

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

**LEA Name: Community College Preparatory Academy PCS**

**LEA Contact: Mr. Jason Lody**

**LEA Type: Adult**

**Date Generated: 10/06/2020**

### Background and Purpose

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

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

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

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

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

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

### School Recovery Operations Plan

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

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

The Community College Preparatory Academy (CCPrep) will regularly clean, disinfect and sanitize surfaces and materials per District guidance on cleaning and disinfecting and the CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes. The school will adhere to the following:

#### a. What is the cleaning schedule? For example, what happens weekly, daily and multiple times per day?

- Clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g. face shields, door knobs/handles, light switches, thermostats, etc.). Also, these surfaces will be sanitized at least once per day
- Monthly sanitization of both buildings following a weekly schedule that will allow the entire building to be completely sanitized at the end of every month
- Clean and vacuum hallways on a daily basis and add them to the monthly sanitization schedule
- Place signage in every classroom reminding staff of cleaning protocols/practices
- Place cleaning products in every classroom and ask each adult student/staff member to clean their stations (desk, chair, computer, etc.) before and after every class
- Require staff to clean all workstations at the beginning and end of their shift, and allow for time during the day for our cleaning crew to disinfect their work station at least once per day
- Bathrooms will be cleaned and disinfected throughout the day and sanitized on a daily basis
- Monthly sanitization of both buildings following a weekly schedule that will allow the entire building to be completely sanitized at the end of every month
- For all cleaning, sanitization and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time and drying time before use
- Every Wednesday, all students and staff will follow a remote work/class schedule to allow for a deep cleaning of all CCPrep campus

#### b. 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)?

- In the event of a positive COVID-19 case in the school community, and if seven days or fewer have passed since the person who is sick used the facility, CCPrep will control the spread of the virus by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case for at least a 24-hour period. Air circulation will be increased to the best of the school's capability, allowing respiratory droplets to settle. After this period, no individual will be allowed into the contaminated area(s)

without gloves and masks. The school will conduct a thorough cleaning and disinfecting of all areas after the 24-hour period has ended.

- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary.

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

In the event of a positive COVID-19 case in the school community, and if seven days or fewer have passed since the person who is sick used the facility, CCPrep will control the spread of the virus by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case for at least a 24-hour period. Air circulation will be increased to the best of the school's capability, allowing respiratory droplets to settle. After this period, no individual will be allowed into the contaminated area(s) without gloves and masks. The school will conduct a thorough cleaning and disinfecting of all areas after the 24-hour period has ended.

If a student or staff member develops symptoms of COVID-19 throughout the school day, but is not confirmed to have COVID-19, CCPrep will adhere to the following:

- Follow the Exclusion Criteria
- Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.
- Once the room is vacated at the end of the day, perform deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the ill individual was in contact. If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary.

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

CCPrep will work with landlords to make sure that the HVAC system works to the best of its capacity in order to increase air circulation as much as possible. HVAC filters will be replaced once a month at our MCT campus using MURV 11 and MURV 13 filters. Our MLK campus at the time of this submission is still in design, but will meet or exceed recommended standards.

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

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

### **I. Traveling to and from School**

- Students and staff will be instructed to be aware of safety advisories and considerations during their travel to and from school, including using public transportation, individual cars, and/or shared rides
- Consider staggering and selecting schedules that attempt to avoid peak commute hours to make following safe practices easier for travel
- Students and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute by:
  - Maintaining six feet of distance between others on the sidewalk as much as possible, avoiding highly-congested routes if an alternative route is reasonable and safe
  - Standing back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups
  - Avoiding touching unnecessary surfaces and objects; when surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percentage of alcohol
- Students 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 by:
  - Maintaining six feet of distance between others on the sidewalk and train platforms, avoiding highly-congested routes if reasonable and safe
  - Standing back from gathering points such as intersections to avoid congregating in large groups
  - Familiarizing and staying current with transit system alerts and procedures for passenger safety
  - Keeping up-to-date on DC Metro services and system alerts
  - Avoiding touching unnecessary surfaces and objects; when surfaces and objects are touched, use hand sanitizer with at least the recommended percentage of alcohol
  - Using hand sanitizer after leaving the transit system
  - By following the instructions above for the remaining distance
- Students 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 by
  - Maintaining six feet of distance between others on the sidewalk as they walk up to the school building
  - Using hand sanitizer with the recommended percentage of alcohol after leaving the vehicle

## II. Staff Schedule

Given the nature of our academic and operational plan, the staff schedule is unique to each individual staff member, and is fluid based on the needs of the students.

### Sample Student Schedule

<b>Synchronous Schedule</b>	<b>Asynchronous Schedule</b>
<b>Monday-Friday</b>	<b>Monday-Friday</b>
<b>Optional Class Times</b> 1. 9:00-10:30 am 2. 10:30-12:00 pm	<i>The selected class option must be viewed with all work submitted each Sunday by 11:59 p.m.</i>

3. 5:00- 6:30 pm	
4. 6:30- 8:00 pm	
<p><b>Additional student supports available:</b></p> <ol style="list-style-type: none"> <li>1. Academic Intervention Support</li> <li>2. Student Success Specialist</li> <li>3. Scheduled Office Hours with Instructors</li> </ol> <p><i>*Time will vary for each from 30 minutes to 1 hour and will be pre- scheduled by the student</i></p>	

**Sample Instructional Schedule**

<b>Synchronous Schedule</b>	<b>Asynchronous Schedule</b>
<b>Monday-Friday</b>	<b>Monday-Friday</b>
<p><b>Optional Class Times</b></p> <p style="text-align: center;">5. 9:00-10:30 am</p> <p style="text-align: center;">6. 10:30 am - 12:00 pm</p> <p style="text-align: center;">7. 5:00-6:30 pm</p>	<p>With the use of technology, Instructors will record instructional videos for asynchronous students while simultaneously providing live instruction to synchronous students. Instructors may also opt to pre-record a lesson before the live</p>

8. 6:30-8:00 pm	delivery with the goal of ensuring lessons are available beginning at the start of each synchronous class.
<p><b>Additional instructional task supports available:</b></p> <ol style="list-style-type: none"> <li>1. Instructional delivery times will range from 9:00 a.m. to 8:00 p.m.</li> <li>4. Academic intervention support will be primarily provided synchronously throughout the above times or be provided asynchronously with pre-recorded support lessons, guides or requested assistance</li> <li>5. Instructors' office hours will be scheduled outside of class hours and students will be able to make specific requests during or after normal hours or have access to support curriculum and other resources aligned to course lessons with interactive demonstrations.</li> </ol> <p><i>*Time will vary for each from 30 minutes to 1 hour and will be pre-scheduled by the student</i></p>	

### III. Daily Health Screening

At the time of reporting, CCPrep is exploring the option of using an electronic smartphone application for staff/students to possibly utilize for the purposes of self-reporting symptoms/temperatures prior to entering CCPrep's campuses/buildings.

