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

LEA Name: Capital Village PCS
LEA Contact: Monica Green
LEA Type: Middle School
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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)?**

The mission of Capital Village Schools is to prepare all students, regardless of background or circumstances, to reach their full potential in college, career, and life and to become agents of change in their communities. Our school will create small learning communities -- focused on relevant, real-world problems -- that are personalized to each student's individual needs and centered around the whole child. We believe that receiving a quality education is a human right. Education can be a child's ticket out of poverty, an institution of change in a community, and a vehicle for social justice.

Capital Village Public Charter Schools' philosophy and values are grounded in years of high-level academic research, intensive investigation of successful models, and extensive on-the-ground community engagement, and they are designed to disrupt educational inequity. Our school model rejects the system of "haves" and "have-nots" that too often surrounds our public schools. Both our academic program and school environment are born out of an urgent need to rethink a status quo where some students excel, but others fall through the cracks. Capital Village Public Charter Schools' academics are built on three key principles:

- Learning is best when it is personalized and student-driven.

- Learning should be relevant and based in the real world.

- It takes a whole village working together to lift up the whole child.

Cleaning, Disinfecting, Sanitizing

Capital Village will regularly clean, disinfect, and sanitize surfaces and all classroom 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](#). 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). Each classroom will also be equipped with additional cleaning supplies to make sure that classroom materials can be cleaned throughout the day

- Thoroughly clean and disinfect contactless thermometers (used for daily health checks) 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. See [CDC's guidance for safe and correct application of disinfectants](#).

- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols and cleaning logs will be maintained for every classroom and common space.

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

- Each group of students will have specific times during the daily schedule to use the bathroom. Students who need to use the bathroom outside of this schedule will use single-use bathrooms.

- 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.

- In addition to the permanent fixtures, each classroom will have a bin labeled "Items to be Sanitized." This is where the teacher will put shared items to be cleaned at the end of the day.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean   D = Disinfect   S = Sanitize

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces	D	C, D	S		
Bathrooms	C, D		S		
Door Knobs		D	S		
Outdoor Furniture	C		D		S
Hallway floors			C, D		S
Windows				S	
Desks, chairs, Mats	C, D		S	D	
Student Materials	D				

For Adult Bathroom (single toilet): As a supplement to our vendor's daily cleaning schedule for all staff and student bathrooms, we will also ensure that there is a disinfecting bin for adult use inside of each (single toilet) bathroom. It will be stocked and continuously replenished with disposable gloves, paper towels, and disinfectants. Adults will be instructed to wipe down all surfaces inside the bathroom before they exit.

For Spaces where Oral or Nebulized Medication has been Administered: In the event that Capital Village has a student who receives oral or nebulized medication, the first step that Capital Village will take is to communicate with the family and strongly encourage them to replace the nebulizer with an oral inhaler when possible. If a student is not able to access an oral inhaler, the first site that Capital Village will utilize for the medication administration is outside (weather permitting). In the event of inclement weather, Capital Village will utilize a vacant room that has

the proper air circulation for medicine to be administered. Additionally, Capital Village will work with families and the school administration to transition the administration of nebulized medication to before or after school, if appropriate. This indoor space will also be included in our cleaning vendor's daily cleaning schedule. Our day porter will also be notified whenever the room is used so it can be marked as a priority for cleaning. Although our students will not be rotating classrooms during COVID19, teachers will be responsible for the following items during their time in the classroom and then when they exit the classroom

Our custodial vendor has electrostatic sprayers. Electrostatic sprayers wrap all furniture and supplies with the disinfectant so that no surface goes uncleaned. We feel confident in using these sprayers that we will fully disinfect our spaces if a positive case were to arise.

ITEM	EXPECTATIONS FOR INSTRUCTIONAL STAFF
Classroom Disinfecting Checklist (General Rules)	• Only use the items that are assigned to you (dry erase markers, erasers, etc) • Wear gloves while disinfecting • Daily cleaning before exiting the classroom must happen. Any surface that you touch will need to be disinfected before rotating shared spaces. • As a courtesy to the teacher that is coming into this room after you, ensure that the space is set up like new for them to enter.
How to Use Pure Disinfectant Cleaner	• Spray on surface • Let it saturate for about 20-30 seconds • Wipe down with a clean paper towel to get rid of all dirt and impurities • The disinfectants at Capital Village kill all COVID germs and it is safe to be sprayed near children
Surfaces to wipe down at the end of each block	• Teacher chair • Teacher desk • Small group table (if used during your block) • Door handles
Disinfecting of Student Desks	All student desks must be disinfected throughout the day. The times are as follows: • After breakfast (Desks will be already be disinfected for breakfast to occur as our custodial vendor does disinfection overnight) • Before lunch • After lunch
Shared Student Materials	In an effort to avoid the transmission of any germs between our students, all instruction at Capital Village will be virtual. Teachers are not allowed to distribute any paper materials to be shared amongst students.
End of Day Cleaning Protocol (Teachers)	Before each teacher leaves the classroom that they are in, they will be asked to wipe down all of the technology and touchpoints before they exit the building. The list is as follows: • Light switches

	• Air conditioner controls • Teacher cell phone • Teacher computer • Student Chromebooks • iPad (if applicable) • Walkie Talkie (if applicable)

In addition to these routine cleaning requirements, the following protocols will be followed in the event that a Capital Village scholar or staff member becomes ill. In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limiting personnel from entering the contaminated area(s).

- No individual(s) will be allowed in the potentially contaminated area(s) directly following the identification of a known positive case without gloves and masks and other PPE, as deemed necessary. Ventilation of the space will be used in the first 24 hours.

- Our vendor day porters will Immediately rope off or close, clean, and disinfect areas and equipment in which the ill individual has been in contact.

- The school cleaning vendor will be notified and asked to conduct a thorough cleaning and disinfecting

- Once the room is vacated at the end of the day, perform deep cleaning and disinfection of the full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation area after use by an ill scholar or staff member.

- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary but Capital Village will ensure that Our vendor (our custodial vendor) maintains their routine cleaning and disinfection schedule.

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

Physical Changes to the Environment to Promote Social Distancing

Use of Space

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

- All staff professional development and meetings will be held virtually.

- Maximize the 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 - all spaced 6 feet apart

  ○ Phase 3 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs (unless contradicting guidance is provided) - all spaced 6 feet apart

  ○ Phase 4 - Not provided at time of publication

- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing). Anywhere that individuals are closer than six feet (teacher's desk, front desk, stations for group work), we will provide physical barriers, such as plastic flexible screens.

    - Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.

    - No more than 3 students will be assigned a table designed for 6 and no more than 2 at tables designed for 4. Students will maintain a 6-foot distance.

    - Student communal-use spaces (i.e., cafeteria) will be closed, as will classrooms without adequate ventilation.

- Staff communal-use spaces will be either closed, redesigned for single-use or staff will be asked to stagger use (providing time for cleaning and disinfecting between use) and maintain six feet of distancing at all times.

- Physical education classes will be held outside, weather permitting and students will maintain proper distancing.

- Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.

- 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.

- Playground: The playground will be closed

- Staff Room: No more than 4 staff members will be allowed into the staff room at one time.

- The room will be disinfected at 10 AM and 2 PM in addition to staff members cleaning items as they use them (i.e. copiers, Keurig, sink)

- All staff will maintain six feet of distancing at all times and there will be physical distancing stickers on the floor to aid with this. The staff room will be cleaned by the Ops team between use

- Accessibility to Sink: Capital Village will consider the accessibility of sinks to students with disabilities using assistive devices.

- Outdoor Spaces: Physical education and Recess classes will be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand) and instructions from teachers.

Isolation Area

- A well-ventilated area will be available for any student or staff member who exhibits symptoms, such as a fever or a cough until the individual can be safely removed from the facility. The isolation room is a separate designated area within our facility with a safe enough distance from our classrooms and this area will also be separate from the nurse's suite.

- Capital Village will only isolate one sick individual at a time. If weather permits, Capital Village will isolate sick individuals outdoors. The sick individual will always be required to wear a mask and will be supervised by an adult member of our leadership team. The supervising adult will also be wearing a surgical mask, face shield or goggles, a coverall with gloves, and will maintain six feet of distance.

- The isolation room will be cleaned and immediately disinfected upon the individual's departure.

Recess

- Capital Village would like to host recess outside in order to give its students an opportunity to have a break from the classroom space and if/when appropriate remove their masks/face coverings

- Recess will be held indoors if there is inclement weather.

- No interactive activities will be permitted (e.g. basketball, football, soccer).

- Students who participate in outdoor activities will only do so when interacting with their own group.

- If there is more than one group outside, each group will have more than six feet between them.

Use of Hallways

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible, and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including 6 feet stickers and directional signs, will be used as needed to provide direction and instruction for movement. During Phase 1-2, students will only transition minimally, as in during arrival and dismissal. During Phase 3, extra time will be allowed to foster careful transition between spaces.

During transitions, there will be multiple Capital Village Staff members present to support in maintaining physical distancing and mask-wearing.

- Assigned Group Restroom Breaks (for both Capital Village and Rocketship PCS, at separate times)

- Differentiated and Staggered Arrival and Dismissal Times

- Hallway Demarcations to encourage and reinforce 6 feet of physical distancing

- Hallway and transitions instruction for Capital Village students

Please see the arrival and dismissal plan for more information in Question 4.

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

Reopening Building After Prolonged Use

School buildings reopening after a prolonged shutdown will ensure building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use.

Ventilation

Prior to reopening after any prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase the circulation of outdoor air as much as possible. In addition, Capital Village is planning to have air purifiers in each classroom. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as the risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security. Under no circumstances may fire-rated doors be propped or otherwise left open.

Water System

Prior to reopening after any prolonged shutdown, the school will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize the risk of Legionnaires' disease and other diseases associated with water following CDC guidance

and as described below:

- Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.
- The water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.
- Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.

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.

SY 2020-21 Reopening Plan

We will be starting the 2020-2021 year 100% virtual during the first quarter, reassessing this decision monthly. When we do reopen for students, parents may choose between 100% virtual, 2 days and week on campus, and 4 days a week on campus. When students are on campus, the following precautions will be taken.

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 the 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.

For transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance from one another, wear masks, and use hand sanitizer upon entry and exit out of the vehicle.

