruction, students will work offline independently on material covered during live instruction. We are looking into having an on-site lab day twice a month for our students. We will split the class up into 2 Groups. Group A will meet live 2 Wednesdays per month and Group B will meet on 2 Thursdays a month. These lab days will allow us to provide critical (Ensuring a socially distant classroom) hands-on training in facilitating virtual meetings and using collaboration tools (such as zoom, Microsoft teams) as well as being able to set up virtual classrooms for business training sessions and receiving "live" technical equipment training. We will ensure that on the days we are on site, social distance learning will be the norm. We will clean and wipe down all equipment, desks, chairs etc. (per our Operations protocols) immediately prior and after each class. All students will receive weekly assignments on Google classroom, participate in weekly live zoom class and attend office hours with their instructor to review their work and progress. Recording of live instruction will be posted immediately after class so that students who were unable to attend live instruction may view the class in their own time.

*Certified Nursing Assistant (CNA) Training:* Due to the nature of the program, CNA students are mandated by the DC board of Nursing to complete a required number of classroom/skills and clinical work, in-person, in order to be licensed. Our students will be coming to Ward 5 to do their required skills work one day per week. We plan on splitting both day and evening classes so that only two groups of four students each (eight (8) daytime/eight (8) evening total enrollment each term) will come into the Healthcare suite one day a week for 3.5 hours .

We are arranging the classroom to be "Covid safe" so that 1 student will be at each table with only 4 total

tables used keeping to 6-8 feet apart. All tables, chairs, boards, and equipment will be wiped down and sanitized per AoH Operations protocols, after each class and all students will be wearing face masks and gloves at all time. All equipment in the classroom and the healthcare suite will be sanitized after every use consistent with our operations covid protocols. When they need to go into the Healthcare suite to do their skills work, only the instructor and 2 students at a time will be allowed to work. The other 2 students will continue their book/theory work and then the next 2 will switch. All 16 students (8 day/8 evening) will receive weekly assignments on Google classroom, participate in weekly live zoom class and attend remote office hours with their instructor to review their work and progres. Recording of live instruction will be posted immediately after class so that students who were unable to attend live instruction may view the class in their own time.

Anticipating that our students may still not be able to enter into the Nursing Home or be limited to do their required clinical work on site, we are planning to phase in Virtual Clinical Simulations. Through Virtual Clinical Simulations (VCS), CNA student learners will see residents and patients in virtual reality and do what they would do in real life - take vital signs, transfer residents, interact with residents who have dementia, etc. Benefits include: practicing skills without fear of error, significantly reducing Covid-9 risk, developing muscle memory associated with repeated practice of clinical skills, and displaying/storing assessment analytics that enable instructors to track student progress and improvement

With this new tool, we will be able to not only provide more thorough training but also reduce the risk of exposure to Covid-19 while training. We hope to have Clinical Virtual Reality Simulations take place on site during the last 3 weeks of the program -- we will keep to our social distance requirement and adjust numbers of students allowed in the classroom where appropriate. All VR equipment will be sanitized after each use and will be kept in a secure and sanitized area identified by the operations team.

*Phlebotomy Classes:* Phlebotomy students have a required number of clinical and skills hours in order to be licensed. Our students will be coming to Ward 8 in the winter/spring term to do their required skills work, one day per week. We plan on splitting the class so that only two groups of four students each (eight (8) daytime/eight (8) evening total enrollment each term). We are arranging the classroom to be “Covid safe”, with one student per table with only four total tables kept six to eight feet apart. When practicing skills, only the instructor and two students will be allowed in the classroom. All eight (8) students will receive weekly assignments on Google classroom, participate in weekly live zoom classes, and attend office hours with their instructor to review their work and progres.. Recording of live instruction will be posted immediately after class so that students who were unable to attend live instruction may view the class in their own time. Clinical work will be completed at our partner lab either through Sibley or Lab Corps.

**Instructional Hours:**

Most students participating in AoH’s distance learning program will participate in three instructional hours per day. At most (except for CNA students), learners can receive 90 minutes of synchronous instruction per day and 90 minutes of asynchronous instruction per day. Learners electing to only participate asynchronously will be expected to complete three hours of asynchronous learning a day. Please see the schedule below.