Students 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.

Students, Staff and Vendors will complete a health assessment form electronically or physically prior to

entering the building. The purpose of this screening is to slow the spread of the virus. In keeping with these recommendations, all employees, students and contractors who will be coming into a CCPrep facility to work, for

instructional sessions, for meetings, or to pick up/drop off items, are required to be screened and report if they are experiencing:

- Fever (subjective or 100.4 degrees Fahrenheit) or chills
- Cough
- Congestion
- Sore throat
- Shortness of breath or difficulty breathing
- Diarrhea
- Nausea or vomiting
- Fatigue
- Headache
- Muscle or body aches
- New loss of taste or smell
- Or otherwise feeling unwell.

After verification that the staff/student/individual is screened, they will be provided a visible marker (e.g. sticker, wristband, etc.) to be worn at all times during their presence on the campus. Any student, staff member, or essential visitor meeting “Yes” for any of the symptoms above shall not be admitted. 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 the specific symptoms are not due to COVID-19

Individuals who have traveled to a high-risk state of country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency. Travel to and from Maryland and Virginia is exempt from the Order. The high-risk state list will be posted by DC Health every two weeks on [coronavirus.dc.gov](https://coronavirus.dc.gov). Schools may choose to incorporate questions about recent travel to high-risk states into their daily health screenings.

During temperature checks, the staff member will use personal protective equipment (PPE) helping to eliminate or minimize exposures due to close contact with a person who may have symptoms. 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 non-contact thermometer will be used to read temperatures. The staff member will wash his/her hands with soap and water for 20 seconds. If soap and water are not available, he/she will use a hand sanitizer with at least 60% alcohol. She/He will make a visual inspection of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), or fatigue. Then, she/he will check the individual's temperature. The staff member will then remove and discard the PPE and wash his/her hands with soap and water for 20 seconds. If soap and water are not available, he/she will use a hand sanitizer with at least 60% alcohol.

In the event that an individual exits the building during any period of time, they will be re-screened upon entry and their temperature will be recorded again.

If a staff member and/or students needs to engaged in tracheostomy suctioning and nebulizing treatment CCPrep will follow 8/21/2020 OSSE guidelines.

#### **IV. Grouping**

CCPrep will not host any group activities or large gatherings of students and/or staff when social distancing guidelines cannot be followed. CCPrep will cancel, eliminate, or modify programs to adhere to the following guidelines:

- Cancel or modify classes where students are likely to be in very close proximity
- Eliminate non-essential travel for staff and teachers
- Revise the process for receiving mail and packages; only have necessary items/resources delivered and combine orders so fewer deliveries are made
- Limit non-essential visitors

#### **V. Non-medical Face-coverings**

All school staff and students will wear face coverings at all times when in the building, and when outside of the building when in close proximity to others. If an adult has a medical condition that prevents she/he from wearing a face covering, she/he must have documentation on file from a medical provider that she/he is not able to wear a face covering. We will work with all staff and students during onboarding to ensure that accommodations are met. Otherwise, that individual should not participate in any in-person school activities. All people coming into the building must wear face covering at all times.

#### **Instances when face coverings do not need to be worn:**

- Determined by guidance from the District of Columbia at the current time
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;
- 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 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.

#### **VI. Ensuring the safe use of clean face coverings:**

Students and staff will be highly encouraged to bring a face covering with them. However, in the event that a student, staff member, or guest does not have a face covering, one will be provided by the school. When feasible, staff and students wearing face coverings should bring multiple clean coverings each day.

Staff and students should exercise caution when removing the covering, always store it out of reach of other students, and wash hands immediately after removing. Be careful not to touch eyes, nose or mouth while removing the mask. Face masks that are taken off temporarily to engage in any activities should be carefully folded and stored between uses in a clean sealable paper bag or breathable container.



## **Ensuring the safe use of clean face coverings:**

Students and staff will be highly encouraged to bring a face covering with them. However, in the event that a student, staff member, or guest does not have a face covering, one will be provided by the school. When feasible, staff and students wearing face coverings should bring multiple clean coverings each day.

Staff and students should exercise caution when removing the covering, always store it out of reach of other students, and wash hands immediately after removing. Be careful not to touch eyes, nose or mouth while removing the mask. Face masks that are taken off temporarily to engage in any activities should be carefully folded and stored between uses in a clean sealable paper bag or breathable container.

## **VII. Hygiene**

CCPrep will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of COVID-19 and other diseases. CCPrep will ensure that the following activities will occur to maintain a healthy environment:

- A Health Screen occurs for all people entering the school
- Health Screen materials are properly cleaned and stored
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue, etc.) are readily available in every bathroom and classroom throughout the day
- 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 into the trash and hands washed immediately with soap and water for at least 20 seconds
- 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, and after blowing your nose, coughing, and/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 percentage of alcohol.
  - Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations throughout the building

## **VII. High-Risk Individuals**

CCPrep will notify all families and staff, as recommended by DC Health, that any individual at increased risk for experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school. This includes, but is not limited to, people with:

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

Any student or staff member who has a medical condition not listed above but is concerned about their safety is

recommended to consult with their healthcare provider before attending in-person activities.

## **IX. Exclusion, Dismissal and Return Criteria from On-site Learning**

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

### **Exclusion Criteria:**

- Students and staff must stay home, or not be admitted if presents any of the following symptoms:
  - Fever (subjective or 100.4 degrees Fahrenheit) or chills
  - Cough
  - Congestion
  - Sore throat
  - Shortness of breath or difficulty breathing
  - Diarrhea
  - Nausea or vomiting
  - Fatigue
  - Headache
  - Muscle or body aches
  - New loss of taste or smell
  - Or otherwise feeling unwell
- Students and staff must stay home, or not be admitted if:
  - Any member of their household is confirmed to have COVID-19, or
  - Any member of their household is awaiting COVID-19 test results
- 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 the specific symptoms are not due to COVID-19.

### **Dismissal Criteria**

- If a student or staff member develops a fever or other signs of illness, the school must follow the above Exclusion Criteria regarding the exclusion and dismissal of students and staff. CCPrep is to send the staff member or student home immediately and follow cleaning and disinfecting procedures for any area, materials and equipment with which the staff member or student was in contact. If the staff member or student is not able to leave the facilities, CCPrep has designated a room on each campus for the person to be isolated from other individuals until such time as they are able to leave.

### **Return Criteria**

- 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 below.
  - If negative, see #3 below.
  - Individuals must quarantine while awaiting test results.
- If an individual does not complete a COVID-19 test, they 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 have passed from the time 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 (to the school) that those specific symptoms are not due to COVID-19.