Entering and Exiting School Building

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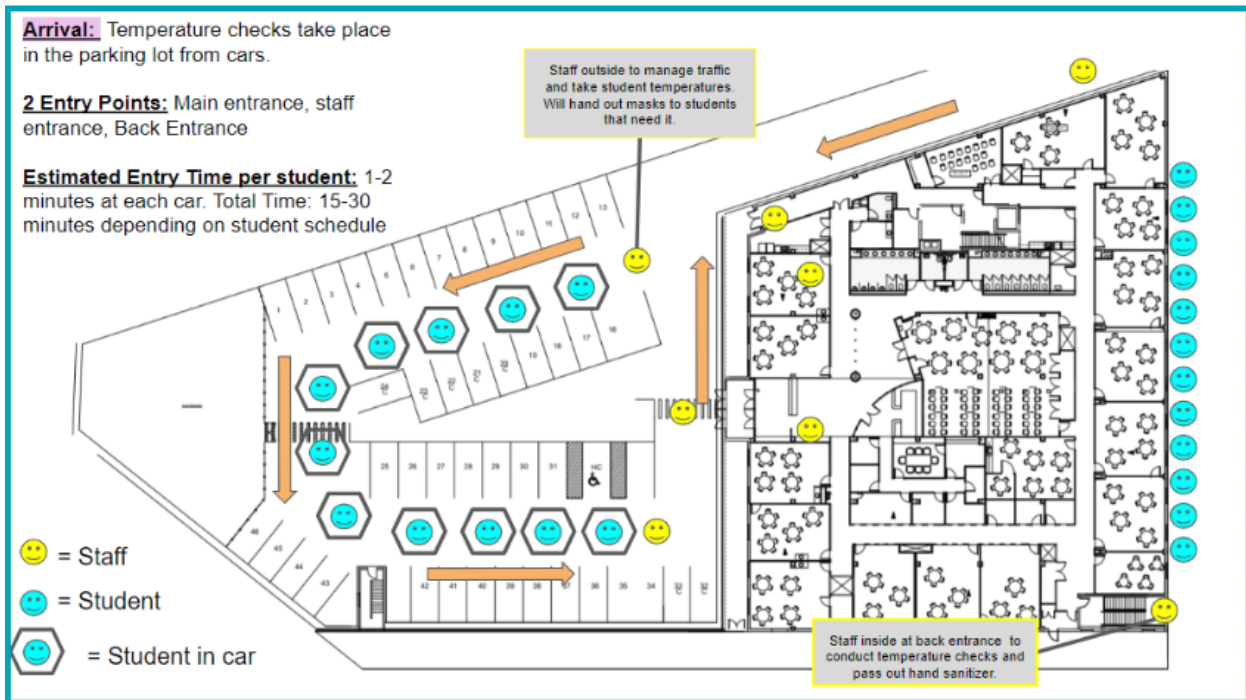
Arrival

Staff's duty day begins at 8 am and ends at 4 pm. Staff will complete a health survey at home and any adults that fail to do this will receive a temperature check at the building.

Students can start to arrive at 8 am, the earliest (unless they are enrolled in Before-Care). Students will be considered late/tardy if they arrive after 8:30 am. Any lateness will be recorded. Under COVID-19 students arriving to campus will be required to:

1. Prior to arrival on-site, students/parents will need to take an at-home assessment via PikMyKid*.

2. Staff, students, and parents arriving on campus will be required to have on a mask.

    1. Students without mask will be given a disposable mask, and they will be documented so parents can be notified of the requirement.

3. Each student will be required to stand 6 feet apart in the queue as they await building entry.

4. Prior to entry, each student will have their temperature checked, and asked about symptoms. S

    1. Students with no temperature will be sent to breakfast in the classroom

    2. Students arriving with a parent via car, with a temperature of 100.4, will need to stay in the car and exit with their parents.

    3. Students arriving without a parent, with a temperature of 100.4 or higher will be taken to the quarantine room, and a parent will be called to pick up their student.

5. Students will be given one pump of hand sanitizer and a Lysol wipe to wipe down their bags and jackets.

Instructional Delivery Plan

Arrival: Temperature checks take place in the parking lot from cars.

2 Entry Points: Main entrance, staff entrance, Back Entrance

Estimated Entry Time per student: 1-2 minutes at each car. Total Time: 15-30 minutes depending on student schedule

Staff outside to manage traffic and take student temperatures. Will hand out masks to students that need it.

Staff inside at back entrance to conduct temperature checks and pass out hand sanitizer.

= Staff

= Student

= Student in car

Dismissal

Dismissal starts at 2:30 pm and will conclude at 3:00 pm. Parents that need to pick up their child early may do so prior to 2:00 P.M. Parents will not be able to pick up their child between 2:00 P.M. and 2:30 P.M. so as to maintain safety while students are preparing for dismissal from their classrooms. Families arriving after 3:00 pm will have a late pick-up recorded in the main office.
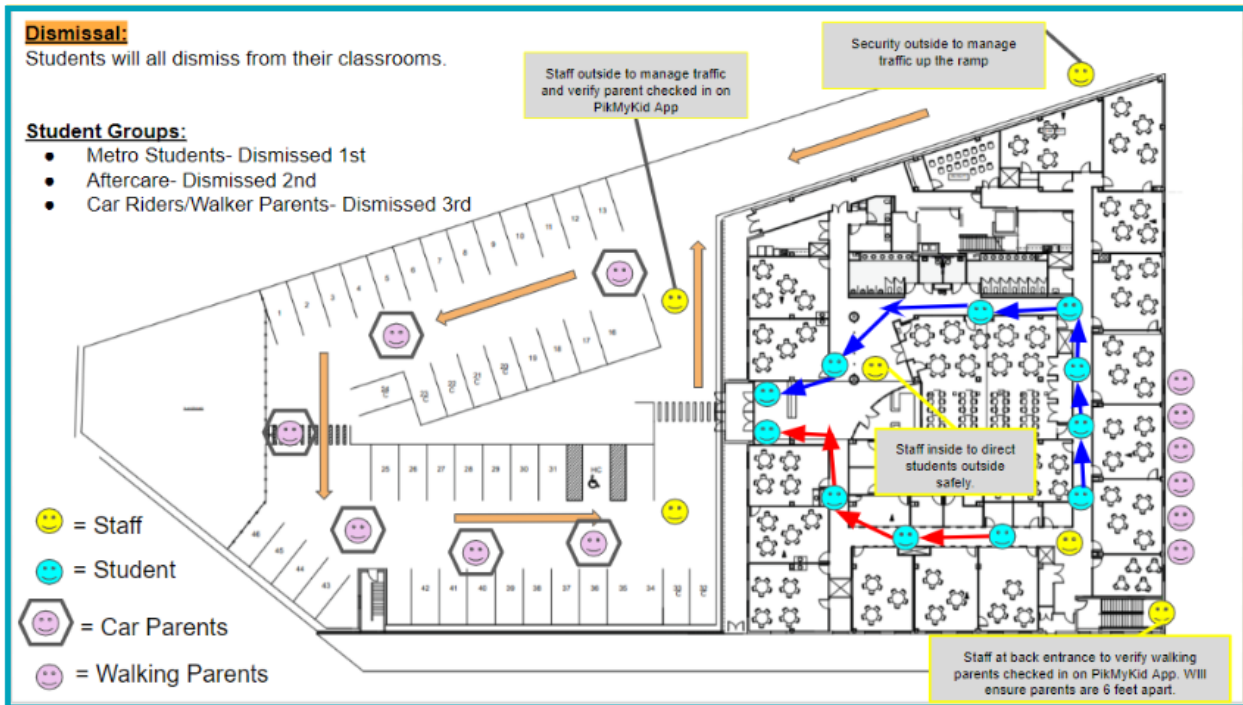
Any family who incurs more than 3 late pick-ups or early pickups in a month will be required to have a formal meeting with Administration, and the incident will be recorded in the student's file.

Parents will use an app called *PikMyKid, that will allow them to virtually check-in when they arrive on campus to pick up their student. For families that do not have access to the app, they will also be given a hard copy dismissal card with their student's name. They will need to display the dismissal card in order to check-in on campus. Students will be dismissed from their classes once a parent has checked-in on campus. Parents will not be allowed to enter the building during dismissal.

5. **Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21 school year.**
   - **Identify the instructional methods(e.g., 100 percent synchronous instruction, student-guided instruction, etc.),and platforms (e.g., the product name if using a learning management system (LMS)),and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
   - **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous 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.**

Instructional Delivery Plan

Dismissal:
Students will all dismiss from their classrooms.

Student Groups:
- Metro Students- Dismissed 1st
- Aftercare- Dismissed 2nd
- Car Riders/Walker Parents- Dismissed 3rd

= Staff
= Student
= Car Parents
= Walking Parents

Security outside to manage traffic up the ramp

Staff outside to manage traffic and verify parent checked in on PikMyKid App

Staff inside to direct students outside safely.

Staff at back entrance to verify walking parents checked in on PikMyKid App. Will ensure parents are 6 feet apart.

Daily Health Screening

Students, families, and staff are advised to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever. In addition, all students will participate in temperature checks using or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms.

Procedures for Staff Conducting Health Screenings

Staff conducting health screenings will use non-contact thermometers for health screening, using the following procedures:

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.

- Put on PPE. This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.

- Take the individual's temperature.

- Remove and discard PPE.

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.

- Clean the thermometer.

Grouping

The school will take measures in its scheduling and planning to achieve the following grouping practices:

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students)).

- 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 (as applicable), and other shared spaces to avoid mixing groups.

- As needed. students with special needs will transition in small groups with an adult to the bathroom, etc., in order to prevent mixing with other groups.

School Programming

<u>Distributing Educational Materials</u>

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 residence. The student and family will sign an agreement to take care of the materials and follow the school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. All used materials will be sanitized prior to assigning to a student for the duration of its use. The same process will be repeated for checking in materials. Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

 Sample list of items assigned to each student.

- All classes: Chromebook, hotspot (as needed), headsets, etc.

- Humanities: Reading books for independent, group, or class reading, notebook, etc.

- Science: Amplify science kits, etc.

- Math: Calculator, compass, etc.

- Art: colored pencils, paper, watercolors, etc.

- Studio Courses: various supplies

<u>The school will cancel, eliminate, or modify our program to adhere to the following:</u>

- 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. Please see more about recess procedures in

- No after school activities will take place on campus. All of Capital Village' after school activities will take place virtually.

- There will be no athletic programs until DC transitions into Phase 3

- There will be no field strips, student assemblies, special performances, or school-wide meetings.

- Staff members will not attend conferences that are not at the school.

- Capital Village will revise its process for receiving mail and packages. Capital Village staff will only have necessary items delivered and combine orders so fewer deliveries are made. Also, Capital Village staff will routinely clean and disinfect packages.

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. If it is determined that a student has been

unable to get vaccines, the student may not attend school in-person after 20 days.

Non-medical (Cloth) Face-coverings

All staff and visitors (including contractors) must wear non-medical face coverings or face masks at all times while in the school building.

If a staff member or visitor has a contraindication to wearing a face covering, either medical or otherwise, they should not participate in-person school activities. Students must also wear non-medical face coverings while in the school building, except in the event of a medical or developmental contraindication. If a student is unable to wear a mask throughout the day, mask breaks are acceptable at times in which physical (social) distance can be maintained (e.g., during snacks or meals).

Teachers and Leaders will consult the guidance from OSSE on additional protocols to support the safe use of clean face coverings and provide instruction on the proper use of face-coverings. Families and educators should work with students to practice wearing a mask safely and consistently.

