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

LEA Name: DC Bilingual PCS
LEA Contact: Daniela Anello
LEA Type: Pre-K ; Elementary
Date Generated: 10/14/2020

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.

---

[1]Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.
[2]These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.
[3]Refer to health guidance for child care and schools, available here:https://coronavirus.dc.gov/healthguidance. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

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

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

- Routinely clean and disinfect surfaces and objects that are high-touch surfaces. This includes cleaning objects/surfaces that were ordinarily just cleaned nightly (e.g., doorknobs, light switches, classroom sink handles, countertops).

- Weekly Protexus cleaning - touchless electrostatic spraying that disperses the appropriate amount of disinfectant and sanitizer that encapsulates and evenly coats all high-touch surfaces will be used for all classrooms, office spaces, and most common areas except the kitchen (due to separate food handling cleaning procedures that will continue to be followed).

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

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

- Cleaning providers will review procedures with supervisor & Facilities Manager regularly to remind staff of cleaning protocols.

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

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

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

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

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

- Mats/cots and bedding are to be individually labeled and stored.

- Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.

- Bedding will be sent home for washing and laundering at least weekly.

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

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

- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished.

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

- No cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

<u>Cleaning, Disinfecting, and Sanitizing Schedule</u>

Legend:

C= Clean

D = Disinfect

S = Sanitize

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		C, D	S		
Bathrooms	C, D		S		
Door Knobs		D	S		
Playground	C		D		S
Hallway floors			C, D		S
Windows				S	
Desks, Chairs, Mats	C, D		S		
Hand Railing		D	S		
Light Switches		D	S		

Elevator	C,D	S

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in the school community, the school will control spread 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 without gloves and masks and other PPE, as deemed necessary. DC Bilingual will immediately notify the school's cleaning vendor, PMM, and ask the vendor to conduct thorough cleaning and disinfecting.

[PMM Work - Protexus Disinfection Service - DC Bilingual PCS.pdf](#)

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

Enhanced Building Procedures

- **All communal spaces will be shut down; no group gatherings**

- **Teacher's Lounge will need to have a schedule for use**

- **Meals will take place within the classroom (more information to follow)**

- **Social distance markers along hallways & signage around building to enforce proper mask use & hygiene/hand washing guidelines**

- **Designated isolation room for anyone (staff/students) showing symptoms**

- **No parents,outside visitors, guests, or external facilities reservations**

- **Fire drills on hold till 9/1/20, may need modification to multiple drills in one day or different groups/day in the same week (awaiting more guidance)**

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

DC Bilingual has worked with architects to identify all appropriate adult and student access points. These include appropriately spaced school entry points, indoor learning spaces, outdoor learning areas, hallway traffic flow and bathroom usage areas.

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

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**
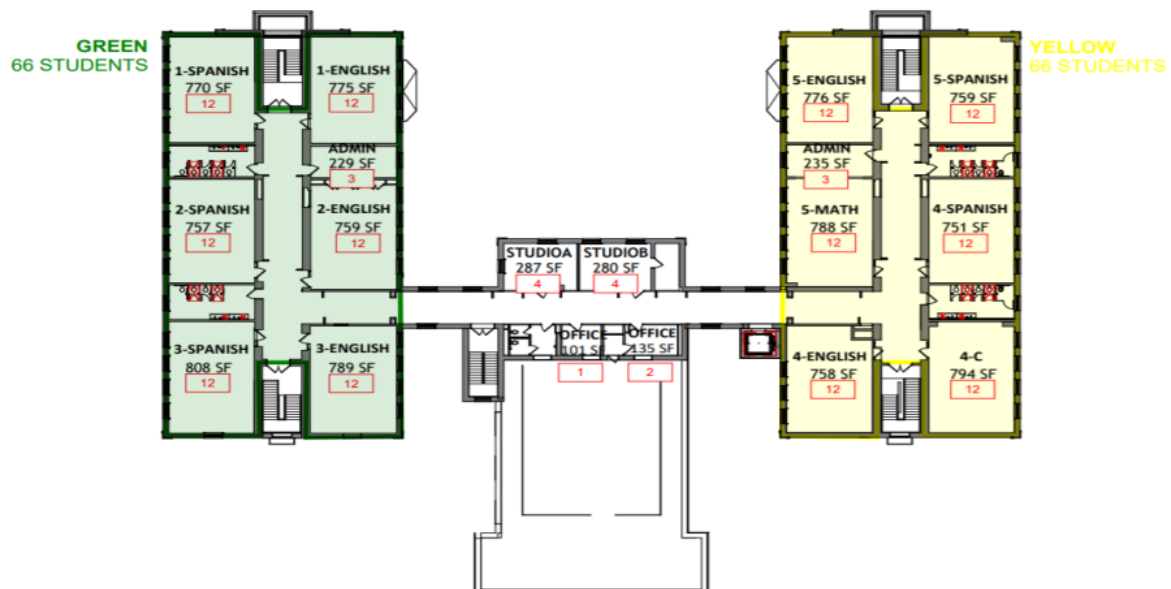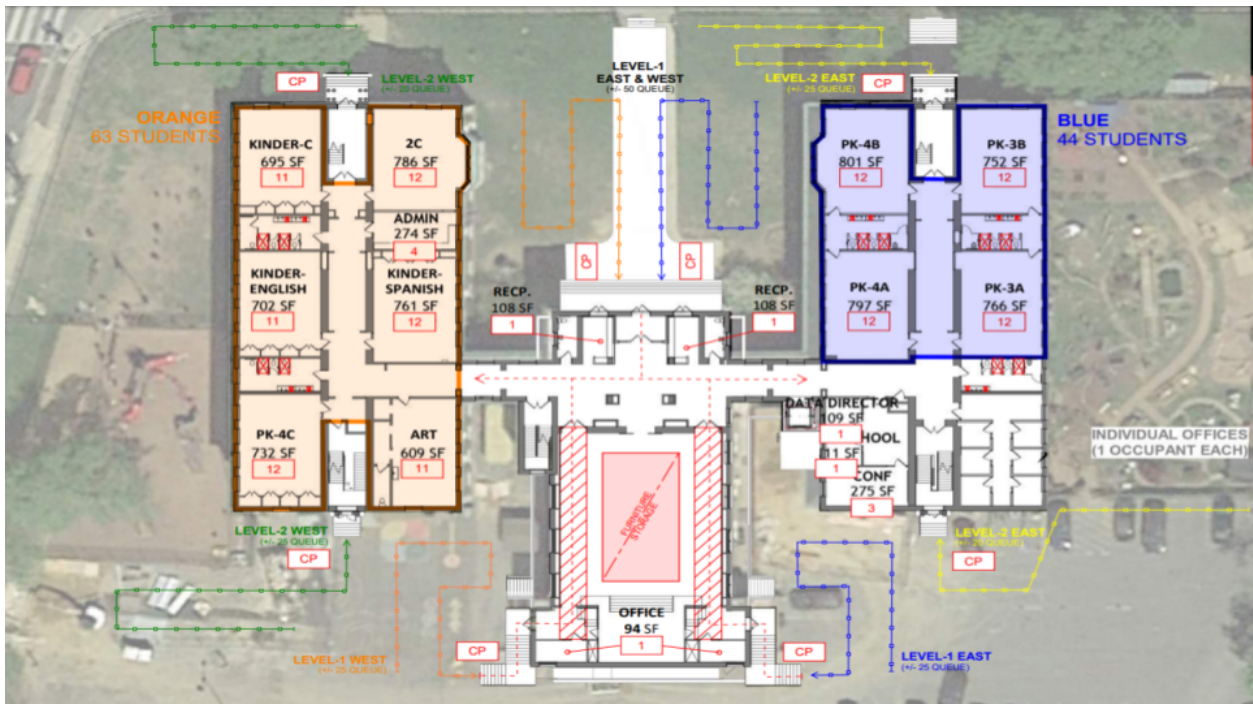
Reopening after a prolonged shutdown, DC Bilingual will ensure building systems, such as ventilation and water systems and features like faucets and water fountains are safe to use.