**AOH SCHEDULE OF INSTRUCTIONAL HOURS:**

	Monday	Tuesday	Wednesday	Thursday	Friday
ABE 1	Math - 90 mins of	Reading - 90 mins of synchronous	Math - 90 mins of synchronous	Reading - 90 mins of	Writing - 90 mins of synchronous or

	<p>synchronous or Asynchronous learning plus 90 minutes of independent learning</p> <p>or Asynchronous learning plus 90 minutes of independent learning</p> <p>or Asynchronous learning plus 90 minutes of independent learning</p>	<p>synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Asynchronous learning plus 90 minutes of independent learning</p>	
ABE 2	<p>Math - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Reading - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Math - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Reading - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Writing - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>
ABE 3	<p>Math - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Reading - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Math - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Reading - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Science - 90 mins of synchronous, Asynchronous or independent learning plus Writing - 90 mins of synchronous, Asynchronous or independent learning</p>
ABE 4	<p>Math - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Reading - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Math - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Reading - 90 mins of synchronous or Asynchronous learning plus 90 minutes of independent learning</p>	<p>Science - 90 mins of synchronous, Asynchronous or Independent learning plus Writing - 90 mins of synchronous, Asynchronous or independent learning</p>
	<p>Career Academy 101 - 90 mins synchronous or asynchronous</p>			<p>Career Academy 101</p>	<p>Career Academy</p>

		learning)		- 90 mins synchronous or asynchronous learning)	101 - (Micro Credentialing)
ABE 5 & 6	Math - 90 mins of synchronous or remote learning  plus  90 minutes of remote learning	Reading - 90 mins of synchronous or remote learning  plus  90 minutes of remote learning	Math - 90 mins of synchronous or remote learning  plus  90 minutes of remote learning	Reading - 90 mins of synchronous or remote learning  plus  90 minutes of remote learning	Science - 90 mins of synchronous, asynchronous or independent learning  Writing - 90 mins of synchronous, asynchronous or independent learning
	21st century - 2 hours live synchronous or asynchronous learning	21st century - 2 hours live synchronous or asynchronous learning	21st century - 2 hours of independent learning	21st century - 2 hours of independent learning	
High-level Healthcare Trainings  (CNA & Phlebotomy)	In Person or Remote Instruction 10:30-2 or 11- 2:30	In Person or Remote Instruction 10:30- 2 or 11-2:30	In Person or Remote Instruction 10:30-2 or 11- 2:30	In Person or Remote Instruction 10:30-2 or 11- 2:30	Optional instructional day based on need.  10:30-2 or 11-2:30

**Learning Platform:**

AoH recently invested in Schoology, a Learning Management System (LMS) equipped to digitally provide an effective and meaningful teaching and learning experience. By hosting and integrating an array of digital tools (such as IXL.com, khanacademy, GED Academy, Northstar, quizlet and padlet), Schoology helps to create a complete online classroom; for example, through this platform, AoH instructors can post -- in one virtual space -- a module's full lesson components: video, notes, practice assignments, and assessments. In addition, learners are able to upload completed assignments, and instructors are able to both effectively provide feedback to learners and store assessment scores.

**Training and Professional Development:**

The entire Instructional team will have three weeks (July 27 to August 14) training prior to the first day of classes. This will include training on our LMS provided by a professional development specialist from Powerschool. This training will focus on content delivery, student engagement and checking for understanding. The three week training will also cover the best practices of delivering remote learning, attendance and engagement tracking, distance learning model, building community and curriculum

planning.

On-going professional development will also include training in virtual 'Reflective Practice,' which helps instructors to develop specific skills to enhance their teaching. In addition, the instructional team will also have weekly virtual training sessions with the student support team to learn how to develop intervention support plans for students who show signs of disengagement.

### **Routine Monitoring and Adjusting:**

In order to ensure the AoH's Instructional Delivery Plan is routinely monitored and adjusted to address the needs of all our learners, AoH instructors and staff will do the following:

- Engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, technological proficiency) to confirm that each mode of content instruction is providing equitable results for student learning and growth. This will be done once a month on Fridays.
- Plan professional development based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.
- Evaluate students who have shown the least engagement whether by attendance or work product, and develop intervention support plans. This will be done collaboratively by our instructors and student support staff to determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content.

### **Addressing the Needs of Every Student:**

In addition, AoH will continue to ensure that we are meeting the needs of all our students.