Instances when face coverings do not need to or should not be worn:

- By children younger than 2 years of age;

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

- By children during naptime;

- When engaged in activities in which there is a risk of burn or injury from the use of a face-covering—such as chemistry labs with an open flame;

- When participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but not participating in physical activity, face coverings must continue to be worn;

- When in the water in a swimming pool;

- When actively drinking or eating a meal;

- When in an enclosed office that no one else is permitted to enter.

Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

In the unlikely event that someone tampers with a student's mask, that person must wash their hands.

Providing Personal Protective Equipment (PPE)

All students and staff members will be supplied with three reusable face masks at the start of on-campus instruction. Capital Village also has a supply of disposable masks in case a student or staff member arrives without a mask. We also will keep a stock of face shields, gloves, hand sanitizer, and classroom cleaning products.

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. locker, cubby, bin).

- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.

- 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 other than to refill individual bottles.

- 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 the recommended percent alcohol.

- Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, 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 and the lunchroom.

Meal Service

In-School Dining

Capital Village has contracted with a food vendor who uses pre-packaged breakfasts and lunches (including plasticware, napkins, and seasonings) and we serve meals individually plated.

- 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 coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. 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. Students will use Lysol wipes to keep their area clean before and after meals, and throughout the day. During the first day of on-campus instruction, students will be taught how to do this and monitored by the teacher.

Virtual Learning Meal Distribution

- Capital Village will provide meals (breakfast and lunch) to families participating in distance learning each Friday from 12 - 3 pm.

- For our in-person students: all meal distribution, eating, and waste collection will occur with six feet separation and will occur with physically distanced processes (food pick-up one-by-one, food disposal one-by-one).

- Capital Village will use pre-packaged meals, including silverware, napkins, and seasonings. The pre-packaged meals that we've selected for our school year menu do not contain any common allergy ingredients (such as peanuts, dairy, etc).

- 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, if applicable.

- Teachers will clean and sanitize all desks, tables, and chairs before and after the meals. (note: there will be two teachers in each classroom for students who are engaging in on-site learning).

- There will not be any food preparation booths, self-service stations for salads/fruit, or sampling of food.

- All food products will be protected from contamination by limiting student contact.

- Any meals that we receive that are not shelf stable will be placed in a refrigerator within two hours and stored under 41 degrees Fahrenheit. It will be reheated to 165 degrees Fahrenheit before consumption.

Meal Service

- For our meal services, Capital Village will only use disposable food service items (e.g., utensils, dishes)

- Any individuals who are doing meal distribution will wash their hands after removing their gloves or after directly handling used food service items.

- If food is offered at any family event, Capital Village will have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal.

- Capital Village scholars may bring lunches from home. Our teachers will ensure that each student's belongings such as lunches are separated from others' and in individually labeled containers, or areas.

- In addition to identifying individual lunch bags, communication with families about cleaning items brought from home will also occur weekly via our newsletter.

High-risk Individuals

Schools must 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:

Risk factors include:

- Chronic Lung Disease

- Moderate to Severe Asthma

- Serious heart conditions

- Immunocompromised conditions

- Severe obesity (>40 Body Mass Index)

- Diabetes

- Chronic kidney disease, and/or

- Liver Disease

- People 65 years and older

- Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety

Exclusion or Dismissal from On-Site Learning

<u>**Exclusion Criteria**</u>

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.

<u>**Dismissal Criteria**</u>

Student or Staff Member Develops Fever or Signs of Illness at School: 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 is to 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, schools must:

- 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 in [OSSE Health and Safety Guidance for Schools](#).

- Follow the 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, per Section H: Cleaning, Disinfection, and Sanitization. •

For staff, the school is to 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

Schools 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 in OSSE Health and Safety Guidance for Schools.

Return Criteria

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

Instruction at Capital Village PCS 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. For each of the 180 days in the school calendar, a student will be expected to engage in the equivalent of 6 hours of learning, with synchronous breaks for lunch, "recess" and socializing.

Capital Village PCS will start with 100% virtual instruction for at least the first quarter.

Below is the schedule of the school day starting August 31st.

- Live classes will meet from 9 am to 12:30 pm four days a week. These classes are in orange below.

- Many classes have both live and on-demand options. These classes are highlighted by a lighter orange below.

- Classes in white are student-paced. Students will have weekly expectations and will use their Independent Learning Plan to map how to plan for completing these expectations.

We have a reopening committee made up of board members, teachers, and parents who will determine when on-campus instruction is safe. We plan to offer flexible attendance options between 4 days on campus, 2 days on-campus or 100% virtual instruction!

Hybrid

Attend school in-person for two days per week, and attend school remotely using synchronous activities with a content teacher two days a week, and attend school using asynchronous learning one day 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.

On-site

This option is open to all students whose parents are emergency workers or who otherwise determine that sending their child to a structured learning environment provided by the school is necessary for his or her continued growth and development, including, but not limited to, students with disabilities and English learners. In this option, the student will attend in-person synchronous learning four days a week and asynchronous learning one day a week.

Remote Synchronous

Table 1. Return to School Criteria for Students and Staff

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

1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell)	Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is indicated.
	
	 If individual is tested:
	 • If positive, see #2.
	 • If negative, see #3.
	 • Individuals must quarantine while awaiting test results.
	
	 If individual does not complete test, must:
	 • Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR
	 • Meet symptom-based criteria to return:
	  ○ At least 24 hours **after** the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND
	  ○ At least 10 days from symptoms first appeared, whichever is later
	
	 Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

2. Positive COVID-19 Test Result *See DC Health's* *Guidance for Persons Who Tested Positive for COVID-19 for more information*	If symptomatic, may return after: • At least 24 hours **after** the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND • At least 10 days* after symptoms first appeared, whichever is later *Note: Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.* If asymptomatic, may return after: • 10 days from positive test In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual.

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 four days a week via synchronous learning and one day a week with asynchronous learning. The learning may not require the student to be logged onto the computer but rather engaging in activities at the same time as their peers on-site.

Remote Asynchronous

For students who are unable to attend synchronous learning when remote. This type of learning allows for weekend learning, when families may be more able to support students. Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

Three Flexible Attendance Options

3. Negative COVID-19 Test Result After Symptoms of COVID-19 OR Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)	May return when: • Meet standard criteria to return after illness *Per Scenarios #4 and 5, a negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does *not* shorten the duration of quarantine of at least 14 days.
4. Close Contact of Individual with Confirmed COVID-19 See DC Health's *Guidance for Contacts of a Person Confirmed to have COVID-19* for more information	May return after: • 14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health If the close contact is a household member: • Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact. • If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual's infectious period (defined by 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later). Negative COVID-19 test during this period would not shorten quarantine period of at least 14 days.
5. Travel to High-Risk State or Country, as *Defined by DC Health* See DC Health's *Guidance for Travel* for more information	May return after: • 14 days from return or arrival to the District of Columbia Negative COVID-19 test during this period would not shorten quarantine period of 14 days.

Exposure Reporting, Notification, and Disinfecting

Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable diseases. 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

To ensure a clear and efficient process for communication, the school has identified Keina Hodge 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. Capital Village has 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 all staff and families in the event of a change of school schedule, via email, text, social media, and website updates.

- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and

- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.

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.

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.

Oversight of Before and After and Extracurricular Activities

AFTERCARE Processes and Procedures

Social Distancing Procedure & Monitoring Process

- No more than 10 individuals (staff and children) clustered in one group

- Same children and staff in each group

- If a staff person is sick, the Director will function as the floater if possible

  - If the Director isn't available there will be a substitute on call

  - Sub will wear a shield

- Supervision will take place via video camera

 Hang signage per OSEE Guidelines (LOCATION TBA).

- Signage: Post handwashing, wear a mask & COVID-related signs in highly visible locations that promote everyday protective measures.

- https://docs.google.com/spreadsheets/d/1eaf9vYSeiqxJB-94EYd5A4byftWWqbKKkxjVG6KvVUM/edit#gid=0

 Leisure and Outdoor Plans

- Students will have individually labeled bins and sets of supplies to reduce the sharing of materials between children.

- Students will have rubber dots for circle time and cones for outdoor time to determine where they can go

- During Leisure choice and arts and crafts activities, students will receive activity kits that will contain unshared craft/leisure activities

- During outdoor play activities, students will receive personal play packages with their own jump ropes, hula

hoops ect that no other student will use

- Playground surfaces will be disinfected before and after use, if these will be used

Directions for Before and Aftercare Staff:

Before the start of the program, conduct a daily health screening at screening station:

- Health screenings are conducted every day before the start of the program

- Screening Station is outside of the program classroom

- Screening is conducted for each Staff before they enter the classroom

- The screening is conducted for the student before they enter the classroom (they have been screened before they entered the facility earlier in the day by the school)

- Staff conduct health screening using appropriate physical distancing measures of six feet and wearing mask and shield

- Screening Steps for students: ASK, ASK, LOOK, CHECK

- Screening Steps for Staff: ASK: Survey & Temp Check, ASK: Health Screening, LOOK, CHECK

- During Aftercare: Health Screenings will take place by

Follow this Script to conduct Daily Health Screenings:

1. Ask- Staff Asks Student:

    1. Are you feeling sick or unwell?

    2. Does anyone in your house have COVID?

or

Ask- Staff Asks Teacher:

    1. Are you or anyone in your class showing signs of illness?

    2. Are you aware of anyone in your class' household being diagnosed with COVID?

If YES to any questions, do not allow the child to enter the facility and contact Director ASAP

If NO to both questions move to the LOOK part of the script.

2. Look- Staff visually inspects the child:

    3. Child care staff should visually inspect each child and staff member for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

If YES the child is showing signs of illness, do not allow the child to enter the facility and contact Director ASAP

If NO they are showing no signs of illness, move to the LOOK part of the script.

3. Check- Staff takes child temperature:

    4. While remaining 6 feets distance conduct a temperature check:

- Staff will take students temperature using a contactless thermometer, wearing mask and gloves

- Staff will check temperature reading

  - Ensure students temperature is under 100.4 degrees Fahrenheit

  - If over, please do not admit a child into the facility or allow sign in

- Staff will record the temperature of the student

  - In Procare: Health Screening

- Gloves are disposed of after Health Screening is complete

4. Admit- If health screening was successfully passed:

- Allow classroom teacher to sign in student on Procare using the contactless sign in

- Prompt the student to remove shoes

- Prompt students to wash their hands with soap and water for 20 seconds

- Inform the student of the instructional area

5. Exclude- if health screening failed:

- If yes to any questions, the high temperature that means health screening was not successfully passed

- If health screening not successfully passed, do not allow entrance into the classroom or sign in.

- Prompt the teacher to take the student to the Exclusion Room: lobby area or nurse suite.

- Notify Site Director immediately that someone was excluded due to failing a health screening.