<u>Ventilation</u>

Prior to reopening after any prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

The school building will also replace all current air filters to MERV-13 filters.

<u>Water System</u>
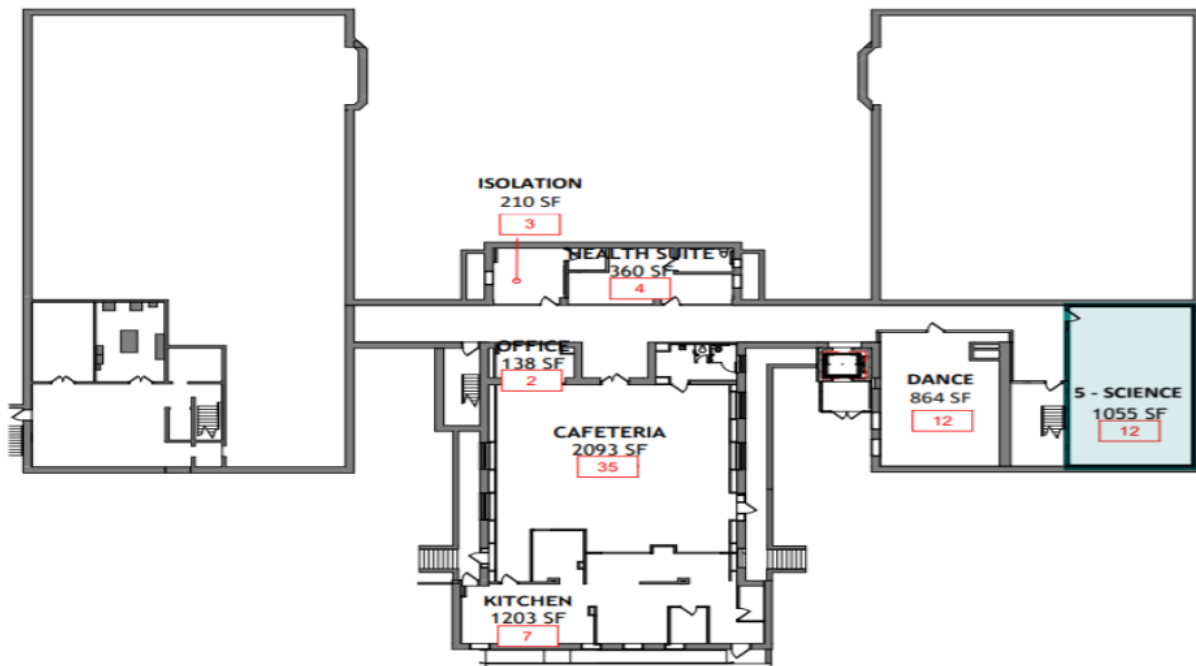
Outdoor Classroom Spaces (K-5)

Parking Lot = 7 Classrooms

½ Field = 12 Classrooms

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

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

- **Limit occupants in any space based on the "Phase" per the DC Health requirement, as described earlier.**

- **Students will have assigned seats throughout the day.**

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

  ◦ **Students will maintain distance when gathering on the carpet.**

- No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.

- In early childhood classrooms, students may sit facing each other at a common table divided by a plexiglass divider.

- **Communal-use spaces not used for instruction or academic purposes (eg. cafeteria and school multipurpose space) will be closed with the following exception:**

  - Communal-use spaces not closed (eg. Teacher's Lounge, photocopier space, playground, & garden) will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.

- **If held in person, physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)**

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

- **Students will sleep head to toe during nap times.**

Use of Hallway

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including floor markers and wall signage will be used as needed to provide direction and instruction for movement throughout stairwells and hallways. Extra time will be allowed as necessary for careful transition between spaces.

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

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

procedures,plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to providemeals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.