### 1. Positive COVID-19 Test Result

- If symptomatic, the individual 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.

### 2. 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:
  - The individual meets the standard criteria to return after illness
- Per Scenarios #3 and 4 below, 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.

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

- 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

### 4. Travel to High-Risk State or Country, as [Defined by DC Health](#)

- 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.

## X. Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Lynnette Appling, Human Resources Manager, as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19:

- **Step 1: Report to DC Health Department**
  - The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report (<https://redcap.doh.dc.gov/surveys/index.php/surveys/?s=DHNA4X8LJC>)
- **Step 2: Communication to Families and Staff**
  - Schools are to have communication protocols in place that protect the privacy of individuals and alert their families and school staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include the following:
    - Notification to all staff and students in the event of a change of school schedule
    - Notification to those staff and students in close contact with the individual, which will state the requirement to quarantine for 14 days
    - 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 positive COVID-19 case in the school community and if seven days or fewer have passed since the person who is sick used the facility, CCPrep will control the spread of the virus by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case for at least a 24-hour period, increasing air circulation to the best of the school's capability, and allowing respiratory droplets to settle. After this period, no individual will be allowed into the contaminated area(s) without gloves and masks. The school will conduct a thorough cleaning and disinfecting of all areas after the 24-hour period has ended.

## XI. Distributing Educational Materials

All educational materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, alternative methods will be arranged to deliver their materials. The student will sign an agreement to take care of the materials and follow school behavior policy.

## XII. Providing Personal Protective Equipment (PPE)

Face coverings will be available for every individual and gloves when required by the staff or the student. In addition, any individual participating in health screenings will be provided with gloves and a face covering and face shield. For all front desk personnel who interact with external visitors (e.g. mail carriers, visitors, prospective students, etc.), CCPrep will provide a barrier made of flexible plastic. For all deliveries that do not require a signature, arrangements will be made to have those deliveries left in the foyer to minimize contact/potential spread of the virus. CCPrep will adhere to the guidance below at a minimum. These guidelines do not replace professional judgment, which must always be used to ensure the safest environment for staff and students.

Note: Staff, students and visitors must practice good hand hygiene throughout all of the scenarios and maintain physical distance of six feet to the maximum extent feasible.

**Wearing gloves is not a substitute for good hand hygiene.** Gloves must be changed between activities, and hand hygiene must be performed between glove changes. If skin comes into contact with any secretions or bodily fluids, it must be immediately washed. Contaminated clothing must be immediately removed and changed.

**·Working with Students Who Are Not Known or Not Suspected To Have Covid-19**

**Lower Risk:** *6 feet of physical distance cannot always be maintained. Close contact with secretions or bodily fluids is not anticipated.*

- Non-medical (cloth) face covering

**Medium Risk:** *Staff are in close/direct contact with less than 6 feet of physical distance. Close contact with secretions or bodily fluids is possible or anticipated.*

- Non-medical (cloth) face covering
- If potential exists for bodily fluids to be splashed or sprayed (e.g., student is spitting, coughing; providing a nebulized medication, etc.), instead use surgical mask and eye protection (face shield or goggles)
- Coverall
- Gloves must be used per existing procedures (e.g., when diapering, administering medication, etc.)

**Higher Risk: School nurses** who are engaged in aerosol-generating procedures<sup>4</sup> must follow additional guidance for Healthcare Providers per DC Health.

**·Working with Students Who Are Known Or Suspected To Have Covid-19**

Staff working with any student/child who is known to have COVID-19 or who is exhibiting symptoms of COVID-19 must take additional steps.

While responding briefly to a sick student, or while escorting a sick student to the isolation room:

- If the student is wearing a face covering (non-medical (cloth) *or* surgical mask and is able to maintain 6 feet of distance, accompanying staff must wear:
  - Non-medical (cloth) face covering
- If the student is not wearing a face covering (non-medical (cloth) *or* surgical mask), or is not able to maintain 6 feet of distance, accompanying staff must wear:
  - Surgical mask
  - Eye protection (face shield or goggles)
  - Coverall
  - Gloves

While supervising a sick student in the isolation room, staff must always wear:

- Surgical mask
- Eye protection (face shield or goggles)
- Coverall (e.g., long sleeve button-down shirt)
- Gloves

The sick student and any staff accompanying or supervising them to/in the isolation room must safely remove and store their cloth face covering, or dispose of their surgical mask, after use.

**·PPE For Staff In Special Situations**

- Custodial Staff
  - Non-medical (cloth) face covering
  - Gown/coverall
  - Gloves

- Other PPE may be needed based on cleaning/disinfectant products being used and whether there is a risk of splash. If more information is required, CCPrep will refer to the CDC's website [here](#).

Classroom educators and staff who are cleaning and disinfecting areas or equipment utilized by a sick individual must follow Custodial Staff guidelines outlined above. Classroom educators and staff doing routine cleaning (e.g. of high-touch rate surfaces) must wear non-medical (cloth) face covering and gloves.

## **Instructional Delivery Plan**

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

### **I. Purpose**

In compliance with the request made by the Office of the State Superintendent of Education, CCPrep proposes the following plan to provide both in-person and distance learning for the 2020-21 school year (SY). Following the guidance provided, the plan is built around high expectations, equity and access, as well as engagement.

## II. Assumptions

In this plan, the following assumptions are made:

- This initial draft plan will serve as a guiding framework for the development of a more detailed plan that includes enrollment numbers, specific scheduling maps for both CCPrep locations and course-specific support needs, and student preference survey data. This information will determine the full re-engagement of instruction at CCPrep for the 2020-21 school year.
- As a Local Education Agency operating within the District of Columbia intending to enroll and serve students for the Fall 2020, CCPrep will provide instruction across a continuum that includes the following:
  - 100% virtual instruction
  - A hybrid instructional model that includes a percentage of time in both face-to-face and distance learning
  - Some students enrolled in courses requiring hands-on learning may participate in limited on-site instruction on a modified schedule that maintains both safety and capacity requirements for the designated facilities (1 to 2 days per week)
- For in-person learning, we will be following the respective local Phase re-entry protocol surrounding occupancy guidelines (currently, Phase 2: classroom capacity is 12 individuals plus one additional staff to support student needs)
- School staff/students will comply with DC Health Guidance (including processing confirmed cases in the school)
- There will be certain students who must physically learn on-site and others who, for other reasons, prevent them from participating in any face-to-face learning (e.g. individuals who for health or age reasons are considered high-risk)
- We may also have certain students who choose not to come to school due to health/safety concerns
- Distance learning will be inclusive of both synchronous and asynchronous options for participation

## III. School Schedule Options/Terms

### Hybrid

To facilitate equity in terms of access and instructional appropriateness, this option will initially be made available to students enrolled in courses where the foundation of learning is built around hands-on experiences and exploration (e.g. HVAC or other CTE courses). Consideration will also be given to unique cases where students are unable to participate in remote learning due to extenuating challenges that may include a lack of technology access, or limitations involving competing environmental factors that will have a detrimental impact on learning.