- Director will contact the Parent and instruct the Parent to call/contact their health care provider to determine the next steps:

- Once the child or staff has followed the steps outlined by their health care provider, including potential COVID-19 testing if necessary, they may return to care as long as they provide written assurance that they are cleared by the health care provider to do so.

  - Negative COVID test result

  - Diagnosis of non-COVID related (non-upper respiratory) illness

  - Document confirming good health

- Anyone awaiting a COVID-19 test result should stay home until a final result is received.

- If results come back positive see the exclusion and re-admittance policy

Staff Policies

During each shift:

- Wear your mask

- Ensure your students are wearing their masks

- Staff will wash hands every hour for 20 seconds and after touching their face, bathroom, before or after food. They should do this with the child at the same time as well when possible

- Staff should sanitize their hands if they can not wash their hands.

- Staff should ensure 6 feets distance.

- Staff will practice good hygiene practices (avoid touching face, handwashing, sneeze/cough in elbow).

At the end of each shift:

- Staff will wipe down phones, personal toys, and other personal items with a sanitizer at the end and start of each shift.

- Staff will wash their hands for at least 20 seconds with soap and running water.

- Staff will prompt students to wash their hands for at least 20 seconds with soap and water.

- Staff will completely communicate any safety concerns.

Once you get home:

It is encouraged that you-

- Remove your shoes and keep them close to the door/outside

- Remove clothes and discard them in an assigned area with contaminated clothes

- Take a shower or bathe

- Continue to practice social distancing per DC guidelines.

Parents, the choice is yours. Which options are you most comfortable with?

YOU choose between 4 days on campus, 2 days on-campus or 100% virtual.

CHOICE 1   5th Grade Student Schedule - 4 Days On-Campus & 1 Day Virtual

Time	Monday & Tuesday (On-Campus)	Wednesday (Virtual)	Thursday & Friday (On-Campus)
8:00	**Arrival / Breakfast / M LAB**		**Arrival / Breakfast / M LAB**
8:30	**Math LAB**		**Math LAB**
9:00			**SCIENCE & HEALTH**
	MATH Seminar	**Math LAB**	**Seminar**
9:30			
10:00	**Brain Break**	**Humanities Lab**	**Brain Break**

Time	Monday & Tuesday (On-Campus)	Wednesday (Virtual)	Thursday & Friday (Virtual)
10:30	HUMANITIES Seminar		Humanities LAB
11:00		Foreign Language	
11:30	Brain Break		Brain Break
		Community Meeting	
12:00	Crew		Crew
12:30	LUNCH	LUNCH	LUNCH
1:00			Fitness
1:30	Studio	Virtual Office Hours & Mentor Check-ins	
2:00			Foreign Language
2:30	Dismissal		Dismissal

*All options are contingent upon guidance from the CDC, DC Health and city officials.

CHOICE 2   5th Grade Student Schedule - 2 Days On-Campus & 3 Days Virtual

Time	Monday & Tuesday (On-Campus)	Wednesday (Virtual)	Thursday & Friday (Virtual)
8:00	Arrival / Breakfast / M LAB		Arrival / Breakfast / M LAB
8:30	Math LAB		Math LAB
9:00	MATH Seminar	Math LAB	SCIENCE & HEALTH Seminar
9:30			
10:00	Brain Break		Brain Break
		Humanities Lab	
10:30	HUMANITIES Seminar		Humanities LAB
11:00		Foreign Language	

11:30	Brain Break	Community Meeting	Brain Break
12:00	Crew		Crew
12:30	LUNCH	LUNCH	LUNCH
1:00			Fitness
1:30	Studio	Virtual Office Hours & Mentor Check-ins	Foreign Language
2:00			
2:30	Dismissal		Dismissal

*All options are contingent upon guidance from the CDC, DC Health and city officials.

CHOICE 3   5th Grade Student Schedule - 100% Virtual

Time	Monday & Tuesday (Virtual)	Wednesday (Virtual)	Thursday & Friday (Virtual)
8:00	Arrival / Breakfast / M LAB		Arrival / Breakfast / M LAB
8:30	Math LAB		Math LAB
9:00	MATH Seminar	Math LAB	SCIENCE & HEALTH Seminar
9:30			
10:00	Brain Break		Brain Break
10:30	HUMANITIES Seminar	Humanities Lab	Humanities LAB
11:00		Foreign Language	
11:30	Brain Break		Brain Break
12:00	Crew	Community Meeting	Crew

Assessment and Promotion Policy

12:30	LUNCH		LUNCH	LUNCH
1:00				Fitness
1:30	Studio		Virtual Office Hours & Mentor Check-ins	Foreign Language
2:00				
2:30	Dismissal			Dismissal

*All options are contingent upon guidance from the CDC, DC Health and city officials.

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 have divided the role of "teacher" into two roles: Crew Leader and Content Teacher.

- Crew Leader: The Crew Leader is the adult responsible for a group of students who, together, will be considered a "class." Each day, the Crew Leader will see some of their class on-site (the number depending on city guidance) and some remotely. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the "touchpoints" that will be used.

- Content Teacher: The teacher is the content area expert responsible for ensuring that students are learning. While a content teacher may also be a Crew Leader, they may need to roam (physically and/or electronically) into other communities to provide content-rich instruction. The content teacher's primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners.

Learning Modes

- Synchronous learning with Content Teacher (SL w/CT): When remote, this instruction is conducted via a platform in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: An LMS, Webinar or Meeting platform: Zoom, Teams, Google, GoToMeeting, etc., or telephone. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real-time student-learning.

- Asynchronous learning with Content Teacher (ASL w/CT): This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. The student would need access to a pre-recorded lesson in which the teacher provides instruction. When learning on-site, this lesson could be provided by a Crew Leader to minimize the circle of exposure. When remote, the lesson can be accessed on Google Classroom on student Chromebooks.

- Synchronous learning without Content Teacher (SL w/o CT): Instruction takes the form of tasks that students

will be expected to do to engage in learning. One way to think about this type of instruction is "Guided Practice." Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task under the supervision of their Crew Leader. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, LMS, or "chat". If the Crew Leader happens to also be the content teacher assigning the work, support can be provided in-person. If the Crew Leader is not the content teacher, the content teacher may provide support in the same manner as for students learning remotely, per the school's Technology Plan.

- Asynchronous learning without Content Teacher (ASL w/o CT): This instruction is individual or group work that can be done independently. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-site would have time allotted to complete this work while their Crew Leader may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected weekly and will be used to measure attendance. (See attendance policy for further details.) The product of these work blocks are often referred to as "exit tickets" or "student reflections." Regardless of the product, it may be collected through the LMS, by photographing the work, through a memo-log the student keeps, or by handing it in to the cluster instructor to pass to the teacher, if they are different people.

Community Building

- Synchronized community building with a Crew Leader (SL w/CL): Planned learning breaks to promote student socialization. Activities that can be done with the Crew Leader or through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the students.

- Asynchronized community building with a Crew Leader (SL w/CL): Adult-directed activities to build community, such as group projects, partner work, and other opportunities for students both on-site and remote to connect with one another in informal ways.

- Synchronized community building without a Crew Leader (SL w/o CL): Planned breaks will include activities students can choose to do with each other that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction. When on-site, the Crew Leader would supervise for appropriate social distancing and other behavior. For remote learners, the school's behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidences.

- Asynchronized community building without a Crew Leader (SL w/o CL): To accommodate arrival and dismissal, lunch periods, and other breaks for on-site community learners, each class will have a slightly different schedule. Students will be encouraged to socialize with classmates during the hour-long arrival block, lunch, and dismissal block when learning remotely. There will be a continuously growing database of school-approved and provided web-based games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that students may use at any time so long as they follow the school culture and behavior policy, including cyberbullying. The unstructured time with friends allows for a deepening affinity to the community.

Professional Development

Over the summer, content teachers will receive training on Zoom and other blended learning tools. The training will focus on engagement, 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 content on Wednesdays. On Wednesdays, both teacher and Crew Leaders receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Every day, the Content Teacher will have time built into the instructional day to work with special education providers/coordinator and English language specialists.

Additionally, formal instruction will end each day by 2:30 and the teacher's workday will end at 4:00 pm. Each day, teachers and Crew Leaders will have access to the IT department, behavioral support specialist, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-site and remote.

Timely Intervention

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

Continuous Improvement

Capital Village PCS 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 except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. Families meet with their Crew leader to adjust students' Individual Learning Plan in order to change their attendance options.

Once a week/month, on Wednesdays, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, 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. Depending on the results, the student may be asked to change their schedule.

All students will take a social-emotional learning assessment three times per year. Based on the results, modifications will be made to the learning plan for cohorts or individual students.

Instructional Methods

The leadership team at Capital Village has worked to ensure that students receive a well-balanced education while providing flexible attendance options for families. In response to the COVID 19 health emergency, we have made the following changes:

1. A maximum of ten students and two adults will be in the classroom at a time.

2. Students will remain in the same classroom for the entire school day.

3. Content-specific teachers will teach live or record portion(s) of daily lessons from a separate classroom, allowing all students to engage in via technology.

4. All teachers, regardless of professional content-focus, will plan together in order to support student learning.

5. Teachers will create interactive learning playlists for students who learn 100% virtual.

6. Teachers will hold live office hours to ensure that all students are able to receive academic support from their content-specific teachers.

While the time spent in person will undoubtedly be reduced, we have revised our academic program so that students continue to receive all aspects of the Capital Village Instructional Model. Sample lesson progressions are as follows:

Seminar (90 Minute Block)

Suggested Time	Lesson Chunk	Staff Role(s)	Notes
5-10 mins/Daily	Opening and Engagement (Inquiry-Based/Checking for Understanding)	1. Crew Teacher facilitates. 2. Urban Teacher Fellow supports.	• Learning experience that helps students find an entry point to the day's learning. • Learning experience that assesses student understanding of the previous day's learning.
Lesson Chunk A 20-25 mins max,	Introduction of New Learning Or Continuation of Learning Target(s) (Direct Instruction)	1. Content Teacher creates a live recording/teaches live to all students via Zoom. 2. Supporting staff member handles technical aspects of Zoom (breakouts, etc), as needed 3. Supporting staff member monitors and chats with students, as needed, for engagement	• Presented in appropriate chunks • Students use graphic organizers/guided note sheets to capture key ideas/concepts.
5-10 mins max	Brain Break #1 (Planned and Facilitated by Urban Teacher Fellow)		

Lesson Chunks (B & C)
 	
25-30 mins max.
	Guided Practice:
	
	Checking for Understanding
		1. Core Teachers reteach, as needed. (Curriculum Lead)
		2. SPED Teachers work with pull-out groups. (Inclusion Lead)
		3. Urban Teacher Fellows
			• Students engage in High Yield Protocol and Engagement Strategies that assess student levels of understanding.
			  ◦ Red, yellow, green light protocol
			  ◦ Thumb-o-meter check