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

DCB Grouping Strategy

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

- **Students must remain with their cohort group at all times**

- **Student cohorts will be composed of students in the same class, in heterogeneous groupings of maximum 11 students with one or two educators per group.**

- **Bathroom breaks will be scheduled for each cohort separately to maximize cleaning in between groups whenever possible**

- **Teachers will have to call nurse for any sick child & not send them down**

- **Will create department specific staffing rotations/schedules to minimize cross contamination between cohort groups & accommodate space limitations**

- **Designated outdoor learning spaces for all classrooms**

Entering and Exiting School Building

All students, families, and staff, will be provided instructions for entering and exiting the school these will include:

- **All students must be screened outside the building & will be given a wristband**

- **All students and parents/guardians are required to wear masks at drop off**

- **Social distanced line up spots are designated at each outdoor meetup area (will need at least 30 queue spots in each line) See map.**

- **Parents/guardians must stay until their student(s) enter the building successfully**

- **Students will enter through designated entrance doors, based on classroom location (1st & 2nd floor entrances available on both sides of the building)**

- **Students must properly put on mask & sanitize hands upon entering building & proceed directly to their classroom**

- **Kiss N Go screenings will happen prior to exiting vehicle**

- **Dismissal will take place in designated outdoor areas at 4pm & 6pm.**

- **If a student is picked up during daytime, or after-school programming time the parent will wait outside for their child to exit the building.**

Traveling to and from School

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

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

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

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

- Avoid touching unnecessary surfaces and objects.

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

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

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

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

- Familiarize and stay current with transit system procedures for safety of passengers. **DC Metro services**.

- Avoid touching unnecessary surfaces and objects.

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

- Use hand sanitizer after leaving the transit system.

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

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

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

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

- Follow 6ft. distance markers outside the school building when waiting to enter the building.

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

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's resident. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, hotspot, leveled reading books in Spanish/English) will be returned by the student to be swapped out for more on level/high interest books or following completion of the school year or if the hotspot is no longer needed. The same process will be repeated for checking in materials.

Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Sample list of items assigned to each student.

- **Chromebook, hotspot (if needed), unit specific materials for all contents, leveled reading books in Spanish and English**

- **Physical Materials: Paper, journals, agenda (5th only), pencils, crayons or colored pencils**

Oversight of Before and After and Extracurricular Activities

DC Bilingual provides its own after care programming. For term 1 of the 2020-21 school year, there will be no in-person after care programming. If in term 2 DC Bilingual can safely return to school in line with DC Health guideline, DC Bilingual's after care program will provide limited programming and follow the same guidance as included in DC Bilingual's instructional and operations plan.

DCB Food & Wellness Plan

- **Breakfast, snacks and lunch will be delivered to each classroom based on the daily schedule. All meals will be individually packaged, and special diets will be clearly labeled**

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

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

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

- **All staff involved with meal service (classrooms teachers, assistants, etc) will require food safety training from DC Bilingual's department of food and wellness team.**

- **A consistent adult must be responsible in each classroom for safely distributing meals, taking daily meal count for breakfast and lunch, and overseeing the clean-up of meals.**

- **All adults who may be serving meals must undergo food safety training and NSLP training before serving. Food safety training will include sanitary practices as well as how to manage dietary needs; NSLP training involves meal count, USDA requirements**

- **All classrooms will be provided with food service gloves and cleaning materials**

- **All students must wash their hands before and after eating meals (includes snacks, includes bringing food from home). Students must eat distanced from each other by 6 ft and surfaces must be sanitized before and after meals.**

- **Multi-day packages of breakfast and lunch will be available for families to pick-up (non contact) from school on Wednesdays from 8am-10am. Any family who would like to pick up packages of meals must sign up online no later than the preceding Monday at 4pm.**

Recess/Breaks

DC Bilingual will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed. Cohorts of children (10 or 12 depending on the phase) will not mix with other cohorts.

Providing Personal Protective Equipment (PPE)

Face coverings will be available and required for the use of every student, parent and staff member looking to enter the building or spend time in the outdoor areas of the school.

Completed PPE Purchases Made by the School

Hand held no contact thermometers

N95 masks

See through masks (4/staff)

Face shields (1/staff)

Face shields (1/student in PK-K)

Washable Level 2 Isolation gowns

Dividers

Disposable masks

Child cloth masks

Adult cloth masks (1/staff)

Hand sanitizer gel (refills/gallon)

Hand sanitizer (for classroom, 16oz bottles)

Hand sanitizer (wall mounted at all classrooms & reception)

Nitrile Gloves - health screenings/isolation room

Free standing hand sanitizer dispensers (at all building entrances)

Additional Supplies to be purchased ahead of in-person instruction:

Room filtration system for isolation room

Drinking fountain covers

6ft markers/flags/stones to line up outside

Tents for outdoor health screening areas

Dividers in reception, charter office, any shared office spaces, bathroom sinks

Clorox disinfecting wipes for classrooms (at least 4/classroom - 23 total)

Regular use gloves for operations staff

Multi colored bracelets for daily health screenings

Easily to clean chairs for isolation room

Wall thermometers

Communication with Families

To ensure communication with families DC Bilingual sends weekly messages"Head of School Weekly

Message" to all families via email. Families also can visit our school's website at **https://dcbilingual.org/ reopen-dcb/** to find up-to-date information and resources. Also, all adminstrative staff are support callers. Each adminstrative staff is assigned a number of families that they must call on a bi-weekly basis to find out how they are doing and provide them with up-to-date information or resources if needed.

Instructional Delivery Plan

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

Instruction at DC Bilingual Public Charter School will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase 2 to Phase 3) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration. For each of the 180 days in the school calendar, a student will be expected to engage in the equivalent of 6 hours of learning, with synchronous breaks for lunch, "recess" and socializing.

The following options are available to families enrolling in DC Bilingual Public Charter School for school year 2020-21, beginning in Term 2 if health guidance allows. Following health guidance, DC Bilingual will offer remote, virtual instruction only for at least Term 1. Families will be given the opportunity to choose a model for Term 2, pending health guidance, several weeks before the opening of the school in a hybrid model. On a quarterly basis and based on availability, families may change their option from Remote to On-Site or Hybrid via a quarterly learning survey.

School Schedule Options

Hybrid

Students in this option, the majority of students, will attend school in-person for two days per week, and attend school remotely via synchronous and asynchronous lessons three days per week.

On-site

This limited option will be available to students in need of on-site instruction 4 days per week

(Monday/Tuesday and Thursday/Friday). Students may include students with special needs, or children of essential workers. The students who qualify for this option will be determined via beginning of year data and family input.

