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

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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.

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[1]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.
[2]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.
[3]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)?**

PURPOSE:

This plan establishes a framework for operations expectations and best practices that AppleTree Early Learning Public Charter School (AppleTree) is implementing to reopen school facilities and operate in the 2020-21 school year.

DESCRIPTION:

This plan dictates the manner in which AppleTree Early Learning Public Charter School (AppleTree) will operate its facilities during school year 2020-21. The plan is based on the available guidance as of July 6, 2020.

Cleaning, Disinfecting, Sanitizing

Regular Cleaning Schedule

AppleTree will regularly clean, disinfect, and sanitize surfaces, toys, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#). To support this work, AppleTree is increasing the scope of work from its janitorial service provider, providing more cleaning during school operating hours. A janitor will be dispatched to all AppleTree campuses to support cleaning and sanitizing throughout the regular school day. The service provider will utilize a cleaning and disinfecting schedule, indicating the completion of the cleaning and disinfecting tasks on a daily log.

The school will adhere to the following:

- **Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). All soft/high touch/difficult to clean items will be removed. (e.g., dress up clothes in dramatic play areas, sand from sand tables, forks and spoon in kitchen area)**

- **Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.**

- **For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child.**

- **Signage in every classroom reminding staff of cleaning protocols.**

- **Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.**

- Use of shared objects (e.g., physical education equipment, art supplies, toys, games) will be limited and cleaned between use.

- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.

- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.

- Machine washable toys should be used by only one child and laundered in between uses.

- Mats/cots and bedding are to be individually labeled and stored.
  Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.

- Bedding will be washable and laundered at least weekly or before use by another child.

- Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.

- When reopened, playground structures will be included as part of routine cleaning (as defined in District guidance on cleaning and disinfecting), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.

- Shared bathrooms will be assigned to specific groups of students and staff. Classroom schedules to include bathroom break time will be created to limit the number individuals in a shared space for any period of time. Bathrooms will be cleaned and disinfected after each group has finished.

- The school will implement safe and correct storage for cleaning and disinfection products.

- No cleaning products will not be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

- Water fountains will be closed. Students will be asked to bring their own water bottles to school. Additional indiviual student size water bottles will be provided to students if they forget their bottle or if they are in need of more water.

- Push button water dispensers will be availble for staff to refill their own personal water bottles. Disinfecctant wipes will be next to the dispeners for individuals to use before and after use.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean D = Disinfect S = Sanitize

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		C, D	S		
Bathrooms	C, D	C,D,S	S		
Door Knobs		D	S		
Hallway floors			C, D		S

Windows		S
Toys		S
Desks, chairs, cots	**C, D**	S

School staff will be provided with the appropriate cleaning supplies and will support in the on-going clearing and disinfecting of items throughout the day. As an additional cleaning method, AppleTree is considering using electrostatic disinfectant spray guns every evening to increase the effectiveness and efficiency of disinfecting procedures. While AppleTree is waiting for more conclusive evidence that supports the effectiveness of electrostatic spraying, AppleTree has requested its contracted janitorial service provider to procure the electrostatic spray guns. The chemical used for the electrostatic spraying will be reviewed for child safety and human health. Electrostatic spraying will only be performed during non-operating hours as part of AppleTree's deep cleaning strategy. The decision to use this method of disinfecting is pending.

Teacher Daily Disinfecting Checklist

This list is not exhaustive and in addition to the items listed, teachers should get in the habit of cleaning and disinfecting any high touch areas in their classrooms throughout the day. This does not replace the work done by the janitorial staff throughout the day and the cleaning staff in the evenings.

During the day

Teachers should have their own set of materials to limit sharing. However, any surface or items shared should be disinfected prior to use by their colleague.

Student Tables and chairs:

1. **Before breakfast**
2. **After breakfast**
3. **Before lunch**
4. **After lunch**
5. **End of the day**

Small group table

- **After any student or group uses it**

Cots

- **After use and before being stacked.**

Walkie Talkies, Class Phones and Cell phones

Student Shared Materials

Each student will have their own bin and set of resources that will be designated for their personal use during the day. At the end of the day, these items should be left in designated area so that they can be properly sanitized.

Student Personal Items

All student personal items will be stored in their cubbie or designated area.

Student bedding will be removed after each use and placed inside student's individual cubbies after each use.

Personal Protective Equipment

At the end of the day sanitize face shields.

Front Office/Personal Office Disinfecting Checklist

This list is not exhaustive and in addition to the items listed, front office staff and individuals who use personal office space should get in the habit of disinfecting any high touch areas in their space throughout the day. This does not replace the work done by the janitorial staff throughout the day and the cleaning staff in the evenings.

During the Day

All door handles (interior and exterior)

Main Office Phone

Main Office PA system

Main Office buzzer (for building access, etc)

Copier

Computers

Student File cabinet

All touched parts of the front office (sign in computers, visitor logs, chairs, sick station, water dispenser buttons, tabletops, information kiosks etc)

Pens: Have a "sanitized" and "dirty" pen cup to keep track.

All light switches

All countertops

Sneeze Guards

Toileting

Occasionally students enter AppleTree's program not potty trained and/or in need of toileting support. In these cases, a teacher will be provided with full PPE (e.g. face mask and shield, gloves, scrubs).

Steps include:

- **Prepare (put on PPE)**

- **Wash child's hands**

- **Clean the child/assist the child**

- **Remove trash (soiled pull-up and wipes)**

- **Replace pull-up**

- **Wash child's hands**

- **Clean, disinfect and sanitize station**

- **Wash hands**

- **Properly dispose all PPE**

Any soiled clothes should not be rinsed or cleaned at school. The soiled cloth clothes and its contents (without emptying or rinsing) should be placed in provided plastic bag and sent home with the child.

Positive COVID-19 Case Cleaning Schedule

In the event of a confirmed COVID-19 case in a student or staff member, AppleTree 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 who is sick used the facility, AppleTree will take the following steps: 1) Close off areas used by the person who is sick.   2) Open outside doors and windows to increase air circulation in the areas. 3) Wait 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 person who is sick, such as classrooms, bathrooms, and common areas. If more than seven days have passed since the person who is sick used the facility, AppleTree will continue its daily routine cleaning and disinfection schedule. When cleaning all personnel will adhere to all PPE requirements.

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

The school will take the following measures in its use of space:

- Maximize spacing of occupants in each space with a minimum of six feet distance between desks.

- Limit occupants in any space based on the "Phase" per the DC Health requirement.

  - Phase 1 - 10 individuals

  - Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs

  - Students will have assigned areas throughout the day.

  - Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.

  - No more than 2 students will be assigned to tables, students will maintain a 6-foot distance.

  - Signs, floor and wall markings and reminders will be posted throughout the building to promote social distancing.

- Communal-use spaces (cafeteria and playgrounds) will be closed.

- Communal space such as staff workroom will be available for teachers on a staggered schedule to allow time for cleaning and disinfecting between use. No more than two staff members will be allowed into the workroom space at one time and they must maintain six feet distancing.

Staff Workroom Protocol

Reminders and signs will be posted. Appropriate cleaning supplies and PPE (i.e. gloves) will be available)

Wear mask

Use hand sanitizer prior to entering and when exiting

Wash hands upon entry (if sink is available)

No more than 2 individuals in the workroom at a time. Maintain 6 feet distance.