Academy of Hope Adult Public Charter School has over thirty years of experience serving adult learners, age 18 and older, who face significant barriers to academic success, including learners with cognitive, physical, sensory and emotional disabilities. To meet the needs of these learners, AoH has developed and implemented a full inclusion program model using the Universal Design for Learning (UDL) Framework, incorporating assistive technology, and providing services such as sign language interpreters for the hearing impaired.

As we embark upon SY 20-21 within a national health pandemic, we are determined to ensure that all our learners can meaningfully participate within our new teaching and learning environments; we will continue to incorporate the UDL framework and assistive technology, as well as ensure access to sign language interpreters. During these challenging times, Academy of Hope is dedicated to ensuring that all learners - as well as all teachers - have the resources and extra support needed to educationally thrive.

## **Assessment and Promotion Policy**

### **A. Assessment**

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

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

Other (identify vendor)

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

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

**Academy of Hope uses a variety of assessment tools to measure learning and progress towards goals. The List of AoH High-level Assessments Include:**

- **Northstar Digital Literacy Assessment (Northstar): Online assessment tool used to measure the basic skills needed to use a computer and the internet in daily life, employment, and higher education.**
- **Comprehensive Adult Student Assessment System (CASAS): Online assessment used to measure adult learners' academic and career-readiness skills.**
- **GED Ready Tests (GED Ready): Online practice tests (in math, science, social studies, and language arts) designed to help learners determine if they are ready to take their GED exams.**
- **Internally created mid-semester and end-of-semester assessments: AoH instructor-created assessments (based on CCRS standards) used to monitor student learning growth including exit tickets, and formative assessment on current learning platforms of IXL and Essential Education**

**We will be using both internally designed assessments as well as the CASAS test to measure student learning, student progress and determine promotion to the next level of classes. The CASAS test will be administered as a pre-test during the first week of classes and also as a post-test during the last week of classes. CASAS testing will be administered in-person or remotely to both new and returning students. Our new curriculum also includes pre and post-assessments in the learning modules and mid/end of semester assessments which will be administered remotely through our LMS or in-person. Teachers will also design weekly assessments to measure students' progress. These assessments will be administered through our LMS remotely and/or other learning apps/platforms including ixl, khan academy, GED Academy, quizlet.**

**Career classes use NorthStar and Virtual Job Shadow. Certified Nursing Assistant (CNA) and Phlebotomy use industry certified practice tests, 21st Century workplace will follow the Microsoft Office Specialist (MOS) curriculum with standard progress/practice tests and Career Academy 101 has an internal assessment for every module through google classroom.**

## **B. Promotion and Graduation**

- 7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.**

**In many ways, AoH grading and promotion policies will not be altered in light of distance learning; however, graduating from a workforce program may be -- presently -- problematic due to non-virtual high-level credentialing exams.**

***Academic classes:* Similar to in person instruction, adult learners will be moved to the next ABE class level by obtaining a certain CASAS post-test score aligned to the next class level.**

***GED:* In order for individuals to register and sit for the official GED exam they must first pass the GED Ready test. If students score likely to pass in a given subject area, they may sit for the official test. To earn the high school credential through the GED, a learner must pass all four sections of the GED exam.**



**National External Diploma Program (NEDP):** In order to earn a high school credential through the NEDP, a learner must pass all assessment modules. Upon completion, the NEDP program coordinator will submit documentation for the DC OSSE High School diploma via Box. The diploma request and verification process is unchanged.

**High-Level Workforce Classes:** In order to graduate from a high-level workforce program, learners must pass a credentialing exam. (For some credentialing programs, such as CNA, this is not able to happen virtually).

8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school’s charter that you plan to waive for SY 2020-21, describe those waived requirements.

Because AoH is an adult public charter school, this question does not apply.

9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA’s policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:

- Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
- LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.

Option A: The LEA is using a learning management system (LMS) for distance learning.

- How is the student’s presence authenticated daily using the LMS?
- What constitutes sufficient engagement in the LMS for the student to be marked present?

Learners will be enrolled and expected to attend both ‘live’ classes and asynchronous classes. AoH will define these ‘touchpoints’ in two ways: 1) virtual attendance and 2) logging into the LMS on the day of the class.