Students participating in this option may attend school in-person potentially two days per week, and attend school remotely using synchronous or asynchronous activities with a subject instructor. For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many which may be done without the use of technology to be submitted when in-person or through the use of photos, copies dropped off, and/or mailed to the respective site.

### Remote Synchronous

This option is available for students who are immune-compromised, or who have a family member who is immune-compromised, or whose preference is to not attend school in-person. In this option, the students may experience learning from home a few days a week via synchronous learning, and additional days per

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, or when a student’s schedule is best suited to course completion. Students will be able to access content instructors for pre-determined and communicated office hours throughout the school week.

*Both remote learning options will involve significant supports for students prior to beginning the course through our introduction to CCPrep, as well as built-in Digital Literacy instruction at the beginning of each course with ongoing support for students throughout the term. Digital literacy will be assessed through our NorthStar Digital Literacy Assessment given during the orientation process. Instructors will receive student results and tailor a unique instructional experience to meet the needs of the student around basic access and understanding. Students will also have the opportunity to access a school-based help desk, and, for more significant issues, access to our IT vendor support.*

*Additionally, the instructional hours daily for both options will range depending on the course from 90 minutes to 120 minutes (120 minutes for select CTE courses with significant hands-on requirements). Classes will meet five days per week for the length of the course and/or term.*

**Distance Learning Instructional Hours**

Learning Modes	Average Daily Instructional Hours	Average Weekly Instructional Hours
Asynchronous	2	10
Synchronous	2	10

*Hours by program may vary, as some courses meet for longer periods daily with a four-day cycle (i.e. all evening CTE courses such as HVAC and CompTIA)*

**IV. Learning Modes**

**Synchronous learning with Content Teacher (SL w/CT)**

When remote, this instruction is conducted via a platform in which student(s) and instructor are interacting directly with one another. Lessons may be given via direct instruction, or with students working on projects while monitored by the instructor. On-site, this lesson may include the instructor and student(s) occupying the same room. When remote, this instruction includes the instructor and student(s) using the same format: Google classroom or other Meeting platform, etc., or telephone. The expectation is that the student(s) may



ask questions and the instructor may ask questions of the student(s) to engage in real time student-learning.

#### **Asynchronous learning with Content Instructor (ASL w/CT)**

This method requires the instructor to prepare lessons that can be accessed anytime, anywhere. The student would need access to a pre-recorded lesson in which the instructor provides the lesson. When learning on-site, this lesson could be provided by a designated support staff member in order to minimize the circle of exposure. When remote, the lesson can be accessed by personal or school-provided technology.

#### **Synchronous learning without Content Instructor (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 online activity or project. This can be group work or individual work depending on the course. The student on-site would do this task under the supervision of their content instructor. When remote, the student would do this task independently. If the student needs support, the instructor can be available by phone, email, LMS, or “chat.”

#### **Asynchronous Learning without Content Teacher (ASL w/o CT)**

This instruction is individual or group work that can be done independently. The instructor will expect the work to be completed by a certain time each day or week. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected daily/weekly and may be used as an additional measure of attendance. The product of these work blocks may be referred to as “exit tickets, assignments, projects, etc.” 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 into a support team member to pass to the instructor.

### **V. Learning Management System**

Google Classroom will be utilized as the primary learning platform for instruction and will be supplemented by others such as ZOOM, Microsoft Teams and Google Meet. Class assignments and document sharing will occur on this platform and the supplemental platforms will support remote synchronous or asynchronous instruction. Those students participating in a hybrid class will also utilize Google Classroom for remote lessons, either streamed live or pre-recorded.

### **VI. Personnel**

Regardless of whether students are on-site or remote, the amount of time, dedication and support an instructor provides their students will be closely aligned. To achieve this goal, and

for purposes of equity and logistics, CCPrep will align scheduling both for remote and in-person instruction to meet a given engagement time. Instructors will be supported in engagement activities by wrap-around services provided by the following individuals:

- Student Success Specialist
- Academic Interventionist

## **VII. Attendance**

Student attendance will not be based primarily around in-seat or login attendance, as our adult learners will interact with various instructional staff on a given day outside of in-person or synchronous instructional time. Consideration will be given for academic intervention, student success coaching and/or other course- or support-related consultation involving their current program. Greater details in the collection of attendance are provided in later sections of this document.

## **VIII. Materials**

Instructional staff will access digital lesson plans, utilize instructor-generated resources and computer-based applications to deliver instruction. Primary materials, such as access to technology, will be addressed through the technology distribution plan to ensure all students have access to both equipment and the internet. Supplemental and course-specific applications will be accessed online with the designated login information. This includes the main LMS platform, student email and computer-based practice and skill development applications built into all GED or CTE courses.

## **IX. Content Instructor**

The instructor is the content area expert responsible for ensuring that students are learning. While a content instructor may need to roam (physically and/or electronically) into other communities to provide content-rich instruction, the content instructor's primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners. They will plan lessons that can be taught remotely and in-person. There may be times, for example, when the content instructor provides direct instruction to the students on-site and records the lesson or live-streams it to the students who are learning from a remote location.

## **X. Academic Interventionist**

The Academic Interventionist will work with multiple groups of students on a consistent basis and receive new students based upon academic, attendance and engagement issues. This team will work in collaboration with the course instructors and the Student Success Specialists to respond to student needs as prescribed by the intervention plan and data collected around the issues. Daily tasks will include co-teaching specific classes as well as scheduled intervention hours for remote student support sessions and unique in person support situations.

**XI. Instructional Plan Monitoring**

CCPrep’s instructional plan will be monitored on a bi-monthly schedule around the following:

- v. Student Attendance
- v. Student Platform Engagement
- v. Overall Academic Progress

Student Attendance will be monitored for both asynchronous and synchronous learners with consideration being given to ensure technology and connectivity are not barriers to participation. The monitoring of attendance will be a shared priority among instructors and support staff on both a daily and weekly basis. Instructors will support students both in and outside of virtual sessions during class times as well as designated office hours. Students will also have available support from program specific academic interventionist around Humanities, STEM and CTE courses as needed and as assigned. One example of how student engagement will be monitored is through a review of actual participation time on the synchronous learning platforms. Asynchronous engagement will include a review of daily academic touchpoints and the weekly completion rate.