If you touch it, disinfect it

- Staff table

- Water dispenser

- Refrigerator

- Copier

- K-cup dispenser

When possible doors should remain open

Wash personal items using paper towels

The use of individual items (i.e., sugar packets, individual creamers) is fine as long as hand sanitizer is used before taking an item.

The use of communal items such as glasses, plates, forks, cups, sponges, etc. is prohibited and will be removed.

Use sanitizer before touching the copy machine, paper cutter, laminator or any other work room teacher equipment.

Wipe down the machine/equipment after use.

Wipe down counter space, cabinets and any work area used or touched.

- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.

- Students' heads will be placed head to toe during nap times and cots will be placed a minimum of six feet apart.

- Recess will be held outside, weather permitting and students will be encouraged to maintain proper distancing using visual cues and frequent reminders. Interactive activities will be discouraged.

- **Plastic barriers have been placed at the front desk of each school to protect front office staff, and all health screenings will take place outside.**

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

AppleTree procures products, equipment, and services with the highest standards. AppleTree's procurement standards include, but are not limited to reviewing safety data sheets for all cleaning products to ensure safety and compliance with EPA and CDC standards and purchasing equipment recommended by the American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE). The following facilities improvements will be made:

Bipolar Ionization Systems

- AppleTree will install Bipolar Ionization Systems as an additional safeguard to prevent the transmission of

COVID-19. Any air circulated within the campus HVAC will be cleansed of COVID-19 and other harmful germs at the rate of 95% or greater.

Maintaining Appropriate Humidity Levels

- AppleTree will maintain appropriate humidity levels within AppleTree facilities in accordance with the CDC recommendations. AppleTree will install additional humidifiers and dehumidifiers where necessary. The facilities and operations departments will perform humidity level checks on a weekly basis.

External Air Circulation

- All AppleTree campuses will continue to pull in the required amount of external/fresh air from outside of the facility.

More Frequent Filter Changes

- AppleTree will replace air filters on a more frequent schedule.

Lobby Touchless Sanitation Stations

- AppleTree has procured two touchless hand sanitizing stations for each campus to be used in the front lobby and exterior grounds (when necessary).

Classroom Touchless Hand Sanitizer Dispensers

- As dispensers become available from our supplier, touchless dispensers will be installed in all AppleTree classrooms and bathrooms.

Lobby and Meeting Room Sneeze Guards

- Sneeze guards will be installed in every lobby and in select meeting rooms to improve protection.

Social Distancing Standing, Seating, and Access Guides

- Standing, seating, and access guides and stickers will be posted throughout all AppleTree campuses (interior and exterior) to instruct parents, staff, and students on how to maintain social distancing requirements.

Toilet Seat Tops

- Toilet seat tops will be installed on all student and adult toilets. Students will be taught how to flush toilets with the toilet seat top closed.

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 providemeals, 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.

Instructional Delivery Plan

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families 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 have not more than the maximum number of individuals in a single room or engaging in an outdoor activity 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.

Traveling to and from School

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.

- Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.

- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.

- Avoid touching unnecessary surfaces and objects.

- When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.

- Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.

- Stand back from gathering points such as intersections to avoid congregating in large groups.

- Familiarize and stay current with transit system procedures for safety of passengers.

- Avoid touching unnecessary surfaces and objects.

- When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.

- Use hand sanitizer after leaving the transit system.

- For the remaining distance, students will be instructed to follow the above regarding walking to school.

- Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk as they walk up to the school building.

- Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

Entering and Exiting School Building

All students, families, and staff, will be provided instructions for entering and exiting the school.

- Stagger arrival and dismissal times will be implemented to reduce peak student traffic in and out.

- Where possible there will be multiple entry and exit points to avoid long lines and cross traffic.

- Mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.

Guests, Visitors, and Contractors

AppleTree will make every effort to schedule facilities contracting work during non- operating hours. Visitors and guests will be screened, and only essential visitors and guests will be permitted to enter the campus.

Expanded Implementation of Virtual Meetings/Events

To minimize the need for additional guests and visitors to the campus, every effort will be made for meetings between families and staff as well as between staff and AppleTree employees from other campuses to occur virtually. This will allow more individuals to participate without exceeding group size restrictions while minimizing risk to those participants. This includes meetings such as Coffee with the Principal, Parent-Teacher Conferences, Special Education meetings. All network and school-based professional development sessions for staff will be conducted virtually. Similarly, all field trips will be conducted virtually until further notice.

Daily Health Screening

All students, employees, parents and vendors will be required to participate in a temperature screening before entering the building during arrival and dismissal. This daily health screening will be performed by designated staff members using no contact thermometer to minimize exposure. These staff members will use barriers and/or personal protective equipment (PPE) to help minimize exposure due to close contact with people. In addition to the daily temperature checks, all students, employees, and parents are required to verbally perform the Pre-Entry Self-Assessment. Any individual who fails the temperature screening may opt to be retested again prior to entry, but no individual will be permitted inside the campuses who fail the temperature screening.

Grouping

AppleTree will start the year 100% virtual. When students return for in person learning, students will attend school two days a week. Students will continue to learn via the virtual learning model for three days of the week. All students will engage in virtual learning on Wednesdays.

Student Groups	Virtual Learning Schedule	In Person Learning Schedule
Group A	Monday and Tuesday	Thursday and Friday
Group B	Thursday and Friday	Monday and Tuesday

- The school will group students and staff together each day

- The school will not host any group activities or large gatherings of students, such as assemblies and

indoor physical education classes when six feet of distance is not possible.

- **The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds, and other shared spaces to avoid mixing groups.**

In School Dining

- **Students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation.**

- **Additionally,**

- **Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.**

- **Staff will wash hands before and after preparing food, and after helping children to eat.**

- **Tables and chairs will be cleaned and sanitized before and after the meal.**

Virtual Meals

- Breakfast will be provided at select campuses to all families **who express an interest in only receiving free breakfast.**

- Pick up will be done without famlies having to enter the building.

- **Breakfast and lunch will be delivered via a delivery service every Monday morning between the hours of 9:30am and 11:30am to familes who request meal. Someone must be home to receive the meals upon delivery. Exceptions will be made for MKV families. Parents will receive a text message when the driver is on the way. This will hlep limit non-essential persons in and out of buildings.**

Recess/Breaks

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed. Playground will not be used until further guidance is provided.

Canceling, Eliminating Activities

The school will cancel, eliminate, or modify the program to adhere to the following:

- **Cancel activities and events such as field trips, student assemblies, practices, special performances, and school-wide parent meetings.**

- **Eliminate non-essential travel for staff and teachers (e.g., conferences).**

- **Revise the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made.**

- **Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).**

- **Stagger activities' times or locations by cohort to maximum extent feasible.**

Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date prior to enrolling a student. If it is determined that a student has been unable to get vaccines, the enrollment team will enroll the student and will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening. Parents will have 20 days to comply in order to continue in-person instruction. After 20 days, if a student vaccinations are not up to date, the student will be moved to virtual instruction until their records are up to date.

Non-medical (Cloth) Face-coverings

All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. We will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities.