(Choose 1 - 2 Daily)	support students by being available for questions or leading small breakout groups through the assignment. (Procedural/Process Lead)	for understanding ○ Turn and Talk Red Light, Green Light CFU
Small Group or Whole Class Discussions: Explain/Extend/Elaborate	1. Urban Teacher Fellow facilitates planned learning activity 2. Core Teachers support Urban Teacher Fellow and/or works with critical needs students. 3. SPED Teachers work with pull-out groups. (Inclusion Lead)	• Learning experience calls for students to communicate new understandings, ask/answer progressive questions, and/or allow for student re-teaching of new concepts. • In Math, this is where PBT might appear. • Students provided time to express immediate reaction to new information.
Independent Practice Or Extension Assignment: Apply/Assess New Learning Extension Assignment	1. Urban Teacher Fellow supports students 1:1. 2. Core Teachers available to respond to clarifying questions 3. SPED Teachers available to respond to clarifying questions	• Students work to complete a learning task independently, possibly offline. • Students make authentic/real world connections. • Students are provided with an exemplar and corresponding grading tools. • Learning activity calls upon students to demonstrate a deep understanding of concepts or processes.
Student Collaboration: Apply New Learning	All teachers use Zoom meeting rooms to work with struggling students, as needed.	• Students participate in a protocol-based cooperative learning activity/academic discussion (i.e. Content Area Talk, Paired On-line Station, Socratic Seminar, etc.). • Students work together to apply concept knowledge and think critically • Encourage meaningful student interaction. • Assess students individually and

			as a group.
5-10 mins max	Brain Break #2 (Planned and Facilitated by Urban Teacher Fellow)		
Closing 5-10 mins max. (Choose 1 daily)	Learning Process/Mastery Debrief	1. UTF/Teacher facilitates closing activity. 2. UTF/Teacher supports students as they complete the activity. 3. UTF/Teacher prepares resources, materials, and/or technology for next class	• Students reflect on the learning process and/or mastery of learning target(s). • Students are also reminded of how they can connect with Capital Village staff members for help.
	Village Value Reflection	1. UTF/Teacher facilitates closing activity. 2. UTF/Teacher supports students as they complete the activity. 3. UTF/Teacher prepares for next class	• Students reflect on how they utilized village values to help them through a key point in their learning. • Students are also reminded of how they can connect with Capital Village staff members for help.

LAB

Suggested Time	Lesson Chunk	Staff Role(s)	Sample Instructional Moves/Best Practices
5 - 10 minutes max Daily	Opening/Engagement	• Coach/Urban Teacher Fellow supports students as they complete the activity.	• Discussion Board/Online Journal Entry ◦ Students respond to a question • Learning Target Progress • Academic Goal Setting • Village Value Connection to Academic Success • Virtual Learning • Students Respond to Other Students • Tips for Success

- Lessons Learned

- Encouraging Words

- Students select supplemental activities from a menu created based upon their independent learning needs

  - All

Lesson Chunks (A- C) 25-30 mins max. (Choose 1 - 3 Daily for Humanities Lab)	Online Learning Tool Integration	• UTF/Teacher supports students as they complete the activity.	• Google Classroom
			
			 • Humanities
			    ◦ Common Lit - Humanities LAB
			    ◦ Kiddom - Platform for EL Education Humanities curriculum
			
			 • Math
			    ◦ DreamBox Learning - Math LAB
			    ◦ Learn Zillion - Platform for Illustrative Math curriculum

(Choose 1 Daily for Math Lab) *Include 2 Brain Breaks	Collaborative Work Session	• Students participate in scheduled small group pull-outs with staff members	• Illustrative MAth PBTs (short tasks) • Mathalicious (1 to 2 days) • Assigned work from Humanities
	Independent Practice	• Staff are available for live help during office hours on Wednesday.	• Students work on independent assignments, preferably offline (like reading and journaling).
5 - 10 minutes Daily	Closing	Coach/Urban Teacher Fellow supports students as they complete the activity.	• Discussion Board/Online Journal Entry ◦ Students respond to a question • Learning Target Progress • Academic Goal Setting • Village Value Connection to Academic Success

- Virtual Learning

- Students Respond to Other Students

- Tips for Success

- Lessons Learned

- Encouraging Words

STUDIO/ENRICHMENT

Studio Courses will reflect both teacher and student interests that give students further opportunities to develop talents and build academic skills in new ways. Teachers create a menu of course options based on the interests and passions of teachers and the data-informed needs and interests of students. Students will then select multiple options from this menu of teacher-created courses. All Enrichment and Studio Courses are working towards an authentic product. For example, a photography course might end in an art show. Contracted employees and community partnerships, as well as teacher interests, help diversify studio offerings according to student demand. Thus, the day-to-day course happenings will vary

Crew (Crew Lesson Plan Template)

Suggested Time	Chunk	Description
5 - 10 mins Daily	Opening Circle	Welcome Crew Leader and students greet each other in a manner that supports the belief that everyone's presence is equal and valued. Reading/Share Crew analyzes a short but meaningful reading, quote, song, or video that brings focus and description to central ideas within crew lesson learning targets
15 mins. Daily (Choose one from A- E)	Focus Activity	A. Initiative Crew leader facilitates a team-building and/or problem-solving activity that challenges the physical and mental abilities of the crew members. B. Literacy Crew Leader facilitates a reading comprehension or skill building activity that reflects the crew's personal values as scholars and change agents of their community.

A. Assessment

C. Journal Prompt/Discussion

Crew Leader prompts reflective writing or facilitates a discussion protocol about relevant events or issues in the students' lives.

D. Academic Progress Monitoring

Crew Leader helps students set academic goals, monitor academic progress, reflect on how their effort affected academic achievement, and prepare for student-led conferences.

E. Video/Quote

Crew Leader facilitates a critical conversation about a current event or issue that is present in the students' communities and/or lives.

7 Mins. Daily	Debrief	Crew Leaders facilitates activities that prompt students to reflect on the session went, including the crew's collaboration, individual work, progress toward the target or goal and ideas for improving our next session
3 mins. Daily (Choose one or more from A-D)	Closing Circle	A. Crew Call Crew performs a short song, chant, or saying that represents the uniqueness, personality, and/or strengths of the crew. B. Motivations Crew explores short readings, quotes, poems, songs, or video clips that are used to motivate the crew. C. Appreciations Members of the crew to celebrate with other crew members for displaying behaviors that promote the Habits of Scholarship. D. Reflections Crew Leaders facilitates crew reflections in relation to areas such as the focus activity, Habits of Scholarship, and personal beliefs.

What I Need (WIN) Wednesdays

Time	Program Aspect	Description
9:00 AM	Math Lab	Students independently complete a predetermined activity via

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

10:00 AM	Humanities Lab	an online learning tool, providing for real-time learning assessment data. This allows the content teacher to respond to student misconceptions and further plan for differentiation and additional support/extension exercises.
11:00 AM	Language Lab	
11:30 AM	Lunch	On Your Own
12:00 PM	Community Meeting (Live)	**Greeting** Leading Crew will welcome members of the Village and introduce the day's topic and activity. **Activity** Students who are present will partake in an activity that relates to the topic of the day. Activities can be done in small groups to encourage deeper discussion and will be followed by a presentation or share out to all. As applicable, time will be allotted for guest speaker presentations. **Shout Outs** The leading Crew and other staff will have an opportunity to recognize other members of the Village who have demonstrated growth, character, community, etc. Students who exemplify Village Values will also be awarded badges (designed by students) **Announcements** Leadership can take this opportunity to make announcements of upcoming events throughout the school. **Closing** Crew members or staff will close out the day's community meeting. **Yoga & Meditation** Students will take part in a mindfulness exercise.
1:00 PM	Live Mentor Check-ins/ Instructional Support	**Mentor Check-ins/Group** • Adult mentors communicate live with student mentees **Office Hours** • Live teachers respond to student needs and correspond with parents

2:30 PM	Staff and Student Dismissal	• SPED/UTFs Residents work with students in small groups

In-Person - 4 Days a Week

Seminar (90 Minute Block)

Time/ Frequency	Phase	Description
Daily	Opening and Engagement (Inquiry-Based/Checking for Understanding)	The Crew Teacher leads students through an activity that will help students find an entry point to the day's learning. Or The Crew Teacher leads students through an activity that will assess student understanding of the previous day's learning.
Daliy	Introduction/Continuation of Learning Target(s) (Direct Instruction)	A. Content is pre-recorded by the content teacher. Students use graphic organizers/guided note sheets to capture key ideas/concepts. B. Content Teacher creates a live recording/teaches live to all students via Zoom. Another staff member covers the content teacher's crew. Students use graphic organizers/guided note sheets to capture key ideas/concepts. C. (After 1st Quarter) Crew teacher (regardless of content area) teaches the lesson live.
Daily	Checking for Understanding	Crew teacher facilitates High Yield Protocol and Engagement Strategies that assess student levels of

	Guided Practice	understanding.
Weekly	Explain/Extend/Elaborate (Whole-Class Academic Discussion)	Crew Teacher leads students through varied learning activities that call for students to communicate new understandings, ask/answer progressive questions, and/or allow for student re-teaching of new concepts.
Weekly	Apply/Assess New Learning - Independent Practice	If Option A or B is chosen, the content teacher uses Zoom meeting rooms to work with struggling students. Students work to complete a learning task independently. Crew Teacher is available to respond to clarifying questions. If Option A or B is chosen, content teachers use this time to disinfect audio/visual room and transition back to Crew.
Weekly	Apply New Learning (Student Collaboration)	Students participate in a protocol-based cooperative learning activity/academic discussion (i.e. Content Area Talk, Paired On-line Station, Socratic Seminar, etc.). If Option A or B is chosen, the content teacher uses Zoom meeting rooms to work with struggling students.
Weekly	Introduction of Extension Assignment (Authentic/Real World Connection)	A. Content is pre-recorded by the content teacher. Students are provided with an exemplar and corresponding grading tools. B. Content Teacher creates a live recording/teaches live to all students via Zoom. Students are provided with an exemplar and corresponding grading tools. C.

including:

Time/ Frequency	Phase	Description
		Crew teacher (regardless of content area) teaches the lesson live.
		Students are provided with an exemplar and corresponding grading tools.
Daily	Closing/Reflection	Crew Teacher leads students through an activity that calls for reflection on the learning process and/or mastery of learning target(s).
		Or
		Crew Teacher leads students through an activity that calls for reflection on how they utilized village values to help them through a key point in their learning
		Students are reminded of how they can connect with Capital Village staff members while they are home for the remainder of the week.
		If Option A or B is chosen, content teachers use this time to disinfect audio/visual room and transition back to Crew.
Daily (2-3 times, as needed)	Brain Breaks	Crew teacher facilitates 3 - 5 minute mental breaks during classroom instruction.