Remote Synchronous & Asynchronous Virtual Learning

All students will engage in remote, virtual learning for at least Term 1. Pending health guidance, when DC Bilingual opens its doors for a hybrid model, families may still choose for their children to attend school remotely only. In this option, the students may experience learning from home five days a week via synchronous and asynchronous learning. Teachers will make every effort to determine a schedule of synchronous learning that works for every student. Students will also have access to recorded lessons if they are not able to attend synchronous sessions. Students will be required to complete daily assignments and have daily contact with teachers.

Sample Virtual Schedule (Term 1):

Contents	Frequency (days)	Time	Group size	Format
Morning meeting	every day, both teachers	15 min (start of the day)	whole class, teachers presenting, setting them up for the day	synchronous (zoom) -- option for asynchronous recorded videos
Community building / SEL	2 per week - Monday & Friday kick off and close out the week	30 - 60 minutes depending on activity	whole class with option for breakout rooms	synchronous (zoom)
Read Aloud	teacher - every day student - 2 days per week	15 - 30 minutes	half class (repeat lesson for each half)	synchronous (zoom) -- option for asynchronous recorded videos of reading and in person time used for discussion
Phonics	teacher - every day student - 2 days per week	15 - 30 minutes	half class (repeat lesson for each half)	synchronous (zoom) -- option for asynchronous recorded videos to teach games/practice for kids to do on their own

				*May pair with read aloud -- meet with half class and do a read aloud, break, phonics lesson in 30 - 60 min
Reading/Writing mini lesson	**Daily**	**3 - 10 minutes**	**n/a**	**asynchronous video shared on google classroom or slides**
Reading/Writing workshop	**teacher - every day** **student - one small group per content per language (4 groups) with possiblity for more if needed**	**15 - 45 minutes**	**small group based on data**	**synchronous (zoom)**
Math instruction	**teacher - every day** **student- 2 days per week**	**15 - 45 minutes**	**half class (repeat lesson for each half)**	**synchronous (zoom)**
Math practice	**teacher - every day** **student - once per week on non-instructional day**	**15 - 45 minutes**	**small group based on data**	**synchronous (zoom)**
Science	**teacher - every day** **student- 2 days per week**	**15 - 45 minutes**	**half class (repeat lesson for each half)**	**synchronous (zoom)**

Sample Hybrid Schedule (After Term 1, or such a date that some in-person instruction resumes):

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Hybrid A	**On-site with classroom teacher**	**On-site with classroom teacher**	**Remote: asynchronous instruction, schoolwide activities, and intervention**	**Remote synchronous** **and** **asynchronous virtual instruction with classroom**	**Remote synchronous** **and** **asynchronous virtual instruction with classroom**

				teacher	teacher
Hybrid B	**Remote synchronous and asynchronous virtual instruction with classroom teacher**	**Remote synchronous and asynchronous virtual instruction with classroom teacher**	**Remote: asynchronous instruction, schoolwide activities, and intervention**	**On-site with classroom teacher**	**On-site with classroom teacher**
On-site	**On-site with classroom teacher or adult supervision of virtual work**	**On-site with classroom teacher or adult supervision of virtual work**	**Remote: asynchronous instruction, schoolwide activities, and intervention**	**On-site with classroom teacher or adult supervision of virtual work**	**On-site with classroom teacher or adult supervision of virtual work**
Remote **Synchronous and asynchronous**	**Remote synchronous and asynchronous virtual instruction with classroom teacher**	**Remote synchronous and asynchronous virtual instruction with classroom teacher**	**Remote: asynchronous instruction, schoolwide activities, and intervention**	**Remote synchronous and asynchronous virtual instruction with classroom teacher**	**Remote synchronous and asynchronous virtual instruction with classroom teacher**

Instruction

Personnel

- **Classroom Teacher: The teacher is the content area expert responsible for ensuring that students are learning. The classroom teacher's primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners. Each student has at least two classroom teachers - English and Spanish - who will instruct the students in person in a hybrid model or virtually in a remote model.**

- **Support Caller: There is one support caller assigned to each DC Bilingual family. The person will supervise family attendance, proactively check in around wellness and offer ongoing resources for academic, social emotional and physical needs. For remote learners, the support caller will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.**

Learning Modes After Term 1

(or when not in whole-school virtual only)

- **In person instruction with Classroom Teacher: When in person, students will receive in-person instruction typical of a regular school day, with modified schedules and procedures to follow the health guidelines.**

- **Virtual, synchronous learning with Classroom Teacher: When remote, this instruction is conducted via a platform (either google classroom or zoom) in which students and teachers are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. This instruction includes the teacher and student(s) using the Zoom or Google Meets. The expectation is that the student(s) and teachers interact and ask and answer questions in real time student-learning. Interventionists, specials teachers, ECE teachers, ELL teachers, SPED teachers, instructional coaches, substitute teachers, or other educators may provide synchronous instruction in a large or small group format.**

- **Asynchronous learning with Classroom Teacher: This instruction requires the teacher to prepare learning that can be accessed outside of synchronous learning times. Asynchronous instruction includes recorded video lessons and assignments assigned via Google Classroom or other virtual platforms such as RAZ Kids, Edpuzzle, etc**

- **Synchronous learning without Classroom Teacher (SL w/o CT): Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is "Guided Practice." Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. When remote, the student would do this task independently. If the student needs support, the teacher is available via chat or phone.**

- **Asynchronous learning without Classroom Teacher (ASL w/o CT): This instruction is individual or group work that can be done independently, or with family support for younger children. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected at regular intervals. The product of these work blocks are often referred to as "exit tickets." Regardless of the product, it may be collected through Google Classroom, by photographing the work, or through other virtual platforms determined by the teacher.**

Professional Development

In August, classroom teachers will receive training on various virtual platforms, including Google Classroom, Zoom, Google Meets, and Bloomz, among others, by the Instructional Leadership Team. August training will focus on content delivery, virtual platforms, virtual assessments, social emotional learning, and race and equity. In addition, all staff will receive professional development on Wednesday afternoons throughout the school year. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Teachers will also support one another and collaborate on Wednesdays. On Wednesdays, both teacher and support staff receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Every week, the classroom teachers will have time built into the instructional day to work with special education providers, English language specialists, and grade level teams.