**XII. Sample Schedules**

**Sample Student Schedule**

Synchronous Schedule	Asynchronous Schedule
<b>Monday-Friday</b>	<b>Monday-Friday</b>
<p><b>Optional Class Times</b></p> <ul style="list-style-type: none"> <li>1. 9:00- 10:30 am</li> <li>2. 10:30- 12:00 pm</li> <li>3. 5:00- 6:30 pm</li> <li>4. 6:30-8:00 pm</li> </ul>	<p><i>The selected class option must be viewed with all work submitted each Sunday by 11:59 pm</i></p>
<p style="text-align: center;"><b>Additional student supports available:</b></p> <ul style="list-style-type: none"> <li>○ Academic Intervention Support</li> <li>○ Student Success Specialist</li> <li>○ Scheduled Office Hours with Instructors</li> </ul> <p style="text-align: center;"><i>*Time will vary for each from 30 minutes to 1 hour and will be pre- scheduled by the student</i></p>	

**Sample Instructional Schedule**

Synchronous Schedule	Asynchronous Schedule
Monday-Friday	Monday-Friday
<b>Optional Class Times</b> 5. 9:00- 10:30 am 6. 10:30- 12:00 pm 7. 5:00- 6:30 pm 8. 6:30-8:00 pm	With the use of technology, Instructors will either record instructional videos for asynchronous students while simultaneously providing live instruction to synchronous students. Instructors may also opt to pre-record a lesson before the live delivery with the goal of ensuring lessons are available beginning at the start of each synchronous class.
<p style="text-align: center;"><b>Additional instructional task supports available:</b></p> <ul style="list-style-type: none"> <li>◦ Instructional delivery times will range from 9:00am to 8:00pm.</li> <li>◦ Academic intervention support will be primarily provided synchronously throughout the above times or be provided asynchronously with pre-recorded support lessons, guides or requested assistance</li> <li>◦ Instructors’ office hours will be scheduled outside of class hours and students will be able to make specific time request during or after normal hours or have access to support curriculum and other resources aligned to course lessons with interactive demonstrations.</li> </ul> <p style="text-align: center;"><i>*Time will vary for each from 30 minutes to 1 hour and will be pre-scheduled by the student</i></p>	

- **Describe the training and professional development for school staff to support the effective implementation of this instructional plan;**

### **I. Professional Development**

Over the summer (2020), content instructors will have received at least 10 hours of training on Google Classroom and at least 24 hours of instructional best practices for the blended learning environment provided by MOSAIC EDUCATION. The training will focus on understanding blended learning models and their benefits, along with the purposes of asynchronous and synchronous tools. Additionally, all staff members will work remotely and receive professional development on Wednesdays. The development will focus on assessing student learning, troubleshooting blended learning issues and engagement. During their Wednesday professional development remote work sessions, instructors and other support staff are given time to collaborate and develop intervention support plans for students who show signs of disengagement.

### **Assessment and Promotion Policy**

#### **A. Assessment**

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

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

Other (identify vendor)

- 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.

Students in the various program pathways will follow the prescribed assessment preparation steps which include meeting course benchmarks and assessment threshold scores to move forward. Through a collaborative sharing of information, the instructors, program leaders and all instructional support staff will share progress and check-in data on students to support and monitor progression and assessment readiness. Students will be accommodated for testing through virtual opportunities that involve time constraints, scheduled test access and preparation support. Test preparation materials can be shared electronically, and test proctoring can be achieved through a virtual testing location where both students and staff are visible to each other, as well as their work screen. Formal assessments will be administered across both learning environments as described below.

### I. Formal Assessments

On-site	Remote synchronous and asynchronous
As the GED is only given at testing sites, the school will create this atmosphere for students to take practice GED exams once per month. For students immune-compromised, the school will test by themselves in a clear and prepared room with one adult practicing social distancing.	<ul style="list-style-type: none"> <li>• Practice GED - Online</li> <li>• TABE</li> <li>• AZTEC</li> <li>• Practice Certification Exam</li> </ul>

### II. Timely Intervention

By collaborating with the Student Success Specialist, the instructor will participate in collaboration meetings and update sessions for struggling students to supplement information they are gleaned from student work and formative assessments. Intervention meetings will triage issues and recommend support around information technology, counseling and learning. Overall student data will be reviewed monthly and include attendance, academic progress as measured by progress towards certification benchmarks, test readiness results and other instructor-generated assessments.

### 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.

As an adult charter school, CCPrep does not utilize a grading system. Students enroll in a desired pathway that

may include GED and other Computer Technical Education and work towards readiness to complete the qualifying exam or certification program.

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

CCPrep functions as an adult charter school; thus, students work toward program completion, rather than graduation.

**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?

As an adult charter school, attendance will be reported at CCPrep as present and absent:

- For on-site attendance, students will be marked **present on-site** or **absent on-site**
- For remote attendance, students will be marked **present remote** or **absent remote**.

For a student to be marked present-remote when attending school remotely, the student would have to meet one (1) of the touchpoint requirements. Remote touchpoints that CCPrep will utilize the following methods:

- Phone conversations or virtual meeting one-on-one with Teachers, Learning Interventionists and Academic Support staff members to discuss content.
- Phone conversations or virtual meeting one-on-one with Student Success Specialists to discuss progress and challenges.
- Direct ‘face-to-face’ online contact through Zoom, Skype, TEAMS and Google Classroom
- Educational Engagement - Completed and submitted daily Google Classroom assignments after viewing pre-recorded video (>50% completed will be considered present, regardless of accuracy)
- Completed and submitted Google Classroom assignments after viewing a pre-recorded video (>50% complete will be considered present, regardless of accuracy)
- Email exchange between students and Teachers, Learning Interventionists or Student Success Specialists to address content, progress and/or challenges

- **What constitutes evidence of education engagement daily for the student to be marked present?**

	<b>On-site</b>	<b>Virtual</b>	<b>Virtual</b>
--	----------------	----------------	----------------

	<b>synchronous</b>	<b>synchronous</b>	<b>asynchronous</b>
<b>Present</b>	Present: Student attends school for full class session.	<p>Present Remote: Education Engagement - Student presence is captured in Google Classroom and participates by one or more of the following:</p> <ul style="list-style-type: none"> <li>• Is visible in the virtual classroom</li> <li>• Actively engages in classroom discussion</li> <li>• participates in group activities</li> <li>• Saves student work in file, demonstrating some progress</li> <li>• Completes daily assignment</li> </ul> <p>(B) Student responds to remote touchpoint contact(s) documented by the Teachers, Interventionalist, Academic Support staff and/or Student Success Specialists.</p>	Present Remote: Education Engagement - (A) Student logs in to Google Classroom and fully OR partially completes the daily assignment AND (B) Student responds to another remote touchpoint contact(s) documented by the Teachers, Academic Support staff and/or Student Success Specialists.
<b>Absent</b>	Absent On-site: Student is not on-site during the school day AND is not captured in remote touchpoints.	Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote touchpoints.	Absent Remote: Student does not produce evidence that assignments are at least partially complete AND does not meet remote touchpoints.