Lab

Time/ Frequency	Phase	Description

Daily	Goal-Setting/Reflection	• Discussion Board/Online Journal Entry
		   ◦ Students respond to a question
		     ◦ Learning Target Progress
		     ◦ Academic Goal Setting
		     ◦ Village Value Connection to Academic Success

		○ Virtual Learning
		○ Students Respond to Other Students
		○ Tips for Success
		○ Lessons Learned
		○ Encouraging Words
Daily (20-25 min)	Online Learning Tool Integration	• Students select supplemental activities from a menu created based upon their independent learning needs •

Daily (20-30 min)	Collaborative Work Session	• Students participate in scheduled small group pull-outs with UTFs Residents or SPED Teachers
		
		• Problem-based task
		  ○ Illustrative MAth PBTs (short tasks)
		  ○ MARS math
		  ○ [Mathalicious](#) (1 to 2 days)
		  ○ Park City Math Institute

Daily (20-30 min)	Independent Practice	• Students log-in while working on independent assignments. Staff are available for live help during office hours on Wednesday.

Studio

Time/ Frequency	Phase	Description
(In progress)	(In progress)	(In progress)

Crew

Time/ Frequency	Phase	Description

5 - 10 mins Daily	Opening Circle	**Welcome** Crew Leader and students greet each other in a manner that supports the belief that everyone's presence is equal and valued. **Reading/Share** Crew analyzes a short but meaningful reading, quote, song, or video that brings focus and description to central ideas within crew lesson learning targets **A. Initiative** Crew leader facilitates a team-building and/or problem-solving activity that challenges the physical and mental abilities of the crew members. **B. Literacy** Crew Leader facilitates a reading comprehension or skill building activity that reflects the crew's personal values as scholars and change agents of their community.
15 mins. Daily (Choose one from A- E)	Focus Activity	**C. Journal Prompt/Discussion** Crew Leader prompts reflective writing or facilitates a discussion protocol about relevant events or issues in the students' lives. **D. Academic Progress Monitoring** Crew Leader helps students set academic goals, monitor academic progress, reflect on how their effort affected academic achievement, and prepare for student-led conferences. **E. Video/Quote** Crew Leader facilitates a critical conversation about a current event or issue that is present in the students' communities and/or lives.
7 Mins. Daily	Debrief	Crew Leaders facilitates activities that prompt students to reflect on the session went, including the crew's collaboration, individual work, progress toward the target or goal and ideas for improving our next session

3 mins.	Closing Circle	A. Crew Call
Daily		Crew performs a short song, chant, or saying that represents the uniqueness, personality, and/or strengths of the crew.
(Choose one or more from A-D)		
		B. Motivations
		Crew explores short readings, quotes, poems, songs, or video clips that are used to motivate the crew.
		C. Appreciations
		Members of the crew to celebrate with other crew members for displaying behaviors that promote the Habits of Scholarship.
		D. Reflections
		Crew Leaders facilitates crew reflections in relation to areas such as the focus activity, Habits of Scholarship, and personal beliefs.

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

i-Ready-Curriculum Associates ; NWEA-MAP

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.**

Assessment and Promotion Policy

PURPOSE STATEMENT:

Capital Village PCS 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 Capital Village PCS'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 Capital Village PCS will use to assess student learning during the 2020-2021 school year. These assessments are 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.

Changes codified in this policy for graduation requirements will be assumed into the school's charter agreement as a waiver for SY2020-21, SY2021-22, SY2022-23, SY2023-24 , as all students will not have the benefit of all courses.

Assessments

Assessment Integrity

Capital Village PCS has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments.

The second part is a change in school formative assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the Internet, books, and/or other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. Students may also be asked to identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

Formative Assessments

Subject and Assessment Type	When and Frequency	How students will be assessed in each modality	Interventions and supports

Portfolios	**Year-Round**	**Students will collect tasks that demonstrate mastery of Common Core standards. This will happen both synchronously and asynchronously.**	**According to student Individual Learning Plans**
NWEA	**BOY, MOY, EOY**	**Students will take these assessments while on Zoom with their Crew**	**Varied groupings on Zoom; support around testing strategies; breaking up tests into smaller chunks; accommodations as required**
Panorama - SEL Survey	**BOY, EOY**	**Students will take these assessments asynchronously**	**Accommodations as required; flexible testing window**
Various Formative Assessments • **Dreambox assessments** • **CommonLit assessments** • **Essays** • **Short Answer** • **Book reports** • **Math Equations** • **Lab reports** • **Research assignments**	**Ongoing**	**Students will complete these assessments synchronously an/or asynchronously**	**Varied groupings on Zoom; support around testing strategies; breaking up tests into smaller chunks; accommodations as required**
The Partnership for Assessment of Readiness for College and Careers (PARCC)	**EOY, if applicable**	**Students will take these assessments while on Zoom with their Crew. Students with special needs or a need for a quiet space may come in for testing in-person.**	**Accommodations as required; flexible testing window**

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.
8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation

GRADING & PROMOTION

Considerations

- At Capital Village, our assignments and assessments are built around learning targets, which are incremental concepts and skills that students must learn in order to master course priority standards. Learning targets are also discussed daily in an expedition or lesson, so students have a clear picture of what they are learning through doing the assignment. All assignments and assessments, whether formative or summative, must indicate what standard(s) is being addressed per section/question. Labeling learning activities in this way further ensures that all stakeholders are able to identify the direct alignment of priority standards, learning targets, assignments, and grades. This also allows for clear coaching conversations, which include student-driven academic goal-setting, progress-monitoring, reflection, and action planning,

- Assignments and assessments of learning are graded according to how well a student demonstrates mastery of the learning targets. In order to "master" a standard, a student should be able to demonstrate that s/he can consistently demonstrate that concept or skill whenever it is assessed. Mastering a standard consistently does not mean perfectly. Depending on the complexity of the course standards, the period of assessing student mastery may even range over more than one grading period. Thus, students will have multiple opportunities to engage in activities that measure their learning progress.

- Capital Village students must demonstrate complete mastery of priority standards at some point throughout the course, which may not happen at the same time for every student. Gradually building upon a standard throughout the course, demonstrating growth along the way, and then finally meeting the criteria for standard mastery during the last possible opportunity for demonstration is acceptable. When creating the student's independent learning plan, teachers must be deliberate and clear in identifying the core required learning targets, which align to the priority standards, for standard mastery and course completion.

Opportunities to Master

- While students must have at least three graded opportunities to demonstrate mastery of a standard, not all learning activities or assignments will be submitted for formal grading. If a student is not showing proficient progress between assessments of mastery, teachers may require students to complete related homework or additional assignments, also known as opportunities to practice, to support remediation before allowing the student another attempt to formally prove mastery.

- Intensive remediation supports may include but are not limited to after school tutorials, small group re-teaching, individual conferencing with mentors, peer support groups, etc. Teachers have discretion, based upon the student's individual circumstances, to create the student's remediation contract, which includes the length of time and the criteria of adequate progress toward meeting the learning target(s) in question.

Opportunities to Exceed

- Capital Village students are pushed to not only master course standards but are encouraged, when applicable, to exceed the standards in a course. The teacher and the student will collaborate to

determine whether it is within the student's zone of proximal development to handle extended learning targets while maintaining mastery in on-going work. Exceeds work is one important tool of differentiation to make sure that every student is challenged and learning. Exceeds work recognizes that students learn at different rates and that, depending on the task, students have different levels of background knowledge and motivation.

Special Education Grading Policy

- **If a student has an IEP, acceptable performance levels for course mastery may be accommodated if (and only if) the performance level expected for the target is beyond what the student is reasonably able to demonstrate – as indicated by the student's IEP and current level of performance – even with other fully implemented accommodations or modifications.**

- **Once determined by an IEP team, the general education teacher, in consultation with the case manager, will determine which targets within a course may need to be modified and to what extent.**

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.

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?

Attendance Policy

Capital Village PCS 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.

Capital Village PCS prioritizes both student engagement and flexibility during this uncertain time. Students need to show attendance in all classes to have been present for the whole day. Each teacher will submit attendance in eSchoolPlus daily. In order to be present for the full day, students must be present for scheduled classes and complete daily assignments in "On-Demand" classes. While participating in remote learning, students may be marked present or absent by logging on to all live classes on time.

If a student's individual learning plan or IEP identifies the need for different attendance options, an attendance plan can be approved by the Head of School.

Day Attendance: Students are either marked present or absent, based on their live attendance in their live classes. More information can be found below.

Period Attendance: Students will be marked present or absent, based on the live or on-demand attendance criteria below.

	On-Campus	Virtual Synchronous ("Live")	Virtual Asynchronous "On-Demand," i.e. Foreign Languge
Present	Present: Student attends school for >80% of the school day. OR Attends <80% of school day on-site AND is remote learning for the remainder of the school day.	Present Remote: Student presence is detected throughout school day's activities by being present, seen and with camera on (if possible) in live classes from 8:30 am - 12:30 pm. Logging on after 9:00 is tardy, but present	Present Remote: Student fully completes 100% of the day's assignments, according to the student's individual learning plan.
Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	Students must be present, seen and with camera on (if possible) for 80% of live classes, including Crew.	Student fully completes 80% of the day's assignments, according to the student's individual learning plan.
Absent	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student is not present, seen and with camera on (if possible) for 80% of live classes, including Crew.	Absent Remote: Student does not complete 80% of attendance requirements.

Middle school students and families may receive the following interventions when absent from class:

- A Remind message call to get ready for school.

- A robo tardy call or text if not present by the end of the first activity.

- An email if not present by end of second activity or by 10:00am, whichever occurs first

- A call from the Front Office Manager following up on email.

- A robo call to the family notifying them of the student's absence from school.

Capital Village PCS will take the following actions to address absences:

- Teachers and counseling staff will be assigned cohorts of students for follow-up from the primary building

attendance administrator.

- Teachers will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.

Students who meet the definition of chronically absent will be reported to child and family services, as required by law. The school will log all contacts with a student and family using eSchools Plus. For students who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Each Unexcused Absence	Parent/guardian of the student will receive an automatic call, text, or email to notify them of the unexcused absence. Note: Please keep an up-to-date telephone number with your child's campus front desk.
Three Unexcused Absences	The school will send a written notice to the student's family regarding their student's unexcused absences and explaining the school's attendance expectations
Four Unexcused Absences	Crew meeting led by an administrator, Crew Leader, and a Student Supports Team member. Other inventions may include a letter mailed to the student's family regarding absences; referral to programs for truancy prevention support.
8 unexcused absences (cumulative)	A school administrator will send a letter to the student's family warning that their student is close to being considered "chronically truant", and the student and family will be required to meet with a school administrator to discuss/revise the student's Attendance Intervention Plan.
10 unexcused absences	The student is considered chronically truant. The school will develop/revise the plan for immediate intervention including delivery of community-based programs and any other assistance or services to identify and address the student's needs on an emergency basis. Capital Village will immediately refer all students who are ages 5-13 who have accrued 10 or more unexcused absences to the Child and Family Services Agency (CFSA), as required by D.C. law.7
15 unexcused absences	Capital Village will immediately refer all students who are ages 14-17 who have accrued 15 or more unexcused absences to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section, as required by D.C. law8. Additionally, the school will send a letter home notifying the family of their student's truancy status.