Times for formal instruction will be flexible according to family schedules, with the majority of instruction taking place between 8:00-4:00pm. DC Bilingual staff and teachers will work with families to determine if

students require meeting times outside of regular instructional hours. Each day, teachers will have access to the IT department, behavioral support specialist, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-site and remote.

Timely Intervention

Using the current Response to Intervention (RTI) Model, teachers will collect data on student progress and mastery of standards. During weekly grade level team meetings the team will identify needed interventions (academic, social emotional, etc) and implement with the support of additional staff, as needed. Families will be updated as students make progress or additional/alternative interventions occur.

Continuous Improvement

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

After term 1 or when families have more than virtual-only options, families may choose to change their schedule from on-site/hybrid to a virtual only model on an as-needed basis with direct communication with the school. Otherwise, families may choose their schedule at the beginning of each term.

Once a month during grade level team meetings, and once per term as a whole school, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type if in a hybrid model to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

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

All students will receive social emotional instruction as part of all of the schedule options.

Example Classroom

Term 1 (Virtual Learning)

Contents	Frequency (days)	Time	Group size	Format
Morning meeting	**every day, both teachers**	**15 min (start of the day)**	**whole class, teachers presenting, setting them up for the day**	
Community building / SEL	**2 per week - Monday & Friday kick off and close out the week**	**30 - 60 minutes depending on activity**	**whole class with option for breakout rooms**	**synchronous (zoom)**
Read Aloud	**teacher - every day** **student - 2 days per week**	**15 - 30 minutes**	**half class (repeat lesson for each half)**	**synchronous (zoom) -- option for asynchronous recorded videos of reading and in person time used for discussion**
Phonics	**teacher - every day** **student - 2 days per week**	**15 - 30 minutes**	**half class (repeat lesson for each half)**	**synchronous (zoom) -- option for asynchronous recorded videos to teach games/practice for kids to do on their own** ***May pair with read aloud -- meet with half class and do a read aloud, break, phonics lesson in 30 - 60 min**
Reading/Writing mini lesson	**Daily**	**3 - 10 minutes**	**n/a**	**asynchronous video shared on google classroom or slides**
Reading/Writing workshop	**teacher - every day** **student - one small group per content**	**15 - 45 minutes**	**small group based on data**	**synchronous (zoom)**

	per language (4 groups) with possiblity for more if needed			
Math instruction	**teacher - every day** **student- 2 days per week**	**15 - 45 minutes**	**half class (repeat lesson for each half)**	**synchronous (zoom)**
Math practice	**teacher - every day** **student - once per week on non-instructional day**	**15 - 45 minutes**	**small group based on data**	**synchronous (zoom)**
Science	**teacher - every day** **student- 2 days per week**	**15 - 45 minutes**	**half class (repeat lesson for each half)**	**synchronous (zoom)**

Each class (2-3 per grade level) will have 20-24 students in heterogeneous groupings. In a hybrid model, DC Bilingual assumes that 10-15% of students will select a virtual only model, based on parent survey results. The remaining students, approximately 20 per class, will be divided into a Hybrid A group (11 students or fewer) and Hybrid B group (11 students or fewer).

Example Hybrid Model for a 24 student classroom

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
On site	**11**	**11**	**0**	**11**	**11**
Remote	**13**	**13**	**24**	**13**	**13**
Total	**24**	**24**	**24**	**24**	**24**

Assessment and Promotion Policy

A. Assessment

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

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

6b. **Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:**
- **How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and**
- **When the LEA intends to administer these assessments during the school year, specifying for each assessment.**

Assessment Modalities (Hybrid and Virtual)

	Hybrid and On-site	**Virtual** **synchronous and asynchronous**
PK	All assessments will be done when the student is on-site by the classroom teacher. The classroom teacher, with appropriate social distancing, will observe students or conduct 1:1 interviews to obtain information necessary to complete GOLD, W-APT, and early literacy and math assessments.	During virtual only instruction (at least Term 1), and for students who are unable to attend school in-person, time will be allocated several times per term for the classroom teacher to conduct 1:1 virtual sessions to observe students or conduct 1:1 interviews to obtain information necessary to complete GOLD and early literacy and math assessments. Parents may be required to assist students, or to record students in the home to assist with assessment. DCB will follow WIDA guidelines for virtual assessment, which have not been published yet.
K-2	All assessments will be done when the student is on-site by the classroom teacher. The classroom teacher, with appropriate social distancing, will conduct 1:1 interviews (F&P, AMC, WIDA), administer written tests (writing, math, science), or evaluate projects (science) to obtain the information necessary to complete assessments	During virtual only instruction (at least Term 1), and for students who are unable to attend school in-person, time will be allocated several times per term for the classroom teacher to conduct 1:1 virtual sessions (F&P, AMC), small group or small group virtual sessions (writing, math, science) to administer virtual assessments. Virtual assessments will use Google Survey or Edcite platforms, or will be written assessments or projects that students will photograph and submit via Google Classroom or another app. DCB will follow WIDA guidelines for virtual assessment, which have not been published yet.
3-5	All assessments will be done when the student is on-site by the classroom teacher. The classroom teacher, with appropriate social distancing, will conduct 1:1 interviews (F&P, WIDA), administer written tests (writing, math, science), or	During virtual only instruction (at least Term 1), and for students who are unable to attend school in-person, time will be allocated several times per term for the classroom teacher to conduct 1:1 virtual sessions (F&P, Math Conferences), small group or small group virtual sessions (writing,

evaluate projects (science) to obtain the information necessary to complete assessments	math, science) to administer virtual assessments. Virtual assessments will use Google Survey or Edcite platforms, or will be written assessments or projects that students will photograph and submit via Google Classroom or another app. DCB will follow WIDA guidelines for virtual assessment, which have not been published yet.

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.