Both evidence of Education Engagement and touchpoints must happen each day for the student to be marked as present. Should a student lack one of these two requirements on a particular day, they will be marked as absent for that day.

- 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?

Included in above response to Option A.

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

## I. Attendance Monitoring and Reporting

CCPrep will take the following steps to track student attendance:

- Teachers and Interventionists are responsible for daily attendance for students on-site will follow existing attendance protocols:
  - Students must sign in and record time in and out on printed attendance sheets daily
  - Teachers and Interventionists will ensure every student in the class has signed the attendance sheet.
  - Prior to the end of class, the Teachers will check to ensure all students in attendance have signed the attendance sheet.
  - All sign-in sheets are to be scanned and/or submitted to the Attendance Monitor daily. All original copies will be submitted at the end of the week.
  - Digital copies of the attendance sheets will be saved in an online folder. Physical attendance sheets will be stored in an on-site attendance binder.
  - Attendance Monitor will enter student attendance into eSchoolPlus daily.
- Teachers who are responsible for daily attendance for remote learning students will adhere to protocols as follows:
  - Teachers will track students who attend their assigned Google Classroom session.
  - Learning Facilitators and Interventionists will mark students present-remote for virtual synchronous session if students are visible in Google Classroom and participate by one or more of the following:
    - Actively engages in classroom discussion
    - Participates in group activities
    - Saves student work in file, demonstrating some progress
    - Completes daily assignment
  - The virtual synchronous attendance tracker will be submitted to the Attendance Monitor directly after each remote learning session.
  - Teachers will track students who attend virtual asynchronous Google Classroom sessions. Students will be marked present-remote if they complete and submit Google Classroom assignments after viewing a pre-recorded video (>50% complete will be considered present, regardless of accuracy) by 11:59 p.m. on the day the remote session was held. For the purposes of asynchronous learning, attendance will be linked to assignment completion and a touchpoint. Students will be marked as present for completing daily assignments and by engaging in a touchpoint with their Teachers, Academic Support staff members or Student Success Specialists.
  - The virtual asynchronous attendance tracker will be submitted to the Attendance Monitor by 12 p.m. the following Monday, or 12 p.m. the next business day in the event of a Monday holiday.
  - Teachers, Academic Support staff members and Student Success Specialists will mark students present-remote if students respond to an identified remote touchpoint.
  - Teachers and Academic Support staff are required to record the following information for the student attendance to be validated:
    - Date
    - Remote touchpoint type
    - Discussion notes
    - Any follow-up items.
  - The remote touchpoint attendance tracker will be submitted to the Attendance Monitor by 7:00 p.m. daily.
  - All attendance trackers will be stored in a digital folder and hard copies will be stored in a Remote Attendance binder.

CCPrep will take the following actions to address absences:

- Teachers and Student Success Specialists will be assigned cohorts/caseloads of students.
- Teachers and Student Success Specialists will contact absent students by email, text messaging and phone to



determine the reason for absence.

## **II. Collecting and Reporting System**

Teachers and Student Success Specialists will document touchpoints with students using QuickBase. For students who are marked “absent,” CCPrep’s attendance policy will be followed. For those who are repeatedly absent, we will keep the student enrolled and continue to take steps to address the repeated absences.

## **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.**

**6. 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.**

- Teachers will embed social-emotional and wellness checks within daily classroom lessons
- Student Success Specialists will call, text message and email student at least one (1) time each week to conduct wellness checks and uncover any mental wellness challenges or other needs for support
- Student Success Specialists will conduct monthly meetings with students to discuss mental wellness
  - Students will have the option to attend individual or group monthly meetings
  - Student Success Specialists will create individualized support plans and refer students to external agencies using CCPrep’s electronic resource database
  - Additional wellness checks will be conducted for students who demonstrated an elevated need for support
  - All meetings and referrals will be documented in QuickBase.
- Student Success Specialists will make referrals to on-site social workers to request targeted support in the removal of barriers that impede students’ success
- Student Success Specialists will adhere to referral protocols as follows:
  - During scheduled or impromptu meetings, Student Support Specialists will inquire about barriers impacting students’ progress and/or mental wellness
  - Student Success Specialists will send an electronic referral for students who are identified as requiring targeted support or by the students’ request
  - The social worker will schedule an appointment and inform students of their appointments via email
  - If the first appointment is missed, the social worker will schedule a second appointment
  - If the second appointment is missed, the referral will be closed and students will be required to restart the referral process
- **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.**

Returning students' engagement data will be reviewed to determine which students struggled the most due to the COVID-19 closure. The data review will consider engagement as measured by attendance, course participation level and overall academic progress within an enrolled course. These students, as well as new enrollees, will participate in a digital literacy assessment to rule out

and determine technology challenges not related to access. However, access will be considered as a contributing factor to learning loss.

Students with known academic challenges prior to and during the COVID closure will be assigned to an academic interventionist who will collaborate with the class instructor and the Student Success Specialist to assist the student with remediating the learning loss and supporting the student in getting back on track. Virtual academic support will be made available to students every week and direct and indirect modes of communication will be used to schedule and confirm student participation. Communication applications that may be found on a student's phone or those which they are most familiar with will be used to help facilitate the initial virtual communication as a student adjusts to the new learning platforms, so support is not delayed.

## 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.*

### Model Plan

<p><b>Communication and Student Engagement</b></p>	<ul style="list-style-type: none"> <li>• Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards.</li> <li>• Students must follow all classroom and school expectations for using audio and video during classroom meeting times.</li> <li>• Students must mute their microphones when they are not speaking and while others are speaking.</li> <li>• Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.</li> <li>• Students must follow the same rules for whole group class meetings while in breakout rooms.</li> <li>• Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.</li> <li>• Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.</li> <li>• Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.</li> <li>• Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Students must report all instances of cyberbullying to school staff immediately.</li> </ul>
<b>Logging into the LMS</b>	<ul style="list-style-type: none"> <li>• Students must keep their username and passwords in a safe place and must not share them with other students.</li> <li>• Students must log into the LMS using their own login information.</li> <li>• Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.</li> </ul>
<b>Student Work</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students must submit their own work and provide citations for work created by others.</li> <li>• Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.</li> </ul>
<b>Taking Care of Physical Equipment</b>	<ul style="list-style-type: none"> <li>• Students must treat all school and personal electronic devices with care.</li> <li>• Students must keep food and drinks away from the equipment.</li> <li>• Students must keep devices out of extremely cold or hot areas.</li> <li>• Students must hold and carry computers properly.</li> <li>• Students must report any damage to school equipment as soon as possible.</li> </ul>

### **Monitoring of Student Behavior**

- Teachers will regularly review student discussion boards to make sure comments are appropriate
- Program Administrators will pop in frequently to observe classroom meetings
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment
- Staff members will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support
- School staff will continue to track student participation and engagement within the LMS as well as through case management learning plans
- Teachers will communicate concerns with students by phone, email, text or using the LMS

### **Communication with Students**

School staff will share behavior expectations with students for their review during the Introduction to CCPrep at the beginning of the school year. Teachers will make progress data available/or student engagement by email, phone, text or via the LMS. School staff will have, at minimum, weekly communications with students when they are not meeting expectations for distance learning, or require a change to an alternative learning mode.