*Teachers will be able to use face shields when providing instruction while wearing their face coverings.

Students and families are encouraged to wear cloth face coverings during arrival, dismissal, and are requred to use them at all times while moving around the school building. This includes the use of face covering when in the hallways, bathrooms, or other communal spaces within the facility.   Upon entry, students will place their face coverings in their designated area inside the classroom and will put on a face shield. The face shield will be worn by students while they are in the classrooms.

Instances when face coverings need to be worn:

- Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.

- While visitors to the school should be strictly limited, should a visitor need to enter they should wear a face covering on the school grounds and inside the school buildings at all times.

Instances when face coverings do not need to be worn:

- Students will wear face shields while inside the classroom.

- Outdoors when social distancing of at least six feet is strictly enforced.

- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.

- Students will not wear face coverings during nap.

Ensuring the safe use of clean cloth face coverings:

- The school will provide face shields and face coverings for all students and staff. Extra face masks will be available in the event the shield or masks become soiled.

- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and wash hands immediately after removing it.

- If a student tampers with the face covering of another student, it should be removed immediately and replaced with a clean one. Student should wash their hands immediately after touching another student's face covering.

Hygiene

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.

School-wide Hygiene: The School will work with the janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment.

- **A Health Screen occurs for all people entering the school.**

- **Health Screen materials are properly cleaned.**

- **Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.**

- **All students will be provided with their own materials in designated and labeled bags or bins.**

- **All student belongings will be separated and stored in designated areas (e.g. cubby, bin).**

- **Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.**

- **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.**

- **Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).**

- **Drinking fountains will not be used.**

- **Regular hand sanitizing will be enforced:**

- **Ensure handwashing strategies 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. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60 percent alcohol. (NOT METHANOL)**

- **Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the multipurpose rooms, cafeteria, playgrounds or outdoor spaces, and entrances/exits.**

- **Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.**

- **Enforce a "you touch it, you take it" policy in classrooms**

High-risk Individuals

AppleTree will notify all families and staff that DC Health recommends that any individual at increased 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:

- Cancer
- COPD (Chronic Obstructive Pulmonary Disease)
- Serious heart conditions • Immunocompromised state from a solid organ transplant
- Obesity (Body Mass Index (BMI) of 30 or higher)
- Sickle cell disease • Type 2 Diabetes Mellitus

- Chronic kidney disease.

Any family not comfortable attending in person instruction will be provided with an opportunity to engage in virutal instruction. Provisions will also be made for any staff memeber who falls into one of the high risks categories.

Exclusion or Dismissal from On-site Learning

The School will adhere to the following exclusion and dismissal criteria:

Exclusion Criteria:

Students, staff and essential visitors must stay home, or not be admitted, if:

- The student, staff member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the "Daily Health Screening" section of this guidance.
- The student, staff member, visitor or any close contact is confirmed to have COVID-19.
- The student, staff member or visitor is awaiting COVID-19 test results.
- The student, staff member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.

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 determined to not be due to COVID-19. If excluded, students/parents/guardians, staff and visitors should call their healthcare provider for further directions.

Dismissal Criteria: If a student or staff member develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school will immediately isolate the student from other students. The student must immediately put on a cloth (non-medical) or surgical face covering, if not wearing already.
- Additionally, the school will:
- Notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and instruct to seek healthcare provider guidance.
- Identify a staff member to accompany the isolated student to the isolation area and supervise the student while awaiting pickup from the parent/guardian.
    - The staff members briefly responding to the sick student in the classroom, accompanying the student to the isolation area and supervising the student in the isolation area must comply with PPE requirements.
    - Follow guidance for use of the isolation room below.
    - Immediately follow all cleaning and disinfection protocols for any area and materials with which the student was in contact.

- For staff, the school will send the staff member home immediately or isolate until it is safe to go home, instruct the staff member to seek healthcare provider guidance, and follow cleaning and disinfecting procedures for any area, materials and equipment with which the staff member was in contact.

    Isolation Room: The school must identify a well-ventilated space to isolate sick individuals until they are able to leave the school grounds. The space should be in an area that is not frequently passed or used by other students or staff, not behind a barrier, and that is not the health suite. If safe and nice weather, schools are encouraged to isolate sick individuals outdoors. 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. To the extent feasible, isolate only one sick individual in the isolation suite at a time. The isolation area must be immediately cleaned and disinfected

after the sick individual departs. Supervising staff must comply with the PPE requirements.

- **For students, the school is to immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.**

- **For staff, the school is to send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.**

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Tony Taylor, Director of Operations as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report (via [this link).](#)

Step 2: Communication to Families and Staff

Schools are to have communication protocols in place that protect the privacy of individuals and alert their families 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 based on DC Health guidance;
- 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;
- Referral to the Guidance for Contacts of a Person Confirmed to have COVID-19, available at coronavirus.dc.gov; and
- Information on options for COVID-19 testing in the District of Columbia, available at coronavirus.dc.gov/testing.
- **Impacted families will find out via email, text, and letter.**

Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces

In the event of a confirmed COVID-19 case in a student or staff member, the school must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked [here](#):

- **If seven days or fewer have passed since the person who is sick used the facility, follow these steps:**

1. **Close off areas used by the person who is sick.**

5. Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21

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 person who is sick, such as classrooms, bathrooms, and common areas.**

• **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.**

Student and Staff Schedule

AppleTree will start the school year 100% virtual and will transition to a hybrid model when it has been deemed "safe".

Virtual Instruction AppleTree's virtual instructional program is a combination of live, virtual interactions with the student's assigned AppleTree teacher, pre-recorded lessons and guided activities. Students will have the opportunity to engage in a live Community Connection with their teacher and classmates five days a week (Monday - Friday), Read Alouds two days a week (Mondays and Friday), and two weekly 1 x1 check-ins with their teacher. Teachers will host live Community Connections and Read Alouds at a time that works best for the majority of students. Teachers will also work with parents to schedule a 1x1 time during the school day that is convenient for families. Students will also be provided with guided, semi-independent activities, STEM projects, etc. and have access to our full ECR @Home curriculum content. Students and families have flexibility to watch pre-recorded lessons and engage in instruction at a time that is conducive for their schedule. Students will receive materials for learning at home (i.e. crayons, books, manipulatives, etc.). Students will also be invited to participate in celebrations, social emotional learning activities and virtual field trips.

Full Virtual Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Instruction	Community Connection 1x1's Read Aloud	Community Connection Read Aloud	SPECIAL Community Connection Make up 1x1's	Morning Community Connection 1x1's Read Aloud	Read Aloud OR Learning Lab
ECR @ Home	Complete ECR @Home Daily Activities: STEM, Journaling, Independent Learning, Read Aloud, Gross Motor				

Full Virtual Sample Teacher Schedule

 Monday

school year.

Post Monday's Read Aloud (recorded the previous Friday)

8:00-9:15

Plan & Prep to record Live MC, brief principal check in, etc.