Promotion

DC Bilingual will not make significant changes to its retention policy, the criteria for which are outlined below. Teachers must be responsible for collecting reliable assessment data as outlined above to make objective determinations on student progress. DC Bilingual may take into account the negative impacts of distance learning and update the retention criteria based on current data. For example, if, upon conducting beginning of year and Term 1 testing, DC Bilingual discovers that the majority of students are entering their current grade level a year or more behind grade level and progressing slowly, the retention criteria may be adjusted to reflect that only students significantly below the mean (eg, 2 years below grade level) will be eligible for retention.

Criterion	The student must meet Criterion One (1st - 5th) or Criterion Two (PK-K) in order to be considered for retention.
Criterion 1	The student is at least 1 year below expectation in two or more of the following content areas: Spanish Literacy, English Literacy, Math.
Criterion 2	The student is in PK3, PK4 or Kindergarten and is at least 1 year below expectations in two or more of the following areas of development: social, emotional, language, motor, cognitive, academics (Spanish literacy, English literacy, Math).
Students with special needs consideration	IEP students can be retained but the team must consider if a lack of implementation of the IEP resulted in the retention recommendation.

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.

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?

☐ 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?

Touchpoints that DC Bilingual PCS will use, include the following methods:

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

- **Direct 'face-to-face' online contact through class Zoom, Skype, Google Hangout, etc.**

- **Completed exit tickets/checks for understanding (Google form, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work**

- **Completed assignments uploaded to secure folder within school's system (e.g. Google) from daily activity (>50% complete will be considered present, regardless of accuracy)**

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

Attendance Monitoring and Reporting

DC Bilingual PCS will take the following steps to track student attendance:

- **Teachers responsible for daily attendance for students on-site will follow existing attendance protocols.**

- **Teachers responsible for remote learning students without an LMS will follow protocols using touchpoints discussed above.**

- **Teachers will take daily attendance in Infinite Campus. If a student completes work outside of school hours they must contact the office manager to update attendance.**

DC Bilingual PCS will take the following actions to address absences:

- **Teachers and support staff will be assigned cohorts of students for follow-up following the school wide support plan.**

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

- **Students who meet the definition of chronically absent will be reported to child and family services, as required by law.**

Attendance Policy

Attendance Touchpoints by Learning Type for PK-5

	On-site synchronous	On-site asynchronous	Remote synchronous	Remote asynchronous
Present	Present: Student attends school for >80% of the school day. OR Attends <80% of school day on-site AND is remote learning for the remainder of the school day.	Present: Student attends school for >80% of the school day. OR Attends <80% of school day on-site AND all assignments due for day are completed.	Present Remote: Student presence is detected throughout school day's activities (A) participates by one or more of the following touchpoints: • is "seen" in virtual classroom, • submits exit ticket • participates in group activities • participates in community building activities(games, etc.) • Submits photo of student work • Submits video of activity (e.g. PE, music) • Saves student work in file, showing some progress • Parent/guardian responds to survey • Responds to documented contact(s) from AP, support caller and/or content teacher	Present Remote: Student responds to email AND fully or partially completes >50% of the day's assignments. Student responds to documented contact(s) from AP, support caller, and/or content teacher.

Partial Day Present	**Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.**	**Partial Present: Student attends school for <80% of the school day and is not captured through remote touchpoints when absent.**	**N/A**	**N/A**
Absent	**Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.**	**Absent: 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 asynchronous touchpoints.**	**Absent Remote: Student does not produce evidence that assignments are partially complete.**

The families of elementary school students who are learning remotely will receive the following:

- **A robo reminder call to get ready for school (first week of school).**

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

- **A call from the assigned support caller following up on the robo call if support caller was not aware of absence.**

All students who are learning remotely will receive the following:

- **An email and/or video with a list of the day's assignments and expectations**

- **An email if not present by 3 PM during a school day (support caller and parent/guardian copied, if applicable).**

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

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?**

<u>**Collecting and Reporting System**</u>

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

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

A. Student Support

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

Student Support

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

- The SST will lead a universal trauma screening process using the Strengths and Difficulties Questionnaire: https://www.sdqinfo.org/ BOY and EOY

- Using the data from the SDQ, SST will work with ILT to identify student needs and next steps.

- Next steps can include, but are not limited to, additional screeners for PTSD or trauma, referral to our SBMH professional or counselor, group counseling

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

- Teachers and support callers will conference with families and if necessary, refer students to the student support team (SST) for students displaying needs for support.

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

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

Academic Interventions

- DC Bilingual will plan for recovery services for all students, including students with disabilities, after Term 1 of the school year. Beginning of year data will be collected and compared to grade level expectations, as well as students' last assessed levels of achievement (early Spring 2020). Beginning of year data will be collected and analyzed for students with disabilities and compared to data of general education students. DC Bilingual expects learning loss among all students, but will monitor for students who fell below grade level expectations, lost a significant amount of learning compared to their last date of assessment, or lost a significant amount of learning compared to general education peers (for special education students).

- Once learning loss is determined, DC Bilingual will follow its well-established RTI process to provide research-based interventions in a virtual format. These interventions include Do the Math, Soluciones, Leveled Literacy Intervention, Wilson, Touch Math, and Failure Free Reading, among others. Do to the time and personnel constraints in a virtual format, each grade level team will determine the best plan for intervention, which may include: additional live virtual sessions with a small-group teacher, language specialist, early childhood teacher or interventionist; differentiated support during live lessons; regrouping or rescheduling of small group instruction so that the general education teacher may provide research-based interventions during established small group times.

- General education, special education teachers and related service providers will collect baseline data on IEP goals during the beginning of the school year and overall academic data for all students in Literacy and Math. For students with special needs this data will be compared to student performance on IEP progress reports from terms 3-4, and ESY if applicable, for SY 2019-2020 to determine the nature and severity of the impact of learning loss on their receipt of educational benefit. The data will be carefully

analyzed to determine which students with special needs were impacted more than their general education peers and determine a plan for recovery which may include additional intervention support.

- During Term 1 DC Bilingual staff will communicate with families to determine students' general education, specialized instruction, and related services schedules. After Term 1 and the analysis of the beginning of year data, DC Bilingual will work with families individually to schedule any further interventions if needed.