Attendance in live classes (via zoom) will be authenticated by a learner’s virtual presence. Zoom will display the name of each participant, along with the time they both joined and left the meeting; this list will be exported as a .csv file that will be stored on the LMS after each class.

In addition, each live class will be recorded and stored in the LMS. Learners unable to attend the ‘live’ class will be expected to log into the LMS daily to watch the recording and to complete the assignments. This will be authenticated in the LMS through the ‘Couse Analytics’ feature, which records the learners’ name, his/her last LMS access and last course material access date, and total time spent per day. Only learners with at least 30 minutes of daily total time spent in the LMS will be given attendance.

Option B: The LEA is not using a learning management system (LMS) for distance learning.

- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student’s presence?
- What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student’s presence?
- What constitutes evidence of education engagement daily for the student to be marked present?

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



Academy of Hope will continue to provide analog distance learning for learners not yet able to effectively navigate technology tools. “Touchpoints’ for students engaged in analog learning will include: 1) instructional phone calls between a teacher and student and 2) pictures of completed assignments.

To authenticate attendance via an instructional phone call, teachers will use AoH’s robust Student Information System (SIS) to document the phone call, including time on call, topics discussed, and learning outcomes, on the day of the phone instruction. To authenticate attendance via pictures of completed assignments, all assignments will be dated and stored in virtual folders set up on the school’s drive for each class; in addition, teachers will document the completion of assignments in the SIS on the day that the assignment is submitted.

that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

As discussed in question #9, AoH will collect, verify, enter, and store supporting data to provide evidence of “touch point” attendance.

For live instructional touch points, Zoom will display the name of each participant, along with the time they both joined and left the meeting; this list will be exported as a .csv file that will be stored on the LMS after each class.

For asynchronous learning touchpoints, learners will be expected to log into the LMS daily to watch recordings and to complete the assignments. This will be authenticated in the LMS through the ‘Course Analytics’ feature, which records the learners’ name, his/her last LMS access and last course material access date, and total time spent per day. Only learners with at least 30 minutes of daily total time spent in the LMS will be given attendance.

For analog learning touchpoints, teachers will: 1) use AoH’s robust Student Information System (SIS) to document daily instruction phone calls, including time on call, topics discussed, and learning outcomes, and 2) upload and store pictures of completed assignments in virtual folders, which are hosted on the school’s drive; in addition, teachers will document the completion of assignments in the SIS on the day that the assignment is submitted.

In the event of an audit of attendance records, specific student-level data to be furnished will include:

- 1) .csv files for every zoom live class, including names of participants and length of participation, which will be stored in our LMS;
- 2) reports pulled from our LMS’s ‘Course Analytics’ feature, which will have listed the names of learners who accessed the LMS, the date of access, and the total time spent for each learner.
- 3) reports from AoH’s SIS documenting every instructional phone call with a student, including time spent on call, topics discussed, and learning outcomes; and
- 4) saved dated pictures of completed student work, which can be retrieved from virtual folders hosted on AoH’s drive and printed
- 5) reports from AoH’s SIS documenting the date and description of each assignment completed by and stored in virtual folders.

## **Whole Student Support**

## A. Student Support

11. Describe the LEA’s plan for supporting students’ social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.

Academy of Hope’s team of five Student Support Specialists will continue to support our learners’ social-emotional and mental health needs during continuous learning and school recovery.

- AoH will continue to share resources/community referrals and support learners remotely via individual and group sessions. The team will continue to send weekly emails and engage with learners who are especially vulnerable by providing regular check ins and success plans to identify and address barriers. In person support may be available.
- Remote Fall programming will include sessions on goal setting, time management, mindfulness, budget setting, nutrition, domestic violence awareness, communication skill building, and physical wellness. The team will be pre-recording videos to share via school social media platforms. The formats will be interviews and presentations. They will be promoted by teachers and principals, in addition to on social media. In-person discussion forums to support the videos are possible. Programming, in-person or remote, may be added to speak to relevant issues.