9:15 - 9:35   **Host (& record) Live Morning (Community) Connection**

9:35 - 10:00   **Post Recording of MC to Dojo**

10:00 - 11:00   **Plan & Pre-record Tuesday's Read Aloud**

11:00 - 11:15   **1x1 with Student 1**

11:15 - 11:30   **Record Notes & Observations on Student 1**

11:30 - 12:30   **Planning Time**

12:30 - 1:30   **Lunch / Break**

1:30 - 1:45   **1x1 with Student 2**

1:45 - 2:00   **Record Notes & Observations on Student 2**

2:00 - 2:15   **1x1 with Student 3**

2:15 - 2:30   **Record Notes & Observations on Student 3**

2:30 - 2:45   **1x1 with Student 4**

2:45 - 3:00   **Record Notes & Observations on Student 4**

3:00 - 3:15   **1x1 with Student 5**

3:15 - 3:30   **Record Notes & Observations on Student 5**

3:30 - 4:00   **Hold for Staff Huddle (as directed by Principal)**

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning

remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's resident. The student and family will sign an agreement to take care of the materials and follow school behavior policy.

Sample Student Supply List

Material	Quantity
iPad Mini	1
blank paper	1
notebook	1
crayons	1 pack
markers	1 pack
scissors	1
glue sticks	1
masking tape	1
basic watercolor palette	1
1-2 containers of play dough	2
ECR@ Home Unit packet	1
David Goes to School	1

- **Oversight of Before and After and Extracurricular Activities**

AppleTree has its own aftercare program.   The same safety protocols outlined in this plan will be adhered to 100%. Where possible, students will be grouped in the same cohort throughout the day and will remain with the same students and within the same classroom for aftercare as they will be in throughout the day. If not possible, students will remain in their same before and after care cohort each day.

- **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 learningenvironment (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.

PURPOSE or PLAN STATEMENT:

This plan describes how AppleTree Public Charter School (AppleTree) will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent of 1,080 instructional hours through synchronous and asynchronous remote and on-site learning opportunities.

The plan provides students, families, staff, DC PCSB and OSSE with a thorough understanding of the day-to-day learning. The plan centers on equity, ensuring that all students, including students who are at risk, per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

The plan may change throughout the school year based on factors, such as family and staff responses to surveys and DC's reopening guidance. Dictating how decisions to move from remote to on-site should be included.

DESCRIPTION:

Instruction at AppleTree will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are available to families enrolling in AppleTree for school year 2020-21. Families must choose an option by July 31.   On a quarterly basis and based on availability, families may change their option from Remote to Hybrid via a quarterly learning survey. Note - At the time of the development of this plan, AppleTree had shifted to a 100% virtual start.

Hybrid

Attend school in-person for two days per week, and attend school remotely using asynchronous learning three days a week. For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when in-person or through the use of photos.

Virtual

This option is for students who are immune compromised or who have a family member who is immune compromised or whose family would prefer that the child not attend school in-person. In this option, the students may experience learning from home five days a week via asynchronous and synchronous learning. The learning may not require the student to be logged onto the computer but rather engaged in various activities throughout the day.

Instruction

Personnel

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be identical. To achieve this goal, and for purposes of equity and logistics, we divided students into small learning cohorts and each cohort will be instructed by one of the two lead teachers assigned to the classroom. A teacher assistance is also available to provide additional support to students in person or virtually as needed. These teachers operate as a team and plan all instruction together.

Learning Modes

AppleTree Early Learning Public Charter School (AELPCS) will use the Every Child Ready Curriculum for SY20-21. The curriculum has been modified to support virtual learning and includes a combination of synchronous and asynchronous learning opportunities for students. AELPCS will use both Class Dojo and Sparkler to disseminate instructional videos and assignments. All live and pre-recorded lessons will be recorded via Google Meet. The Every Child Ready Curriculum is broken down into 10 thematic units, each with its own unique set of materials. At the start of each unit, all families will receive a "unit kit" that will include all of the supplies needed to facilitate learning for that unit at home. Each student will also receive a Chrome tablet at the start of the year to ensure that they have access to all online content.

Instructional Methods: Combination of synchronous and asynchronous lessons along with guided activities.

Platforms: Class Dojo, Sparkler and Google Meet. Families will also receive a free subscription to Noggin.

Materials: All materials, including an iPad Mini will be distributed to students at the start of the school year. Prior to the start of each unit, new materials kits will be provided to families.

Monday through Thursday, students will participate in a synchronous Community Connection meeting that will last 10-20 minutes. This is a time for students to build classroom community and connect with friends. On Fridays, students will participate in a synchronous Read Aloud lesson that will also last about 10 minutes. In addition to these synchronous learning opportunities, students will also participate in twice weekly one-on-one lessons with their teacher that will each last approximately 15 minutes. These lessons will include a range of content areas, including social-emotional learning, language, literacy and math.

In addition to the synchronous learning, there will also be asynchronous lessons and activities provided to students. Teachers will provide pre-recorded Read Alouds to students three times a week and pre-recorded STEM lessons twice a month. While these lessons will not be live, there will be opportunities for students to answer questions, read along with stories, etc. as they are watching teacher-created content.

Finally, students will be provided with daily activities that they can do with the support of a family member or caregiver. These activities will range from Journaling, to independent play to additional Read Alouds.

AppleTree designed the instructional day to maximize flexibility for families, students are expected to spend approximately 30 minutes a day receiving live instruction, 10-15 minutes viewing pre-recorded lessons and 60-90 minutes engaging in guided at-home activities with a caregiver and a 20-30 minutes using the Noggin subscription for supplemental activities and skill-building opportunities. Additionally, families will receive a sample daily schedule that will provide suggestions on building in other early childhood routines such as nap, shared mealtimes, etc.

Community Building

Professional Development

Over the summer, lead teachers, teaching assistants and support personnel will receive training by our instructional content teams and school specific school leaders on the Virtual Learning instructional tools used by AppleTree . The platforms include: Google Meet, Class Dojo, Sparkler and Noggin The training will focus on content delivery and checking for understanding. In addition, all staff will receive professional development on Wednesdays. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Teachers will also support one another and

collaborate on Wednesdays. On Wednesdays, teachers receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. A schedule will be generated to allow time for the lead teacher to build time into their instructional day to work with special education providers/coordinators and English language specialists.

Each day, teachers will have access to the IT department, support staff, and other instructional staff to troubleshoot issues that occur.

AppleTree Early Public Charter School uses a monthly coaching dashboard that addresses the professional development needs of the teaching staff. Every month, teachers will receive weekly or bi-weekly virtual observations and planning support that will be tracked through the dashboard. Through those observations and the support of planning instruction, instructional leaders will track their progress toward that goal by ensuring that 100% of their staff receive coaching using the coaching dashboard. Based on the coaching and support implementation, the Teacher Effectiveness team will evaluate the effectiveness of teacher support on student achievement in the areas of literacy, mathematics, and social-emotional learning,

Timely Intervention

The school leadership team will get weekly reports on each of their students to supplement information they are gleaning from formative assessments. When needed, the principal designee from their leadership team will contact the family daily to determine if a student is disengaging and why. The student support and designee will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

Continuous Improvement

AppleTree will be in operation for 180 days. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned quarter start date (i.e. November 9) except when there is an emergency reason to move from on-site to remote learning.