B. Behavior

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

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

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

Monitoring of Student Behavior

- **Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.**

- **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.**

- **The Behavior Team will support students by conducting investigations and proactively addressing students' social emotional needs.**

- **Staff members will be responsible for supporting students and families with navigating the virtual platforms and be available to provide students with technical support.**

- **School staff will continue to track student participation and engagement with the virtual platforms according to the policies outlined in the student handbook.**

- **Grades/attendance will be reported to families as per the school handbook**

- **Teachers will communicate concerns with families by phone, email, text or using the family engagement platform.**

Communication with Families

School staff will share a copy of the Whole Student Support with families for their review prior to the

beginning of the school year. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via the family engagement platform. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning and problem solve how to better support the families.

Alternatives to Distance Learning

School staff may change access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the virtual platforms by email, phone, text or through the virtual platforms. School staff will work to find the best way for the student to learn that does not restrict access to grade level content or their peers.

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

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

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

- Teachers will focus on building relationships with students focused on engaging them in being leaders of their own learning.

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

- Teachers may temporarily limit students' ability to post content on virtual platform 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 virtual platforms inappropriately, such as share their username/passwords, intentionally misuse the virtual platform or log in as another user:

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

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

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

- Teachers will focus on building relationships with students focused on engaging them in being leaders of their own learning.

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

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

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

- Teachers will focus on building relationships with students focused on engaging them in being leaders of their own learning.

To note: there is no circumstance where we believe a student should be removed, suspended, or excluded from virtual learning due to their behavior. We may temporarily change the setting to better meet their immediate needs, but it is our responsibility as educators to ensure they are getting rigorous, grade level content with their peers. If a student's conduct requires modification of remote learning privileges, i.e. access to screen

sharing or chat, we will make those changes. We will not consider denial of virtual learning but will instead provide an alternate medium.

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.

In the spring, the Special Education team communicated with a few families regarding delays in initial evaluation timelines due to COVID. All other timelines were met, specialized instruction and related services were delivered virtually, and MDT meetings were held virtually. Delayed initial evaluations were to be completed in 45-60 days of DC Bilingual reopening. Even though DC Bilingual will now open virtually, DC Bilingual is committed to honoring these delayed initial evaluation timelines by providing a safe, socially distanced space within the school building for initial evaluations to take place within 60 days of the first day of school. Throughout the school year, DC Bilingual will monitor safety protocols and citywide COVID procedures, and will provide a safe environment for in-person initial and re-evaluations when required.

At the beginning of the school year, DC Bilingual will determine the unique needs of families via individual communication with the family by an assigned staff member. Families with specific disabilities that require modification and/or learning platforms will be identified and provided accommodations and/or support including technical if warranted. Families will be provided with contact information of Special Education Staff members via multiple modes (email, telephone, etc). Ongoing communication and support will be provided to families.

Related services (BSS, SLP, OT, PT, ABA) and specialized instruction will be provided through virtual, synchronous sessions via Zoom or Google Meet. The length of sessions will vary depending on various factors as outlined below:

   - Parent/Family and student availability for scheduling

   -Student's ability to attend and engage with the Telehealth platform.

-Parent/Family request for change to service model or service hours due to current emergency.

DC Bilingual will strive to provide related services for students in distance learning to the greatest extent possible, and had great success in doing so during virtual learning in the spring.

Parent training unique needs will be identified by DC Bilingual through ongoing weekly or biweekly communication between families and DC Bilingual assigned staff. If parent training and support is warranted, the appropriate person will be identified to provide consultation services (SPED Manager, Coach, Provider, Teacher). Parents of young children with disabilities will participate in sessions with their children as appropriate to receive specific training and feedback on supporting their child's learning.

DC Bilingual will plan for recovery services for students with disabilities after Term 1 of the school year. Beginning of year data will be collected and analyzed for students with disabilities, and compared to data of general education students. DC Bilingual expects learning loss among all students. Special education teachers and related service providers will collect baseline data on IEP goals during the beginning of the school year. This data will be compared to student performance on IEP progress reports from terms 3-4, and ESY if applicable, for SY 2019-2020 to determine the nature and severity of the impact of learning loss on their receipt of educational benefit. The data will be carefully analyzed to determine which students with special needs were impacted more than their general education peers, and determine a plan for recovery which may include additional intervention support. During Term 1 DC Bilingual staff will work with families to determine students' general education, specialized instruction, and related services schedules. After Term 1 and the analysis of beginning of year data, DC Bilingual will work with families individually to schedule any further interventions needed. By working to schedule services and instruction with each student individually, DC Bilingual will ensure maximum support for families experiencing homelessness or other barriers to participation.

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.

For English Language Learners, DC Bilingual will administer the newly approved virtual Pre-IPT Oral and WIDA assessments within the first 30 days of school, which will fulfill the full assessment requirement for state-approved English language proficiency screeners. DC Bilingual does not anticipate significant delays or challenges with the administration of these tests. If delays or challenges arise, ELL teachers will administer a provision screener per OSSE guidelines so as not to delay delivery of services, until in-person administration of a state approved test is possible.

The classroom teachers are responsible for the primary, direct instruction of content to all English Language Learners. ELL Specialists provide scaffolding, accommodations and modifications in language arts and math classes, as well as other English Language subjects as needed. They also serve as case managers for students in the ELL Program and contribute to the professional development of general education teachers. In both a virtual and hybrid model, ELL students will receive the following levels of support based on their test results:

   • Tier 1 (Consult) The general education and ELL Specialist design language objectives and lesson

accommodations and modifications according to the English language needs of the student in all four domains (listening, speaking, reading, and writing) on a regularly scheduled consult basis

- **Tier 2: (Collaborative Planning and Co-Teaching)** The ELL Specialist, in collaboration with the general education teacher, plan for the instructional accommodations and modifications necessary for the ELL students to access content area knowledge. This may include but is not limited to: adapted class materials and handouts, scaffolded assignments, and other learning supports.