Students with disabilities will not be treated adversely for absences that are directly caused by their disabilities. As a result, it is important for staff and parents to work in tandem to support student attendance.

On-Demand Attendance Requirements

These are examples of daily assignments which students may need to complete in order to show attendance in "On-Demand" classes.

- Students complete self-paced lesson guides, including note-catchers and graphic organizers.

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

- Students complete learning activities/modules via an online-learning platform (i.e. DREAMBox, Amplify Science, Kiddom, etc.)

- Students respond to discussion board/communication stream questions via Google Classroom, which may include responding to the thoughts of other students.

- Students upload formal assessments of learning, including projects that call upon students to make real world connections to core content learning

- Students respond to questions daily that require them to debrief their learning process, directly explore how development of the Village Values lead to academic success, and/or prove understanding of new learning.

Students will be required to communicate with their teacher(s) weekly to receive instructional support. These connections may include the following:

- Students assigned an agreed upon time for them to log-in while working on independent assignments so that staff can support their specific learning needs.

- Students may be required to complete a certain number of lessons in blended learning tools

- Students report at their convenience during a teacher's live office hours.

- Students and teachers respond to a specific problem presented via email within 24 hours.

☐   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?

The school will log all contacts with a student and family using eSchools Plus. For students who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

If a student's individual learning plan includes all or some asynchronous learning, students will show attendance through touchpoints. Possible touchpoints include:

Goal-Setting/Reflection

- **Discussion Board/Online Journal Entry**

    - **Students respond to a question**

        - **Learning Target Progress**

        - **Academic Goal Setting**

        - **Village Value Connection to Academic Success**

- - **Virtual Learning**
  - **Students Respond to Other Students**
    - **Tips for Success**
    - **Lessons Learned**
    - **Encouraging Words**

Online Learning Tool Integration

- **Students select supplemental activities from a menu created based upon their independent learning needs**

Collaborative Work Session

- **Students participate in scheduled small group pull-outs with UTC Residents or SPED Teachers**

Independent Practice

- **Students log-in while working on independent assignments. Staff are available for live help during office hours on Wednesday.**

Assessments

- **Phone conversations or virtual meeting one-on-one with instructional staff to discuss content**

- **Direct 'face-to-face' online contact through class Zoom**

- **Completed exit tickets (Google form, etc.) after viewing a pre-recorded video**

- **Completed assignments uploaded to Google Classroom**

- **Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal**

Whole Student Support

A. Student Support

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

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 Crew Leaders 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.

- 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 create tele-health options for students to call and schedule sessions with school counselors.

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

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.

Alternatives 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.

- Teachers may temporarily limit students' ability to post content on LMS chat or discussion boards.

- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

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.

- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

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.**

- **School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.**

Assessing Learning Loss Due to COVID-19

- **We will assess students in September using the NWEA MAP assessment in literacy, math, and science.**
- **Students who are identified as needing recovery will be targetted during early morning Math Lab instruction.**
- **Small groups will be formed for 6-8 weeks on specific standards and sub-standards.**
- **A second assessment will document growth and the process will be repeated.**

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.

Whole Student Support

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.

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.**

- **Discussion board - Section of a website where users can submit or read messages.**

- **Chat - A window used for conferencing between two users.**

- **Breakout Room** - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.

- **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.

In order to support our mission and goal, all students need to develop certain social and cognitive skills. At Capital Village, these skills are articulated through our Village Values. The Village Values are grounded in the recommendations for social emotional learning competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). By articulating the social emotional skills that we want all students to develop, the Scholarly Habits make our expectations explicit. They are the tenets teachers reference to help students develop and take ownership over their own social-emotional and academic development. Students learn that by persevering through challenging tasks, engaging in team work, advocating for themselves, and using self-control, they can improve their academic outcomes. The Village Values also contribute to making Capital Village a safe and supportive environment in which everyone feels safe to learn and to be themselves.

The Village Values are:

Self Awareness (I know myself and the power within me.)

- I can identify and talk about my emotions.

- I can recognize other people's needs and feelings.

- I can understand how my behavior affects others.

- I can recognize my strengths.

- I can demonstrate self-confidence.

- I can advocate for myself.

Growth-Mindset (I get better everyday.)

- I control my impulses.

- I learn from my mistakes.

- I manage my stress and emotions.

- **I act with self-discipline.**

- **I am self-motivated.**

- **I set realistic goals and work hard to achieve them.**

- **I can organize my materials.**

- **I can plan and manage my own time.**

Self-efficacy (I can do this.)

- **I can do well on all of my tests, even when they are difficult.**

- **I can meet all of my learning goals.**

- **I can make connections between past learning and new concepts.**

Responsibility (I take care of myself, my community and our world.)

- **I can come to class prepared to learn.**

- **I can pay attention and resist distractions.**

- **I can remember and follow directions.**

Social Awareness (I build positive relationships.)

- **I can use verbal/nonverbal conversation cues in order to respectfully disagree and/or support the ideas of others.**

- **I can disagree with someone without starting an argument.**

- **I can describe my thoughts and feelings in ways others can understand.**

- **I can give or receive feedback.**

Capital Village's Approach to Behavior

We believe that changing behavior takes practice and effort, and that all students can and will succeed over time. We treat undesired behaviors as learning opportunities for the entire school community. We believe that undesired behaviors are opportunities for re-teaching our Village Values (i.e. self-awareness, growth-mindset, self-efficacy, responsibility, and social awareness). At Capital Village, the faculty and staff work together to understand the causes of undesired behaviors and conflict. In addition to ensuring the safety of the entire school community, our goal at Capital Village is to keep the students in school as we believe that punishment breeds resentment while implementing a restorative approach builds trust within the community.

Desirable behavior makes the learning environment a positive and safe place for everyone. This includes:

- **Take care of yourself.**

- **Take care of others.**

- **Take care of our space.**

-

Behavior that is undesirable includes: hurtful teasing or name calling, repeated ignoring of staff requests, behavior that prevents others from learning, acts of physical aggression, destruction of property, inappropriate touching of others, possession or intended use of illegal drugs or weapons, physical or verbal threats, and acts of cruelty. These behaviors take away from the positive and safe learning community that Capital Village strives to maintain.

Throughout the program; students, leaders and teachers work as a team to identify root causes of challenging student behavior and conflict. From a growth mindset perspective, students and adults understand that changing behavior is a teaching and learning process that takes repeated practice and growth over time. Therefore, "leaders and teachers identify consequences that give students opportunities to own their mistakes, repair harm to individuals and the learning environment, and to rejoin the learning community" All staff will be trained in restorative practices, restorative communication and logical consequences.

Model Plan

	• **Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards.**
	• **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.**
Communication and Student Engagement	• **Students must follow the same rules for whole group class meetings while in breakout rooms.**
	• **Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.**
	• **Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or 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.**

	• **Students must keep their username and passwords in a safe place and must not share them with other students.**
Logging into the LMS	• **Students must log into the LMS using their own log-in information.**
	• **Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.**
	• **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.**
Student Work	• **Students must submit their own work and provide citations for work created by others.**
	• **Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.**
	• **Students must treat all school and personal electronic devices with care.**
	• **Students must keep food and drinks away from the equipment.**
Taking Care of Physical 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.**

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.

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

Special Populations

This submission is a narrative to demonstrate how Capital Village PCS will meet the educational and social-emotional needs of students with disabilities and English learners. All parents will be provided training on these policies during Back to School Night, Curriculum Nights, Family Conferences, and workshops.

Preliminary Child Find System

Both on-campus and virtually, Capital Village PCS takes seriously our responsibility to ensure every eligible student receives special education services. Our staff will be trained in identifying warning signs in unidentified students early in the year in order to document a pattern of need and catch students quickly. We understand that by the middle school years, students who have not received special education services and subsequently are found eligible after an initial evaluation have lower graduation rates than students who were identified earlier as needing special services.

Beyond our own internal processes and procedures for identifying students with disabilities, Capital Village will comply with the Child Find provision of IDEA, and seriously investigate any concerns a parent may have regarding their child's eligibility for special education services. Therefore, a parent can initiate this process at any time.

While parent and staff observations are extremely helpful in determining whether a student is in need of extra support and possibly special education services, Capital Village PCS intends on supporting those tactics with a data-driven approach. Students will be rigorously monitored for deficits and our school will implement a Response to Intervention model to support all students.

Response to Intervention (RTI)

CVPCS utilizes RTI as the first step that should be taken when a student is having academic difficulties in a class or classes. The intent is to provide interventions that will help the student achieve success without entering special education. Members of an RTI team usually consists of the teacher, a school counselor, a special education teacher, other general education teachers, and teacher assistants. The general education teacher provides background information regarding the problem exhibited by the student and the team works together to develop possible solutions. RTI provides three levels of intervention for students who are experiencing problems (see RtI Framework). Generally, the first level (sometimes referred to as Tier 1) is focused on utilizing high-quality general education instruction (evidenced-based practices) in the core curriculum with all students. The second level (or Tier 2) provides targeted group instruction or some form of group remediation to improve a student's academic and/or social performance. If performance does not improve in Tier 2, then students are moved to Tier 3, which consists of intensive, individualized interventions. Referral for Special Education if the student continues to experience difficulty after tier three interventions in the general education classroom, the student may be referred for a special education evaluation. Referrals may be initiated by: School personnel (including teachers, counselors, administrators, etc.); Student's parents or legal guardian; or Any other person involved in the education or care of the child. The initial referral begins the formal process of determining eligibility for special education services. Note, before any testing can begin, the school must obtain consent from a parent or legal guardian. If the RTI team decides not to evaluate the scholar, then an appropriate response is made to the referring source. This response will share the reason and any additional follow-up that will be necessary.

- **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**

  The Tier 1 level of support includes the high-quality, research-based, differentiated instruction and ongoing formative assessments by excellent teachers and the process of identifying struggling learners who need additional support. Students identified needing additional support will be given this support within the structure of the general education classroom.

  Tier 2: Targeted Interventions
  Any students who are not making adequate progress with Tier 1 interventions will be given more support

within the general education class, such as reteaching of lessons, reassigning of lessons on an online platform, small group instruction differentiated to student need and additional support during LAB time. Any students who do not show adequate growth with this level of intervention will be evaluated for Tier 3 interventions.

- **Tier 3: Intensive Interventions and Comprehensive Evaluation**

- At this level, students will have more intensive interventions that target students' skill deficits, such as supplemental instruction during LAB time, pull out support during class time, before or after school tutoring, additional practice assigned via online software, and other similar means. Any student who continues to struggle despite these interventions will be evaluated for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).   Additionally, during our early morning Math Lab, students will participate in Tier 3 Intervention groups which will support recovery for learning loss during distance learning, as well as other gaps that are identified. This dedicated intervention time will be offered both virtually and on-campus, so that all students can assess it. Students experiencing homelessness will be able to access recovery virtually, on-campus (including transportation) and will be provided with supplies needed.