When the school moves from a 100% virtual start to a hybrid instructional model, families may choose to change their schedule on an as-needed basis with direct communication with the school. Students may move from in-person hybrid instruction to virtual at any point during the school year. Students may only move from virtual to in person instruction at the designated time each quarter.

Bi-Weekly, on Wednesdays, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, remote learning). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Future professional development will be planned 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.

Once a month, students, who have shown the least engagement whether by attendance or work product, will be evaluated through a student support team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. This information will be used to develop an individualized plan for the student.

Example Classrooms

On Wednesdays, all teams are given time to collaborate and develop intervention support plans for students who show signs of disengagement.

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.**

PURPOSE STATEMENT:

AppleTree is responsible for meeting the goals and student academic achievement expectations as set forth in its charter. It is also requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day. The policy below describes AppleTree's commitment to assessing and learning. This policy supports the school's charter and does not replace the commitments set forth within.

DESCRIPTION:

This policy describes the formative assessments that AppleTree will use to assess student learning during the 2020-2021 school year. These assessments will not considered part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the student and parent/guardian and used to inform interventions and student grades.

The policy describes the formative assessments the school is considering administering for all students by grade bands, and for students who participate exclusively in remote learning, when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in person and distance. The policy also identifies changes to grade level promotion requirements.

Assessments

Assessment Integrity

AppleTree will administer the: Every Child Ready Assessment created by the AppleTree Institute for the 2020-2021 school year. The testing publisher, AppleTree Institute, has created an online version of the assessment which will enable teachers to administer the assessment virtually to students while they are at home. We will assess each student one-on-one through the testing interface on school provided technology.

We will administer the Every Child Ready Assessment in the beginning of the year and at the end of the year to understand student growth throughout the course of the year (weeks of administration: Baseline: September 28-October 9; Outcome: June 1-11). In addition, teachers will administer interim progress monitoring assessments, also created by AppleTree Institute in January and March -- exact dates at teacher discretion).

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.**

At the Preschool and Pre-Kindergarten level, we do not provide students with letter grades. Instead, we provide families with reports showing the standards students have mastered. We will continue to share these reports but have added a more explicit component tracking participation in distance learning components to better understand how students' mastery of content may relate to participation in distance learning instruction. As an early childhood institution, we promote all students based on their age. All students will be promoted to the next grade at the end of the school year 20-21.

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.**

n/a

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?

PURPOSE STATEMENT:

AppleTree commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of "seat time" per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

DESCRIPTION:

ON-SITE ATTENDANCE

Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy.

DISTANCE LEARNING ATTENDANCE

Per OSSE guidance for distance learning, students will be marked present or absent using the new codes for Distance Learning codes. AppleTree will use various Learning Management Systems (LMS) and touchpoints to track student attendance and engagement.

AppleTree will use a combination of the following methods, depending on the lesson plans for the day, to track student attendance and engagement throughout the course of the day:

- **Tracking GoogleMeet attendance during**
  - ○ **Live Community Connections**

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

- Live small group 1 on 1 instruction

- **Work Completion**

    ◦ **Class Dojo**

    ◦ **Sparkler**

    ◦ **ECR@Home**

- **Follow Up phone calls with absent students / families**

- **Social Emotional Learning Opportunities**

Other Considerations

All students will participate in a combination of the following live instruction activities through the week: Community Connections, Small Group/1 on 1 instruction, Read Alouds and Learning Lab. Each component is tracked as an "engagement" and monitored by teachers and school staff in an internal tracker. This data is used to identify trends, areas of need, and to work collaboratively with families to ensure each student is getting the appropriate support.

Some engagements require electronics, i.e. iPads, with live synchronous instruction via Google Meet. These engagements will be tracked if students are there for the live instructions. Other engagements, such as independent work will be tracked by parent acknowledgement of participation in tasks via one of our tacking tools.

Per OSSE guidance for distance learning, students will be marked present or absent using the new codes for Distance Learning codes. AppleTree will use various Learning Management Systems (LMS) and touchpoints to track student attendance and engagement.

AppleTree will use a combination of the following methods, depending on the lesson plans for the day, to track student attendance and engagement throughout the course of the day:

- **Tracking GoogleMeet attendance during**

    ◦ **Live Community Connections**

    ◦ **Live small group 1 on 1 instruction**

- **Work Completion**

    ◦ **Class Dojo**

    ◦ **Sparkler**

    ◦ **ECR@Home**

- **Follow Up phone calls with absent students / families**

- **Connection phone calls with related service providers and other members of the schools' support team**

☐   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?

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?

In-Person Instruction: AppleTree will take the following steps to track student attendance and address absences:

1. **The teacher takes attendance each morning by 9:00 am in PowerSchool using the appropriate attendance code:**

    1. **On-Site Attendance: Present in classroom**

2. **At 9:15 am each morning, the School's Operations Manager (SOM) runs the Attendance Report to identify any teacher who has not submitted attendance.**

3. **If all attendance is not submitted, the SOM prompts teacher(s) to send attendance and then runs and downloads the Absentee Report at 9:30 am (or when all attendance is received).**

4. **SOM sends a call to families of all absent students via alert system at 9:30 am.**

    1. **SOM updates attendance for in-person students whose families have called back or arrived late with the appropriate partial presence or absence attendance code.**

    2. **If parents provide excused absence documentation within five days, SOM scans the documentation and updates the student's attendance with appropriate excused absence code, noting the absence reason.**

Virtual Instruction: AppleTree will take the following steps to track student attendance and address absences:

1. **The teacher tracks attendance each day via one of the LMS**

2.. **At 3:00 p.m. teachers sends a reminder note to to families via Class Dojo reminding them to complete their assigned task for the day and check-in by 9:00 p.m.**

3. **The teacher takes attendance the following morning (for the previous day) by 8:45 am in PowerSchool using the appropriate attendance code:**

    1.   3. **Virtual Attendance: Present in classroom**

 4. **At 9:00 am each morning, the School's Operations Manager (SOM) runs the Attendance Report to identify any teacher who has not submitted attendance.**
        5. **At 9:30 a.m. SOMS sends a Robo call to all families notifying them that student was absent from school.**

Collecting and Reporting System

The school will log all contacts with a student and family in Powerschool . For students who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification. School social workers and other designated staff members will follow-up and connect with any disengaged students.

<u>**Whole Student Support**</u>

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.**

PURPOSE or POLICY STATEMENT:

This Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high quality, equitable instruction.

DESCRIPTION:

Important Definitions

- **Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.**

- **Virtual learning - Learning hosted outside of a classroom setting using electronic devices**

- **Asynchronous learning - Learning where students learn the same material at different times and locations.**

- **Synchronous learning - Learning where students are engaging in learning activities at the same time.**

- **Cyberbullying - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.**

- **Learning management system (LMS) - A software application for the hosting and delivering of online educational courses.**

Expectations for Student Behavior:

Expected behavior for students who are learning remotely are similar to those for the physical school community. Students are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.

Model Plan

Due to the age of AppleTree students, parents are asked to be near to support and closely monitor students online interactions. Student/parent can be used interchangeably in this section.

Communication and Student Engagement	• **Students must communicate respectfully with their classmates and their teacher while in class meetings.** • **Students must follow all classroom and school expectations for using audio and video during classroom meeting times.** • **Students must mute their microphones when they are not speaking and while others are speaking.** • **Students must refrain from sharing inappropriate pictures or images**

during classroom meetings or on discussion boards.

- Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.

- Students must report all instances of cyberbullying to school staff immediately.

Logging into the LMS

- Students must keep their username and passwords in a safe place and must not share them with other students.

- Students must log into the LMS using their own log-in information.

Student Work

- Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.

- Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.

Taking Care of Physical Equipment

- Students must treat all school and personal electronic devices with care.

- Students must keep food and drinks away from the equipment.

- Students must keep devices out of extremely cold or hot areas.

- Students must hold and carry computers properly.

- Students must report any damage to school equipment as soon as possible.

Student Support

According to the American Academy of Pediatricians, "Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities." Below are several interventions for students' social-emotional and mental health needs during continuous learning and school recovery.

- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.

- Teachers and school leadership will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.

- The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through the LMS per campus need. .

- School administration will conduct staff wellness surveys and use those results to craft campus wellness plans to be reviewed quarterly.

- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs

of classroom teachers.

- **The mental health team will implement tele-health options for students to call and schedule sessions and parents can request and schedule parent consultations regarding social, emotional, and behavioral concerns.**

- **The mental health team will make referrals to co neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.**

AELPCS utilizes the following tiered model to support student, family, and teacher social-emotional and mental health needs and have adapted this existing model for virtual, hybrid, and recovery learning.

1. **Social Work and Counseling Services**

    1. **A DC-licensed social worker or counselor (SW/C) is assigned to each AppleTree campus. Each clinician has a ratio of no more than 160 students to one clinician.**

    2. **The function of a SW/C is to alleviate barriers of access to learning for students. Within the space of virtual, hybrid, and recovery learning, this is centered on:**

        1. **Providing intensive family case management to ensure resources are procured to support equity in learning (e.g. groceries, internet access, school supplies, transportation to obtain provisions, government benefits support)**

        2. **Providing evidence-based direct tele-mental health services for**

            1. **Special education and general education students**

            2. **Parent consultations regarding behaviors or social-emotional concerns noticed at home**

    3. **In the virtual space, child progress will be tracked using the nationally-normed Parent Strength and Difficulties Questionnaire and the Every Child Ready SEL brief assessment.**

2. **Early Childhood Mental Health Consultation**

    1. **Two Early Childhood Mental Health Consultants (ECMHC), one staffed by Medstar Georgetown, one with AppleTree will serve eight AppleTree campuses for the 2020-2021 school year through all models of learning.**

    2. **The goal of ECMHC is to build teacher and school capacity to understand, prevent, and respond to the behavioral health needs of students.**

        1. **Consultants will work virtually to provide school-wide professional development on trauma-informed and mental health school-based practices, consult directly with teachers on classroom culture and climate practices, and consult with teachers and parents regarding individual student concerns.**

3. **Medstar Georgetown Family Wellbeing Program**

    1. **This partnership will provide families, students and staff with the following mental health supports in a virtual space until safe to be in-person:**

        1. **Mindfulness classes for parents and staff**

        2. **Parenting classes led by parent leaders**

        3. **Child and parent therapy, adult therapy, or medication with a licensed clinical psychologist or psychiatrist**

4. **Staff wellness consultations**

AppleTree will continue to utilize the following Response-to-Intervention process through all

models of learning to assess student academic and social-emotional progress and monitor

potential learning loss.

1. **The campus-based RtI Core Team will review quarterly assessment data (see section above) to determine students in need of additional intervention, and identify the appropriate intervention type and dosage.**

2. **Progress will be tracked through the monthly RtI Core Team with informal assessment data in between the quarterly assessments and interventions adjusted as appropriate.**

3. **Members of the Core Team will include teachers, instructional coaches, social workers, and special education staff.**

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.

Monitoring of Student Behavior

In accordance with DC Law 21-12 PreK Student Discipline Amendment Act of 2015, no enrolled AppleTree student will be excluded from distance learning. Due to the developmental ages of our network's population, the virtual recommendation is that a parent, caregiver, or trusted adult remain in close proximity (e.g. sitting in the same room) to their student when he or she is engaged in synchronous learning (see "Instructional Delivery Plans" for synchronous expectations).

The following response continuum will be implemented for students who exhibit behavioral difficulties fully engaging in synchronous learning:

1. **Teachers ensure they establish norms & expectations**

    1. **Norms and expectations are repeated during each meeting as a part of the routine. The use of visuals and modeling techniques in addition to explanation of the norms is expected.**

2. **If off task, teachers remind students (and parents) of expectations, reteach if necessary, and continually reinforce positive behaviors and engagement.**

    1. **Teachers will provide positive, ongoing reminders of expectations and norms in the moment and**

       to parents via Class Dojo, text, & email

3. **Teachers will collaborate with support staff for consultation for support, insight, and ideas**

4. **Teachers will initiate a phone or video chat consultation with parents to problem solve together and create a plan for support that could include one of the following:**

    1. **The parent sits directly with the child to provide redirections for synchronous learning**

    2. **The teacher, parent, and child practice the expectations during one-on-one synchronous learning**

5. **Alternate plan created**

    1. **The teacher, parent, and support staff collaborate on an alternate plan to support synchronous learning access**

Communication with Families

School staff will share a copy of the Whole Student Support with families for their review prior to the beginning of the school year. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via the LMS. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

Modifications to Distance Learning

School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email, phone, text or through the LMS.

If students do not follow expectations for communicating respectfully with school staff or other students:

- **School staff will remind students of expectations for distance learning.**

- **School staff will conference with families about school expectations not being met.**

- **Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.**

- **see monitoring of student behavior section on page 32**

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:

- **School staff will remind students of expectations for distance learning.**

- **School staff will conference with families about school expectations not being met.**

- **Ssee monitoring of student behavior section on page 32**

If students engage in cyberbullying or display/share inappropriate images on the LMS:

- **School staff will conference with families about school expectations not being met.**

- **Ssee monitoring of student behavior section on page 32**

These modifications to distance learning are designed to ensure that students will not be excluded from the virtual learning platform.

Additional Resources:

- **[OSSE Guiding Principles for Continuous Education](#)**

- **[Cyberbullying - Identification, Prevention and Response](#)**

- **[US Pediatricians Call for In-Person School This Fall](#)**

- **[Healthy Family and Support Collaboratives](#)**

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.](#)

PURPOSE or POLICY STATEMENT:

This submission is a narrative to demonstrate how AppleTree will meet the educational and social-emotional needs of students with disabilities and English learners.

DESCRIPTION:

AppleTree will continue to follow IDEA timelines to the greatest extent possible. We will have an increased amount of IEP Meetings at the beginning of the school year as a result of school closure. The implications are outlined in more detail below. As a result, we have narrowed the focus of IEP meetings for the launch of the 20.21 school year.