### September 2020

Monday	Tuesday	Wednesday	Thursday	Friday
		2		
	1	Saving My Pockets; Strategies to building additional Income	3	4
		Guest speaker(?) Shay		
		9		
7	8	Time Management: Creating a System to Balance it All	10	11
		Ayaba (PP)		
		16		
14	15	Goal Setting:	17	18
		Thomas		
		23		
21	22	Mindfulness & Minimizing Stress	24	25
		Shay		

		<b>30</b>		
<b>28</b>	<b>29</b>	<b>Eating clean with Shaquierra</b>	<b>October 1</b>	<b>2</b>

**October 2020**

		<b>7</b>		
<b>5</b>	<b>6</b>	<b>Domestic Violence Awareness Ayaba (PP+Video)</b>	<b>8</b>	<b>9</b>

		<b>14</b>		
		<b>Women Empowerment</b>		
<b>12</b>	<b>13</b>	<b>Guest Speaker Ms. Blake Thomas</b>	<b>15</b>	<b>16</b>

		<b>21</b>		
<b>19</b>	<b>20</b>	<b>Holiday employment opps Shaquierra + Deeneen</b>	<b>22</b>	<b>23</b>

			<b>29</b>	
		<b>28</b>		
<b>26</b>	<b>27</b>	<b>Boundaries &amp; Communication Tools for Families Shay</b>	<b>For the Children: Creating your own "potions" Guest Speaker* w Marisabel (IGTV)</b>	<b>30</b>

**November 2020**

	<b>3</b>	<b>4</b>		
<b>2</b>	<b>Thinking ahead if we do Turkey Baskets or Gift Card Giveaway - which day can we distribute??</b>	<b>Gratitude Program &amp; Challenge Kickoff Traci (Video and PP)</b>	<b>5</b>	<b>6</b>

		<b>11</b>		
<b>9</b>	<b>10</b>	<b>Veteran's Day</b>	<b>12</b>	<b>13</b>
		<b>NO PROGRAMMING</b>		
		<b>18</b>		
<b>16</b>	<b>17</b>	<b>The Power in Connectedness</b>		<b>20</b>
		<b>Collaboration w/ Koya</b>	<b>19</b>	
		<b>Ayaba (Video)</b>		
		<b>25</b>	<b>26</b>	
<b>23</b>	<b>24</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving break</b>	<b>27</b>

**December 2020**

		<b>2</b>		
	<b>1</b>	<b>Feel the Burn</b>		
	<b>Thinking ahead if we do</b>	<b>Virtual Workout</b>	<b>3</b>	<b>4</b>
	<b>Adopt a Family Gift</b>	<b>for all ages</b>		
	<b>Giveaway - which day can</b>	<b>Traci (IGTV)</b>		
	<b>we distribute??</b>			
		<b>9</b>		
<b>7</b>	<b>8</b>	<b>Moving through Mourning ROW* w</b>	<b>10</b>	<b>11</b>
		<b>Marisabel (IGTV)</b>		
				<b>18</b>
		<b>16</b>		<b>Holiday</b>
				<b>Virtual Concert</b>
<b>14</b>	<b>15</b>	<b>Creative Expressions</b>	<b>17</b>	
		<b>Ayaba (PP)</b>		<b>Guest</b>
				<b>Performers* w</b>
				<b>Marisabel +</b>
				<b>Shay? (IGTV)</b>

## B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:

- A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
- The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
- The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

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

**Behavior :** AoH believes that every learner should have the opportunity to learn the skills and values necessary for personal development. Every learner also has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.

Behavior expectations during distance learning will align with our stated beliefs. AoH learners will be informed of behavior expectations (physical and during distance learning) through orientation. Teachers will also establish classroom norms and expectations to reinforce expectations.

- - - AoH forbids all of its learners from harassing any other learner, volunteer or staff member because of race, color, religion, sex, age, marital status, disability, national origin, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income or any other reason prohibited by law.
  - AoH prohibits harassment at AoH itself and also includes digital platforms.
  - Acts of bullying, including cyberbullying, whether by a learner, volunteer or staff, are prohibited.
- - In the event that a learner violates the behavior expectations, they will be provided with reminders of expectations. In the event that a learner's behavior becomes unsafe to others (such as virtual harassment or cyber-bullying) or the classroom environment, they will be excluded from the group distance learning platform for a period of time that aligns with the written consequence for the violation. Communication of exclusion from the group distance learning platform will occur in writing as well as verbally explained to the learner.
  - During the exclusion period, the teacher will email recorded lessons in order to provide access during the time of separation and to prevent missed work.

GED Accommodations requests are continuing to be submitted remotely as we prepare for testing to resume.