- **Tier 3: [Small Group Instruction]** Students who score a level 1-2.4 on the ACCESS for ELLs work with the ELL Specialist in a virtual small group setting outside of general education hours to gain proficiency in social and instructional language [English Language Proficiency Standard 1] necessary to access and understand content area instruction, review key concepts or vocabulary, or receive direct instruction in language skills. Specialized ESL vocabulary materials and realia are used to help students learn English and comprehend the content being studied, and the student's first language (L1) is used whenever possible to make content comprehensible.

English language proficiency will be monitored using the **WIDA Can-do Descriptors** for each proficiency level and language domain. ELL Specialists monitor the progress in all four domains of language using the following assessment tools:

- **School-wide standardized assessments - Interims and PARCC (3rd - 5th)**

- **Running records and comprehension quizzes - Reading A-Z, Raz-Kids, Fountas and Pinnell Benchmark Assessments**

- **General education formative and summative assessments in English Language subjects**

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.**

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

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

Equipment

All students and staff will receive the following equipment

SAMPLE Technology Distribution Plan for Students

AN = As needed

E = Everyone

	Prek	K	1-5
Computer			
Chromebook	AN	AN	E
Hotspot	AN	AN	AN
Tablet			
Smartphone			
Calculator	AN	AN	AN
Other:			

<u>**Software**</u>

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

Software Plan for Students

AN = As needed

E = Everyone

	PK	K-2	3-5
Infinite Campus	E	E	E
Learning Games: Virtual Platforms	E	E	E
Email	E	E	E

Other:

Training

For every piece of equipment and software, DC Bilingual will provide bilingual (Spanish and English) training for staff, students, and families (especially for younger children) on proper use and care. Training will also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly and step by step guides where appropriate.

Support Provided for Students without Access to Internet or Devices

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

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

Replacing/Repairing Equipment

- **Equipment**

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

-
  - Families can return broken equipment to the school. If unable to, school will work with families to identify how to get the materials.

  - Equipment will be checked out from school. If families are unable to come to school arrangements will be made for delivery.

  - If equipment fails due to mismanagement we will try to fix it and if we can't we'll replace it

  - We will have our Tech Coordinator assist with technology troubleshooting to best identify if it is software, hardware, etc issue.

- **Software**

  - We will have our Tech Coordinator assist with technology troubleshooting to best identify if it is software, hardware, etc issue.

  - Student data (demographics, passwords, etc) will be protected within our internal tracking system. Any breach will be immediately reported to families as affected.

  -

- **Training**

  - Ongoing training will be provided for all families and staff members based on needs and identified issues.

  - The Technology Coordinator will be troubleshooting technical issues with the support of our Build Engineer contracted support.

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

Devices issued to students by the school will have pre-installed software (Hapara) that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely.

Remote Learning Limitations on School-Provided Devices

- **Equipment**
    - Chromebooks will be issued for the use of school work primarily. We will support families that need extra technology replacements as needed.
    - We will work with families if the technology is being used for non academic purposes.

- **Software**
    - No software will be available without login credentials.
    - No new software will be allowed to be downloaded onto the computer by the family/student unless pre approved by the school.
    - Safe search is active for all browser activity. Hapara will be used to monitor usage.

- **Training**
    - Ongoing training will be provided for all families and staff members based on needs and identified issues.
    - The Technology Coordinator will be troubleshooting technical issues with the support of our Build Engineer contracted support.

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).

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

1. <u>**General School Wide Communication**</u>

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families happens across multiple electronic and print media. On sight, as applicable, DC Bilingual posts signage relevant to upcoming events at school and in the community. Electronically, DC Bilingual communicates with families through a weekly head of school email, school website, and on-demand notification through social media channels and individual outreach. All communications happen in both English and Spanish.

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

<u>Website</u>

DC Bilingual's website provides general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FRPM applications). This information will be available to families 24 hours, 7 days a week.

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

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

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

Operating Status: DC Bilingual will communicate the school's operating status (open, closed, weather delay, et. al.) via a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, DC Bilingual will advise families via a banner on the homepage as well as through direct outreach via email, text and/or robo call.

Student Learning: Students and families can access student report cards, progress reports, and updates from teachers via Google Classroom. DC Bilingual's website will house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

<u>Social Media</u>

DC Bilingual has active social media channels including Facebook, Twitter, Instagram, and LinkedIn. DC Bilingual uses Facebook and Instagram in particular several times a week to build broad awareness of DC Bilingual, engage the broader DC community (and country) in the great success of DC Bilingual students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

<u>Direct to Family</u>

DC Bilingual connects with families directly through phone calls, robo calls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families receive direct communication from the school at least twice weekly. In addition, DC Bilingual implements a support call system. Through this system, one caller assigned to each family, connects with the family weekly to supervise family attendance, proactively check in around wellness and offer ongoing resources for academic, social emotional and physical needs. For remote learners, the support caller will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.

II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

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

Trainings

At regular intervals across the year, DC Bilingual will provide virtual training to support families in navigating the continuous learning plan of DC Bilingual. We will survey families at regular intervals to expand our training schedule based on need. DC Bilingual will provide most trainings remotely and supplement the trainings with printable, bilingual guides. We will also identify locations within the community with high concentrations of students to have more accessible office hours and trainings as needed. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance. These trainings will include, but are not limited to:

- **troubleshooting your device at home**

- **accessing DC Bilingual's distance learning platform and materials**

- **internet safety**

Continual improvement

At the conclusion of learning quarters, and at the time of progress reports and report cards, DC Bilingual will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Resources

DC Bilingual will record virtual trainings and make them available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

III. CORONAVIRUS PREVENTION COMMUNICATION

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

Reporting

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

In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed through this **online form.**

Trainings

To prevent the spread of coronavirus, DC Bilingual will offer training for students, staff, and families.

Topics will include:

1. **How to perform health screenings**

2. **Isolation Room Usage and Protocols**

3. **Food Distribution & Safety**

4. **Mask Use, Social Distancing, Hand Washing**

5. **Arrival, Dismissal, Building Transitions**

6. **COVID Exposure & HR**

7. **Safety, Security & Fire Drills**

Signage and Resources

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

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

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEA Name: DC Bilingual PCS

LEA Leader Name: Marina Eisenberg

Date: 10-14-2020 11:41 AM