Description of how LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services

-
  - **The Special Education Team within the first 30 days of school will consider on a student-by-student basis a reasonable timeline for completion of required activities (initial evaluation, reevaluation, IEP revision, etc). The availability of student data, student level recovery plan, and LEA wide recovery planning activities will be taken into consideration. The anticipated timeframe for completion of delayed procedural activities will be communicated to families via prior written notice. Extended due dates that have been mutually agreed upon between LEA and parent will be met and documented via Prior Written Notice in the students' special education data system file.**

- ○ Assessments will be conducted in a mutually agreed upon environment between clinician and parents (in person or virtually) depending upon the student and the appropriateness of the assessment tool. Special Education Meetings (Eligibility, IEP, Referral, Amendments, etc) whether the school is doing hybrid or remote learning will be held virtually.

- • ○ Documentation of communication with families will be documented in the communication log of the student's educational folder in the Special Education Data System.

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

- • ○ Special Education Teachers will conduct a needs assessment to determine the unique needs of families, especially those with specific disabilities that require modifications and/or learning platforms. AELPCS will meet the families needs and provide accommodations and/or support including technical if warranted. Families will be provided with contact information of Special Education Staff members via multiple modes (email, telephone, etc).

The manner in which LEA deliver related services for students in distance learning

- • Related Service Providers (RSP) will implement the IEP Services virtually utilizing the platform of choice Google Meet which has been determined to be FERPA Compliant. Day and time for implementation of services will be an agreeable time between clinician and family. RSP will receive training on how to provide related services virtually. Students who have challenges with virtual learning, RSP will collaborate with family on receiving strategies and/or activities via email, telephone or videos provided.

- • RSP will schedule day and time to collaborate with educators at opportunity to collaborate and integrate student related services needs into instruction.

- • Staff will receive training on the Child Find Process for students who may be suspected of having a disability and will be able to refer students. Parents and external stakeholders will be able to request concerns with anyone at the school or the special education manager who will initiate the referral process. Special Education Coordinators will be the point of contact and will contact parents/guardians to inform them of the referral.   Parents will receive an acknowledgement letter generated from the Special Education Data System and Procedural Safeguard will be electronically provided to the person(s) who holds educational rights.

The manner in which the LEA will support parent training for students receiving related services through distance learning

- • Related Service Providers (RSP) will support families by providing them via email or telephone with strategies on how to incorporate into their day to day routine.

- • Technical support will be determined by the Opening of School Plan and families will be provided with

contact information and how to resolve any technology concerns. There will be webinars developed for family training to address:

- how to use platform

- use of materials and manipulatives

- practicing at home - globalization of skills

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 Special Education Team within the first 30 days of school along with the parent will consider on a student-by-student basis if recovery services will be synchronous or asynchronous. This will be determined based on the student's ability to participate in virtual learning. This will be documented in the Prior Written Notice and sent to the parent electronically.

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

- - All students will be assessed using AELPCS Curriculum Assessment, Every Child Ready. Also, the Special Education Team within 30 days of students being present for in person learning will implement the current IEP and collect data on student's current skills. If regression, progression, or new areas of concerns are noted through observation and/or progress monitoring the IEP Team will schedule a meeting to make modifications to the IEP to address students' needs. Also, if there are new areas of concerns the team will move forward with the eligibility process.

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

- AELPCS campus-based social workers are the school-based homeless and foster care liaisons. They are tasked with identifying, supporting, and removing access barriers for both student populations including but not limited to technology and transportation access.

- The liaisons will provide case management services and as members of the RtI Core Teams will be able to identify if students flagged for academic, social-emotional, or attendance concerns based on the ECR assessments are in the care of the District or experiencing homelessness.

- The Core Team will determine with the social worker and teacher the best intervention support type and dosage based on the individual case.

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.**

A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments

- ○ **To maintain fidelity, there are a number of things that will occur. To start, families of potential ELs will be interviewed within the first two weeks of school starting or within 2 weeks of the enrollment date by the Language Acquisition Manager or EL Teacher to help identify if a student qualifies as a potential EL or not. The use of language access services will be available for the use to communicate with families who speak another language other than English. Also, students can be assessed to identify their English proficiency by using the remote Pre-IPT option for virtual learning, pending a confirmation from OSSE, and the in-person Pre-IPT administration option for the blended virtual option by October 5th, 2020. Language goals will be created based on the above information, and support will be provided to students by the EL Teacher or Language Acquisition Manager through direct teaching during co-taught lessons with their classroom teachers. Language goals will be reviewed and updated quarterly, when applicable, to identify areas of further support for or progress of students by reviewing students' responses and engagement during teaching sessions, feedback from classroom teachers, and informal and formal notes written by the EL or Language Acquisition Manager. These items will be compared to students' abilities based on the Can-Do Descriptors published by WIDA.**

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 results of each student's Pre-IPT test, along with the use of WIDA Early Years Can-Do's and parent interviews, will support the creation of language plans to support each student's language acquisition process throughout the year.**

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

- ○ **Language instruction will happen remotely and in-person, when possible. Students will have access to materials that will support their learning at home, when applicable. Students will be encouraged to use items within their home to be incorporated into lessons to strengthen their understanding and continue to make connections between home and school. The EL Teacher or Language Acquisition Manager will participate in co-taught virtual lessons with classroom teachers to support all ELs.**

The manner in which the LEA will provide EL students access to academic content by grade and proficiency level

- ○ **Based on individual language plans for students, they will be supported by their classroom teachers. These teachers will participate in monthly language acquisition professional development opportunities to strengthen their understanding of how ELs acquire language. Students will receive individualized instruction by the EL Teacher or the Language Acquisition Manager remotely or in-person through co-taught lessons with the classroom teachers. Parts of the curriculum translated in the first language of most ELs to be able to strengthen that content in their first language.**

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.**

PURPOSE or POLICY STATEMENT:

AppleTree is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. AppleTree is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a Student Technology Acceptable Use and Safety form.

Beyond defining AppleTree's general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a Return to School Technology Plan is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

Equipment, Software, and Training Expectation and Supports for Students and Staff

Per DC PCSB requirement, AppleTree will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

Students will receive iPads with protective case and stand

Hot Spot, as needed prioritizing homeless, sheltered or families that are mobile

Teachers will use their assigned MacBookAir or Chromebooks.

Software

All students and staff will have access to the following software using school-created and maintained log-in and passwords (where applicable). At no time will anyone outside of the school's community be able to access the software.

- **ClassDojo**
- **Noggin**
- **Google Classroom specifically Google Meet**
- **Zoom (will not be used with students at this time; however, will be a back up source if we run into any access challenges)**
- **Leap Frog Academy (Special Education Students)**

Training

For every piece of equipment and software, provide training for staff, students, and families on proper use and care. Training will also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly. Each campus will have a tech designee to support with troubleshooting, on-going training. This person will serve as a liaison between the campus and central office IT support.

Equipment

All students will receive brand new devices. We will keep extra equipment on site for students who may enroll later in the year or if a device needs repair or replacement.

Software

All software will be preloaded on student devices. Based on the instructional plan and quarterly survey results we will identify what additional software may be needed to support remote learning. Most software can be pushed out centrally to all devices.

Training

All staff and families will receive initial training on the device, learning management system and any software at the beginning of the year during teacher summer training and parent orientation weeks. Additional training will be provided throughout the year for parents and staff based on identified need and any unanticipated changes. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, students without internet access will be provided access via a mobile hotspot. Where possible, students will be expected to retrieve hotspots and devices at the school. For students and families not able to retrieve equipment from the school, arrangements will be made to deliver the device/hotspot directly to the family. Training, expectations and care of equipment will be provided virtually.