**Tutoring Support:** Coordinated and overseen by Daniel Robinson, Development and Volunteer Associate (in conjunction with Principals) Volunteers will continue offering remote one on one and small group tutoring using Google Hangouts or Zoom. Tutors and learners can continue to rely on teachers to advise most appropriate skills to target in tutoring sessions.

## Special Populations

13. Describe the LEA's plan to serve students with disabilities, including:

- A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
- The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and
- The manner in which LEA deliver related services for students in distance learning;
- The manner in which the LEA will support parent training for students receiving related services through distance learning;
- The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;
- The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and
- The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

*LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).*

As an adult education charter school, Academy of Hope does not receive IDEA funding for special education services. Individuals who received special education services prior to dropping out of school and are below the age of 22, may continue to have the right to a free appropriate public education (FAPE) until the learner turns 22. For learners who wish to continue to receive special education services, they may choose to enroll in their local public school or another charter school that provides.

If a learner chooses to remain at Academy of Hope Public Charter School, we are committed to helping them achieve their academic and employment goals. AoH learners with disabilities can receive reasonable accommodations designed to allow access and demonstrate learning in our general education classes. Even with distance learning, AoH learners will be able to meet with the Student Support Services Team who will work with them and instructors to determine the supports and accommodations that they will need for success and to develop a plan to ensure that they get the support that they need.

- **Supporting Individuals with Learning Differences:** AoH works closely with the Rehabilitation Services Administration to ensure that learners receive identified accommodations and supports listed in either their vocational evaluation or rehabilitation plan. Below are the approaches we currently use and will continue in distance learning
- **Deaf/Hearing Impaired:** Currently, AoH has six learners who use ASL interpreters during onsite instruction. We have maintained ASL interpreters for our learners who are deaf. We also use closed captioning on Google Hangouts or ZOOM. Learners will also have access to recorded sessions. Instructors communicate with learners using text messages and our school messenger system. Instructors are also using REMIND.
- **Learning Disabilities:** At least 30% of AoH learners disclose that they received special education services when they were in school or score as possibly having disability on the Payne Learning Needs Screening Tool. Each learner completes the Payne Learning Needs Screening Tool that is filed in their academic record. Each learner that scores above the threshold of 12 points meets with the Student Support Team to explore supports both in and outside of the classroom that will support their academic journey. Plans are developed and used as guides to help support the learner while at Academy of Hope. Interventions and response to interventions are documented through the Student Support Log. As we have done in our live classes, teachers take a universal design for learning approach to instruction with multiple means of engagement, representation and expression including but not limited visual aids, graphic organizers, chapter highlights/outlines, untimed tests, and oral presentation of understanding.

- **Individual/Small Group Support:** Academy of Hope enlists the help of a corps of over 50 trained volunteers who have agreed to continue supporting learners via video/phone conferencing. Our volunteers support individual and small group learning needs. Learners who need additional support in an area will continue to work with a paired volunteer tutor (individual or small group)

Academy of Hope values our learners' families and their investment in their education. We understand that our learners are part of broader communities that also have valuable knowledge and identified supports to our learners' academic journey. With written consent from learners, the Student Support Team communicates and holds meetings for coordination of services to assist in bringing together any community teams, family members, or supportive community members together to promote the growth of the learner.

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

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
- The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;
- The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
- The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

Academy of Hope's student population is 99% African American. We have very few beginning English learners. For individuals who do need additional support, instruction will be modified to address specific learning needs using Universal Design for Learning Principles similar to the support we provide individuals with disabilities including, but not limited to, vocabulary list and glossaries for newly introduced terms, provision of learning packets ahead of live instruction and representation of material using a variety of visual aids. Learners will also be able to access individual and small group tutoring with our volunteer corp and individualized learning packets aligned to current skills levels.

**Technology Policy**

**15. Describe the LEA's policy for technology use during distance learning, including:**

- Expectations for student access to devices and technical training;
- The manner in which the LEA will assess student/family technology needs;
- The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;
- The plan for replacing/repairing devices;
- Expectations for student access to internet and safeguarding personally identifiable information (PII);
- What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and
- If/how the school's technology policy differs by grade level.

Academy of Hope will ensure that all learners have access to technological devices and training.