Below is the link to the Capital Village MTSS-504-SPED Process:

[Capital Village MTSS-504-SPED Process](#)

It is important to note that these tiers can be skipped to accelerate the process at any time.

Evaluation Procedures at Capital Village Public Charter School

Both on-campus and virtually, the evaluation process must be completed and an eligibility decision should be within 60 days from receiving parental consent to evaluate.

No later than 10 business days from the date of receiving a written and/or verbal referral for Special Education, the school will make reasonable efforts to obtain parental consent to hold a referral meeting. These include: 3 documented attempts using at least 2 modalities (phone calls, mail, in person) on at least 3 different dates.

If the team has decided that more data is needed, the requested assessments and data collection processes are to be completed in time for parents and guardians to receive all reports and documents related to the scheduled meeting at least 5 business days prior.

The types of assessments to be completed and data to be collected will vary based on the areas of concern identified by the Multidisciplinary Team. Capital Village has contracted with a provider that can administer some, if not all, of the assessments required online. When this is not possible, students will be brought in individually to do testing.

Supports for Access

- Special Education teachers will support students in small groups to provide supplemental instruction for students.

- For students who can not access virtual instruction as part of a group, aides or tutors will support students 1:1.

- Our related service providers are equipped to provide services remotely via a secure platform

- Our continuum of services will be provided through push-in delivery in the general education setting to the greatest extent possible. Capital Village will employ a team consisting of certified Special Educators, Inclusion Teachers, appropriate related service providers, and administrators to support the needs of students.

- Individual learning plans will be created for each student, including recovery plans for all students. The beginning of year assessments will be used to pinpoint learning loss and recovery packs will be used to

support students. Our core content (EL Education and Illustrative Math) contain recovery materials for students.

	Setting of Services	By Whom	Where?
Level 1	General education classes • Small Group Support • Supplemental blended learning tools; i.e. Lexia, iXL	• General Educator • Special Educator • Inclusion Teachers • Related Service Providers	• Breakout Rooms • Google Classroom
Level 2	General education classes • Small group support • Pull-out instructions, as needed • Supplemental blended learning tools; i.e. Lexia, iXL	• Lead Teachers • Special Educator • Inclusion Teachers • Related Service Providers	• Breakout Rooms • Separate Zoom Rooms • Google Classroom
Level 3	• Specialized Classes, with smaller groups, flexibly grouped • Related services and supplemental instruction, outside general education setting • 1:1 instruction, as needed	• Lead Teachers • Special Educators • Inclusion Teachers • Related Service Providers and/or Dedicated Aides, as required	• Breakout Rooms • Separate Zoom Rooms • Google Classroom
Level 4	• Specialized Classes, with smaller groups, flexibly grouped • Supplemental blended learning tools; i.e. Lexia, iXL • Related services and supplemental instruction, outside general education setting • 1:1 instruction	• Lead Teachers • Special Educators • Inclusion Teachers • Related Service Providers and/or Dedicated Aides, as required	• Breakout Rooms • Separate Zoom Rooms • Google Classroom

Important Notes:

Families Members With Disabilities: As a part of the Individual Learning Plan process, family members needing accommodations will be able to make a plan with mentors for how to ensure access to school information, instructional materials, etc. Teachers will make use of available tools to send information home that is accessible to family members with disabilities. For example, we can use a text-to-speech tool to present written information to a visually impaired parent.

Parents are an essential part of the student's IEP and 504 plans and will therefore take a central role in developing their child's educational plan. Parents will be kept informed of their rights in the special education process, in both oral, written, and electronic forms. We believe that students with disabilities can only thrive if their parent or legal guardian is an active participant in this process.

Students will take ownership of the creation, implementation, and monitoring of their IEPs by:

- having a voice in the development of their accommodations
- being coached by Special Educators to advocate for their accommodations
- Participating in the creation of their IEP or 504 goals
- Monitoring their data in comparison to their goals
- Presenting on their progress towards goals in IEP review

- **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.**

Our ELL Services will be provided through push-in delivery in the general education setting to the greatest extent possible.

The ELL teacher and the classroom teacher will develop language goals for each ELL student, based on the student's individual areas of growth in the language domains of Listening, Speaking, Reading and Writing. These goals will be shared with families at Family Conferences. Progress will be monitored throughout the year using the WIDA Can-Do descriptors and other grade-level assessment data, and ELL progress reports shared with parents at Family Conferences. All ELL students in grades 5-8 will take the WIDA ACCESS for ELLs proficiency test in the Spring. Results and proficiency levels will be sent to families the following September. Once an ELL Student has achieved Proficiency according to the WIDA ACCESS (Level 5 or higher in all domains), he/she will no longer be eligible for direct services. General Education teachers and the ELL teacher will continue to monitor the language development of these students for a period of two years and offer additional support if necessary.

ELLS students will have a case manager that will support students through the following methods:

Setting of Services	Where?
General education classes	
Level 4 • **Small Group Support** • **Imagine Language**	• **Breakout Rooms** • **Google Classroom**
Level 3 **General education classes**	• **IBreakout Rooms**

	• **Small group support**	• **Separate Zoom Rooms**
	• **Pull-out instructions, as needed**	• **Google Classroom**
	• **Imagine Language**	
Level 2	• **Specialized Classes, with smaller groups, flexibly grouped**	• **Breakout Rooms**
		• **Separate Zoom Rooms**
	• **1:1 instruction, as needed**	• **Google Classroom**
Level 1	• **Specialized Classes, with smaller groups, flexibly grouped**	• **Breakout Rooms**
	• **Imagine Language**	• **Separate Zoom Rooms**
	• **1:1 instruction**	• **Google Classroom**

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.**

Technology Policy

Capital Village PCS 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. Capital Village PCS 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 Capital Village PCS'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 cybersecurity to assist staff in understanding the risks and responsibilities associated with the new learning environment.

In order to ensure that students and staff will be able to access virtual learning, Capital Village will supply the following equipment

Students:

- Personal Chromebook for school and home

- Hotspots or internet services, as needed

Staff:

- Staff: Personal laptops for school and home

- Software & Resources

- Hotspots or internet services, as needed

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

Math Seminar

- We use the [Illustrative Math](#) Curriculum, hosted by LearnZillion.

- [Family Support Resources](#)

- [Lesson Prep Videos](#)

- [6th Grade Videos for Parents](#)

Math Lab

- Dreambox is our primary tool for M-Lab.

- [Click here to learn more about DreamBox Learning Math](#)

- [Mathalicious](#) is a supplemental curriculum that is used

Humanities Seminar

- We use the [EL Education Modules](#), hosted by Kiddom.

Humanities Lab

- [CommonLit](#) is our primary tool for H-Lab. Teachers can supplement with other tools, as the year goes on.

Science & Health

- We use [Amplify Science](#) for all Science Instruction

Other Tools

- eSchools Plus

- Kickboard

- Go Guardian - Internet Safety Tool

Training

For every piece of equipment and software, we will provide training for staff, students, and families (especially for younger children) on proper use and care. Most of this training will be on-demand, so parents and students can access it as needed.

Review & Assessment:

- Equipment

We will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs. We will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.

- Internet availability and speed, and number of household members expected to be using the Internet during the school day

- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet

- We will use Go Guardian to maintain internet security.

- Software

Based on the instructional plan, determine what software best supports remote learning. We will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff strengths and needs. Inventory communication resources and protocols and evaluate performance and needs.

- Training

We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. 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 and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

Where possible, students will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for proper use and care of equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for shipping the equipment directly to the student. Training, expectations and care of equipment will be provided virtually in such cases.

Replacing/Repairing Equipment

- Equipment

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

- ○ Families will be able to bring their computer in for service once a week
  - ○ Families may also access technical support through remote support once a week.

Expectations for student access to the 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.

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).**

Family Engagement Policy

This policy will describe how Capital Village PCS will partner and communicate with families about continuous learning and school operations. This policy articulates how Capital Village PCS will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adopt 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.

 General School-wide Communication

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.

However, in general, it is the goal of Capital Village that Crew leaders check in with 100% of their families on a weekly basis and communicate needs to the Student Support Team within 24 hours.

- **TACTICS**
  - Pre-scheduled Crew leaders check-ins with students and available Office Hours each week for students or families

  - Each Crew has a separate Remind account, so the Crew leader can text parents and students who opt in. Each crew leader manages his/her own list and school leaders have access to all lists.

  - Any family needs are entered into a secure database to alert the student support team and track progress towards meeting the need.

  - If a family is disengaged, the following steps is meant to provide triaged support to the Crew leader:
    - Level 1: Mentor contacts family using email, phone, and text.

    - Level 2: If no success, the family is passed to the Front Office Manager who will schedule a conference using email, phone, text, and mail.

    - Level 3: If no success, the family is passed to the counselor to schedule a School Leader Home Visit using social distancing measures.

Website

Capital Village PCS' website 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 like menus, activities calendars, and lunch applications. This information will be available to families at all times.

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 Hand Book, 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 Capital Village PCS 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: A link to the learning management system (LMS), Google Classroom, will be available for students and families to access student report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

Parent Resources: Videos that explain how to access online tools, important content concepts, and key student supports will be posted online for all families to access.

Social Media

Capital Village PCS has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used daily to build broad awareness of Capital Village PCS, engage the broader DC community in the great success of Capital Village PCS students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities.

Direct to Family

Capital Village PCS, as a school, will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school at least twice weekly.

FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

Capital Village PCS 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. We 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.

Trainings

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

- troubleshooting your device at home

- accessing Capital Village PCS's distance learning platform and materials; and

- navigating the learning management system.

Other Engagement Strategies

- Prior to the beginning of the year and before each quarter, we will hold both surveys and focus groups to gather feedback and make improvements to this plan.
- In the family handbook, there will be helpful information, resources, and expectation for family participation in student learning. Thi
- During Family Orientation and Back to School, families will receive meet teachers and other parents. They will be able to learn more about class expectations and procedures
- Using our LMS and online grade book, parents will be able to get feedback about student work.

Continual Improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards, Capital Village PCS 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.

Resources

Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

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 Aja Bogan (abogan@capitalvillageschools) within 24 hours of the household member's diagnosis. We also message to families to have students only attend virtual classes and events until cleared by a doctor.

Trainings

To prevent the spread of coronavirus, Capital Village PCS will offer on-demand 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 Capital Village PCS website.

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

☑ Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☑ LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

☑ LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.

☑ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

☑ During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

☑ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

☑ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

☑ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

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

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

☑ The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

☑ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

  ◦ An accessible, family-facing description of their continuous education plan; and
  ◦ Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Capital Village PCS

LEA Leader Name: Monica Green

Date: 10-14-2020 01:09 PM