Replacing/Repairing Equipment

Equipment

AppleTree will have loaner equipment available for families and staff on an as-needed basis.

- ○ **How will families return broken equipment? (Mail, on-site, pick up from home)**

    - ○ **On-site visit will be scheduled.**

  - ○ **How will families check out "loaner" equipment?**

    - ○ **On-site visit will be scheduled and tracked via a technology tracker system.**

  - ○ **What is the accountability if equipment fails due to misuse?**

    - ○ **This will be addressed on a case by case basis. It is important to us that all students have access to a device to engage in learning, even if the equipment failed due to misuse. However, prior to release of a new device to the family, the student and family will need to re engage with us to discuss appropriate use and care.**

How will you identify if there is an equipment malfunction (versus software or training)?

- ○ ○ **If a parent reports an issue, a member of the IT team will connect with the family via phone to troubleshoot. Some challenges can be addressed remotely. In the case that**

solving the problem remotely is not possible we will ask the family to drop off the device at the campus during a scheduled time, adhering to CDC guidelines for physically distancing.

- **Software**

    - How will software malfunctions be determined and addressed?

        - If the school-based IT team can not support the family in troubleshooting we will leverage the support available via the LMS and vendor help desk.

    - How will student passwords be safeguarded?

        - Student passwords will be safeguarded by

        - Passwords can be shared with families, if they forget.

    - What is the process for getting access if "locked out" of software?

        - Families will reach out to their teacher or campus -based tech POC via email. We will partner with the parent on next steps to unlock their computer. In some cases we can provide the information to do this over the phone, remote into the computer and solve, or in other cases we may need to have them drop the computer off on campus for us to support.

- **Training**

    - What training will be provided throughout the year to families with repeat or severe issues with equipment or software?

        - For these issues, which we did not have many of in Spring 2020, we will partner with teachers and parents to monitor the technology closely. In addition, School Leadership will meet with the family via ZOOM to have a conversation about what happened previously and what safeguards the family can/should put in place to better protect the equipment. If a family is not engaged in this process, the Principal will be looped in for support.

    - Who will be responsible for troubleshooting electronic issues at the school (vendor or school staff)?

        - School-based operations team and tech POC

        - Central Office IT support

Expectations for student access to internet and safeguarding personally identifiable information (PII);

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.

Remote Learning Limitations on School-Provided Devices

- **Equipment**

    - If a piece of equipment (charger, etc) breaks or goes missing AppleTree will work with the family to send a replacement.

    - Devices may be used by other family members, as long as everyone treats the device with care and it does not impact the AppleTree's students ability to complete their tasks.

- **Software**

  - Students must use their credentials to log-in to systems.

  - Families will not be able to download their own programs or software to the computer, as they are not an administrator.

  - ApppleTree can do some remote push outs to support system upgrades. Other upgrades are set to be performed remotely.

  - What type of limitations will be made available when using the Internet?

  - The devices will be locked and student access will be limited to specific domains and downloaded apps.

- **Training**

  - How will staff, students, and families receive training on the proper use of school equipment and software?

  - During Summer PD teachers will be trained on our online learning platforms. They will also receive on-going training throughout the year.

  - Families will be training during family orientation weeks at the start of the year. This training will occur virtually. In addition, families will receive some one-on-one support from their teachers and campus tech point of contact.

  - Who can families or students call for support, if needed, in understanding limitations?

  - Families may alert their teacher or tech POC of any technology issues. From there a staff member will call them and work on troubleshooting that day. Issues that can't be resolved at the campus level will be raised to the AppleTree network support team.

Resources

https://www.nyccharterschools.org/sites/default/files/resources/brief_technology_plan_template.pdf

https://dese.mo.gov/quality-schools/education-technology/six-step-process-creating-technology-plan

https://www.k12.wa.us/policy-funding/school-technology/best-practices-teaching-and-learning/2019-2022-district-technology-plans

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).

PURPOSE or POLICY STATEMENT:

This policy will describe how AppleTree will partner and communicate with families about continuous learning and school operations.

DESCRIPTION:

This policy articulates how AppleTree will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

Consistent and clear communication with students and families is vital for supporting the community of students and families and for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and robocall.

Website

AppleTree website at all times will be the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FRPM applications). This information will be available to families 24 hours, 7 days a week.

Contact Information: Current and prospective students will be able to find all information on how to contact school administration and staff.

Family Resources: Families will be able to find the Student and Family Handbook, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources.

Food Programs: In accordance to OSSE guidelines, all required information about AppleTree food program will be available to families on a monthly basis.

Operating Status: The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage.

Student Learning: The website will also house a link to the distance learning materials.

Social Media

AppleTree has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used daily to build broad awareness of AppleTree, engage the broader DC community (and country) in the great success of AppleTree students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

Direct to Family

AppleTree will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from their child's teacher daily via Class Dojo. Teachers will provide feedback to families about student's work progress via online class portfolios. In addition, once a month during students one on one time with their teacher, families will be able to connect with their child's teacher to learn more about their student's progress. This is in addition to quarterly progress reports and virtual parent teacher conferences. Parents will also be informed thorugh weekly and monthly classroom/school newsletters and quarterly network wide newsletters.

II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

AppleTree has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. AppleTree will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school. This will be done by weekly family check-ins, monthly family convenings and learning checks throughout the year.

Every campus has a Family Engagement support person whose role is to support the transition of family from application to enrollment. Once enrolled the family is connected with the school, assigned to a classroom and welcomed to the school community. These relationships are maintaied through on-going class and campus community events.

Trainings

During the summer, and at regular intervals across the year, AppleTree will provide virtual and in-person training to support families in navigating the continuous learning plan of AppleTree. These trainings will include, but are not limited to:

- **troubleshooting your device at home**

- **accessing [AppleTree's distance learning platform and materials; and**

- **navigating the learning management system.**

The school should include all training that you plan to provide your families based on your learnings and the quick shift to distanced learning this spring.

Continual improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards, AppleTree will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan. This is an extension of the work that was done early summer to use familiy feedback to redesign what virtual learning would look like in the fall. At any time, families can provide feedback via the link listed on our websites and they can also reach out to the school principal or a member of the school's Family Engagement Team.

Resources

Virtual training will be recorded and available to our families through our website. Any printed resource guides and other training materials will be available for families via the website. All families will receive a COVID-19 Parent Handbook which outlines expectations for parents/students participation in learning and engagement along with policies and procedures.

III. CORONAVIRUS PREVENTION COMMUNICATION

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.

Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact Tony Taylor, Director of School Operations within 24 hours of the household member's diagnosis.

In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed via email to their school principal.

Trainings

To prevent the spread of coronavirus, AppleTree] will offer training for students, staff, and families. Topics may include:

- How to safely return to school: a training detailing all in-school processes for students, families, and staff)

- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

Signage and Resources

Signs will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing a cloth face covering). These signs will align with CDC and PPE guidance.

As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on the AppleTree website.

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: AppleTree Early Learning PCS

LEA Leader Name: Jamie B. Miles

Date: 10-05-2020 10:08 AM