**Student Device Access:** For SY20-21 AoH will be 1:1 for students to devices. This will be coordinated and overseen by Angela Kim, Director, Finance & Operations (in conjunction with Principals). To assist learners with accessing online learning, AoH will provide all learners an appropriate device (chromebook or laptop) for study and access to the internet through provided hotspots and/or set up with Comcast internet access

subscription services sponsored by AoH. Students may use the device throughout the duration of the school year. Devices will be distributed in Week 2, or the week of August 24th, of the school year.

**Technical Training:** AoH will provide student technical training via technology bootcamp during Orientation. Students will also be provided with training videos and materials. In addition, Students will also be provided with a Tech Support contact sheet for FAQs and contact information..instructors and students need access to IT experts to troubleshoot technology issues, ensuring that instructional time can be spent on teaching/learning context rather than on solving tech issues.

**Assessing Student Technology Needs:** Academy of Hope has -- and will continue to --actively survey learners' technology needs in order to ensure equitable learning access. AoH held four virtual town hall meetings in the spring to gauge learners' technology needs, and we also asked students to complete surveys (for learners not able to fill out the survey electronically, instructors recorded survey answers over the phone). We will continue to survey students about their technology needs during the first few weeks of school, and we will continue to hold virtual town hall meetings throughout the year.

**Supporting students who do not have access to internet or devices due to circumstances beyond their control:** For SY20-21 AoH will be 1:1 for students to devices. Their technology needs will be assessed during the enrollment period. Students without reliable internet access will be set up with Comcast internet access subscription services sponsored by AoH.

**Replacing/repairing devices:** Student devices will be replaced/repared, as needed, upon diagnosis that they need repairs or to be replaced as inventory is made available.

**Student access to the internet and safeguarding personally identifiable information (PII):** Academy of Hope's computers will be supported through our third party IT support provider, Community IT. They will be able to monitor the computers for viruses and other security risks. We will also add two factor authentication to AoH's computers. Limitations on and enforcement for LEA device use at home (e.g., prohibiting social media, video games, etc.): AoH will request students to use the computers for academic purposes only. Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely.

**Differentiating technology policy by grade level:** Since we are an adult school, we do not differentiate by grade; AoH's technology policy will apply to all learners.

## **Family Engagement Policy**

**16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:**

- How often families can anticipate hearing from the school, and through which methods of communication;
- How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;
- How you will communicate about unanticipated facility closures and the health/safety of the school community;
- How you will share expectations and training for family participation in their student's learning, including trainings for technology;
- How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
- How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).

**Communicating with Learners:**



- **AoH begins communicating with learners several weeks before the start of school. Registrars make weekly phone calls and send email messages to alert applicants of next steps in the registration and enrollment process. In addition, principals reach out to learners weekly throughout the year via email and phone calls.**
- **AoH has an active social media presence, and we use our account to share updates about the school, local and federal resources for learners and highlight student activities.**
- **Principals post weekly announcements on Schoology to keep learners informed about what is happening**

*Soliciting and Incorporating Student Input Early and Repeatedly:*

- **AoH hosted four virtual town hall meetings in the spring to hear from learners about what is working/not working about distance learning. We used their feedback to refine our distance learning program for the fall and inform decisions about re-entry. We will continue holding virtual town halls this year once a term; in addition, however, principals often call smaller virtual meetings with students multiple times during the term.**
- **Two students representing both of our sites sit on the AoH Board and offer direct feedback to programmatic decisions.**

*Communicating Unanticipated Facility Closures and Health/Safety School Issues:*

- **AoH will use robocalls via school messenger to communicate unanticipated facility closures and health/safety school issues; in the case of an emergency, we will use SMS communication.**
- **In addition, notices will be distributed via social media and website pop-ups**

*Facilitating Introductions to New Teachers and Classmates*

- **At the beginning of the school year, AoH will hold both socially distance in-person (please see our Operations Policy) orientation sessions, as well as virtual orientation sessions. During these sessions, all of AoH staff, including the CEO and non-instructional staff, participate and introduce themselves. Learners will also have the opportunity to interact (socially distanced or virtually) with each other, getting to know each other.**

## SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

*In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.*

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203 and/or in accordance with its charter agreement-if applicable

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology** (please check all boxes):

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family engagement** (please check all boxes):

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

**LEA Name:** Academy of Hope Adult Public Charter School

**LEA Leader Name:** Leicester Johnson

**Date:** 10-02-2020 09:38 AM