### **Modifications to Distance Learning**

CCPrep staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Students, and parents/guardians as appropriate, 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 students/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 by sharing 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 students 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 students about school expectations not being met
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction

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

## **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](#).*

CCPrep is an adult charter school that has chosen to opt out of the provision of special education services. However, we have also developed a formal partnership with the Rehabilitation Services Administration that provides for the placement of a counselor on site at CCPrep weekly to interview adults with disabilities and connect them directly to appropriate assessments and services that lead to either employment or advanced training.

Once a student with a disability has been assessed, RSA provides all necessary tools, devices and supports to enable their success at CCPrep and beyond should the student choose advanced training. To date, we have had students receive a range of supportive visual devices and one of our students was provided full tuition to the Community College and the technology to support his learning. We are exploring how to provide “virtual” support with RSA

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

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

CCPrep is committed to planning for and serving any student requiring EL services and support. Students will be afforded the same opportunities to participate in both synchronous and asynchronous instruction during our distance learning period as our non-EL students.

Neither historically, nor currently, does CCPrep have students that could be classified as ELL’s. However, we are prepared to provide programming that will meet all of the DCMR, OSSE and DCPCSB requirements and obligations for serving this population. Our plan will include details regarding proficiency across the four language domains, how instruction will be delivered and supported across learning environments, including both distance and hybrid formats. This will also include curriculum materials being made available in the students’ primary language.

## **Technology Policy**

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

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

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

Pre-COVID-19 students’ use of the school-owned and operated technology resources was a privilege, not a right. 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. CCPrep 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. **This is a non-negotiable requirement.**

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

CCPrep will ensure that all students and staff have access and training to all equipment and software required to facilitate the learning process. CCPrep will provide, but not limit the resources to the following:

- **Equipment**

CCPrep will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated below:

	<b>Facilitator</b>	<b>Student</b>
<b>Computer</b>	Everyone	As needed
<b>Chromebook</b>		As needed
<b>Hotspot</b>	As needed	As needed
<b>Camera</b>	Everyone	As needed
<b>Microphone</b>	Everyone	As needed

- **Software**

All students and staff will have access to email and software directly related to the course/program. All staff and students will have access to Office 365 apps and Google apps. Students may have access to AZTEC, Pearson, TABE Essentials, TABE – Testing, CompTIA, HVAC 608, HVAC 609, IT Fundamentals, LearnKey, GED Ready - Single Subject, GED Ready – 4.

- **Training**

For every piece of equipment and software provided, staff and facilitators will receive training according to the course/program. Facilitators will replicate this training to all students. The proper way to access technical support will be communicated to all which at the time being is through a ticket creation with CCPrep’s IT contractor DNSolutions. They can be reached by email at [support@dnsolutions.com](mailto:support@dnsolutions.com) or by phone 301-591-9609 option 4

- **Support Provided for Students without Access to Internet or Devices**

Based on the need’s assessment, students without internet access and/or devices will be provided access via a mobile hotspot. 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.

## **Internet Safety Policy**

CCPrep recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the CCPrep encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of CCPrep.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, CCPrep adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on CCPrep-owned equipment or through CCPrep-affiliated organizations.

## **CCPrep Rights and Responsibilities**

It is the policy of CCPrep to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, CCPrep recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, the CCPrep retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to CCPrep-owned equipment and, specifically, to exclude those who do not abide by the CCPrep's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. CCPrep reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

## **Staff Responsibilities**

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of CCPrep.
2. Staff will make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

## **User Responsibilities**

1. Use of the electronic media provided by CCPrep is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

## **Acceptable Use**

1. All use of the Internet, computer and other electronic resources must be in support of educational and research objectives consistent with the mission and objectives of the CCPrep.
2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any

information of a personal nature.

3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
6. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
7. From time to time, CCPrep will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

### **Unacceptable Use**

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on CCPrep computers is prohibited.
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
11. CCPrep network may not be used for downloading entertainment software or other files not related to the mission and objectives of the CCPrep for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the CCPrep.
12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
13. Use of the network for any unlawful purpose is prohibited.
14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless used for instructional purposes and previously authorized by the system administrator.

### **Disclaimer**

1. CCPrep cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. CCPrep will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any



information obtained is at your own risk.

4. CCPrep makes no warranties (expressed or implied) with respect to:
  1. the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
  2. any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
5. CCPrep reserves the right to change its policies and rules at any time.

### **Replacing/Repairing Equipment**

- **Equipment** - CCPrep will have loaner equipment available for students and staff on an as-needed basis. Students will communicate the need to the facilitators, and they will request the loaner/replacement. Staff will communicate the need to our IT contractor and/or Business Manager.
- **Software** - Software malfunctions will be addressed through our facilitators, IT contractor, and vendors and licensing support. If a student is “locked out” the student will contact the facilitator and she/he will unlock or escalate the issues. If a staff is “locked out” they will contact our IT contractor and submit a ticket. DNSolutions can be reached by email at [support@dnsolutions.com](mailto:support@dnsolutions.com) or by phone 301-591-9609 option 4

### **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).**

Any official academy communications will be delivered on letterhead – even if it is provided electronically. This will maintain not only the academy’s branding standards, but also will discourage the spread of misinformation, as Communications and the Office of the CEO will have to approve any communication that is sent out on the academy’s letterhead.

- **Website**
  - The school’s operating status will be updated in the event that the school needs to close due to COVID-19 or for any other health, safety or weather-related reason.
  - Contact information for school administration and staff will be accessible for current and prospective students, and can be found on the school’s website
- **Social Media**
  - Students should be encouraged to follow the academy’s social media platforms for general updates, interesting information, and potentially for unanticipated/emergency updates. CCPrep’s social media platforms including (Facebook, Twitter and Instagram) will be regularly updated to highlight student success, bring broader awareness of Community College Preparatory Academy, share community resources (i.e. food giveaways, support services, internship and employment opportunities) and provide updates on operating and updates on community activities.

- **Direct to Student**

Community College Preparatory Academy will connect with students directly through phone calls, emails, robocalls, messages with Google Classrooms, and text messages to communicate announcements, attendance follow-up calls and to schedule in-person, phone and video meetings.

Students will receive direct communication from the school at least twice weekly from the Student Success Specialists, Teachers or Interventionists.

Students should anticipate communicating with their Teachers or Interventionists by email, phone, or through one of the following distance learning resources:

- Outlook email
- Microsoft TEAMS
- Zoom
- Skype
- Individual phone calls
- Google Classroom

- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**

In an effort to encourage students to truly be involved and engaged in their education, they will be asked as part of their admissions process what learning model makes them feel the most comfortable – face-to-face or virtual. For those students who state they would be more comfortable in a face-to-face environment, they will be encouraged to participate in the synchronous learning programs, as those will best simulate the traditional classroom environment without jeopardizing the health of students and staff. Teachers should take time to dispel any trepidation students may have about a fully virtual learning environment by reminding the students that this new learning model allows for greater flexibility, does not require them to travel and can be completed in the comfort of their own homes, helps them to learn new skills and work with evolving technological resources, and most importantly keeps everyone involved as safe as possible during this pandemic. Teachers should also inform students of their regular office hours, during which students can speak with their teacher one-on-one via phone or video conference.

For students who prefer virtual learning, we will list the aforementioned virtual options/resources that will be utilized during their education with CC Prep. Teachers will be granted the opportunity at that point in the admissions process to determine how familiar their students are with the resources, and address any concerns/questions they may have. This will allow for more technological literacy in our students, and will serve to address any major concerns early in the distance learning process, rather than learning a student has been unable to access their lessons three weeks into the program. Additionally, if a particular student does very well with the technology, a teacher may suggest that they provide assistance to a fellow student who may be struggling – this will allow the teacher more time with the lesson, and any assistance provided by the student outside of class time may potentially be considered as an attendance credit.

At any time during this distance learning process, students can and should be encouraged to suggest alternative methods of instruction that maintain CC Prep’s compliance with CDC guidelines. Technology is ever-evolving and students may have knowledge of a new platform that could be of great educational use. If a student does suggest an alternative that proves helpful, that individual would feel empowered that they provided such an invaluable solution to their school, and may take greater pride in their education at that point.

- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**

In order to keep all faculty, students and staff informed, leadership will maintain open channels of communication, and will remain as transparent as possible with all public updates, policy changes and developments. Time-sensitive communications will be sent via electronic communication to staff and students as appropriate. Continued developments will be communicated during the All Staff TEAMS meetings, allowing staff the opportunity to pose any questions and concerns during the live interaction. CCPrep will also utilize physical signage, presented on our electronic display boards and/or on paper printouts displayed on the internal school walls and/or external doors – such messaging will have various uses, such as communicating an unanticipated closure (for those who may not have seen any electronic messaging), recent hygienic recommendations/requirements from the Center for Disease Control/DC Department of Health, mask requirements, and other similar messaging.

In the event of a confirmed or potential outbreak of COVID-19 on the premises, CC Prep will follow the most recent guidelines and requirements posed by the Center for Disease Control and the DC Department of Health. Communication will remain as transparent as possible with all parties involved, and will be issued as quickly as possible following the report of the incident. Affected parties will also be given information and access to all potential official resources provided by the national and local government. All parties involved will be encouraged to maintain open communication with their primary care physician and immediate supervisor.

Unanticipated facility closures will be communicated to the school community immediately following the decision. A template message will be made which will allow the Marketing and Communications Manager to add specific information such as the date and reasons for the unanticipated closure quickly so the communication can be sent out as soon as possible. An email communication will go out to all staff and students, and an annotated version of the message will be communicated via the academy’s social media platforms following the email.

For updates and developments regarding the health and safety of the academy, a message will be crafted between Human Resources, Communications, the Chief of Staff and the CEO to maintain transparency and compliance with legal standards. The message will be sent out via email to the staff and students as appropriate, and will include updated instructions/schedules and necessary next steps whenever possible. When/if appropriate, an annotated version of the message will be shared on the academy’s social media platforms following the email.

Should teachers wish to reach out to their students personally in these situations, they will be directed to use messaging similar to what is shared via email and social media to discourage rumor development. Teachers will be reminded that students will look to them for encouragement in times of turbulence, and that they should be models of the behavior we want students to exhibit.

- **How you will share expectations and training for family participation in their student’s learning, including trainings for technology;**

The expectations for students will be set by the teachers at the very beginning of the distance learning period. This will allow for questions and concerns to be addressed as early in the process as possible – or, alternatively, will allow students to shift the focus of their education if they determine the expectations do not align with their personal goals. Teachers will present the expectations they have for students regarding the curriculum, as well as for the technological literacy and understanding during this period of distance learning. Throughout the course of the program, teachers will assess each student’s progress through a curriculum rubric, as well as

through a virtual/technological understanding rubric. Teachers should review the student engagement logs being recorded each week to determine if a student needs additional assistance, or if a student is excelling and could possibly provide assistance to his or her cohorts.

All students will attend a virtual orientation to learn the new remote learning expectations, meet staff members and classmates, be introduced to new platforms for remote learning.

Students will meet their classmates, Teachers or Interventionists and their Student Success Specialists and be introduced to technology platforms they will use to participate in remote learning. This remote training will continue during the first two weeks of instruction to teach students how to utilize the required platforms successfully. Virtual training will be recorded and made available to our students through Google Classroom. Any printed resource guides and other training materials will be available for families via our website and Google Classroom.

Students will complete online surveys to provide input regarding the continued learning plan during the course and at the end of each academic quarter to gather feedback on the implementation of the continuous learning plan.

- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**

As schedules are finalized and students are placed in their individual programs/caseloads, teachers will be encouraged to have introductory individual meetings with their students via Google Classroom or a similar virtual video conferencing platform. This will also allow the teachers to address any potential apprehension or concerns with using the necessary technology to support virtual learning early on in the student's educational experience.

In the event that new teachers are hired midway through the academic year, they will be encouraged to have similar meetings with their students. Additionally, Communications will produce features on the new staff member on the academy's social media platforms in order to celebrate them, and bring more awareness to his/her specific role and how they will support the CC Prep mission and students.

- **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).**

The primary platform where student assignments will be shared and submitted will be Google Classroom, our selected LMS. This platform will allow students access to their performance and progress along with instructor comments by logging into the system. In addition, students will be invited to participate in quarterly virtual conferences with teachers to discuss individual progress. This check-in and update will also be repeated and done in collaboration with the student's assigned Student Success Specialist, which will occur once a month.

Students will have multiple ways to track their progress towards course completion and certification preparation with access to pre and post test data unique to their courses and certification pathways. This data will be made available upon request and reviewed as a routine process aligned to case management and academic support plans.

## 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:** Community College Preparatory Academy PCS

**LEA Leader Name:** Jason Lody

**Date:** 09-18-2020 08:28 AM