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

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Background and Purpose

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

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

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

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

School Recovery Operations Plan

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

Regular Cleaning Schedule

While in Virtual Learning, DC Scholars will limit building use to the critical areas that must be utilized while in virtual learning. The same protocols will be in place for these defined areas that will be in place as described in this document for the whole school building, should DC Scholars move to in-person learning.

DC Scholars 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 frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- 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 place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., 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 limited in use and if necessary, used by only one child and laundered in between uses.
- Mats/cots and bedding:
  - are to be individually labeled and stored
  - will be placed at least six feet apart while in use and cleaned and sanitized between uses
  - Bedding will be washable and laundered at least weekly or before use by another child
  - Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.
- 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 and cleaned and disinfected periodically throughout the day.
- 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
- ***Cleaning, Disinfecting, and Sanitizing Schedule***

Legend: C= Clean   D = Disinfect   S = Sanitize

	Between Uses	*Throughout Day*	*Daily*	*Weekly*	*Monthly*
Surfaces		*C, D*	*S*		
Bathrooms		*C, D*	*S*		
Door Knobs		*D*	*S*		
Playground	*C*		*D*		*S*
Hallway floors			*C, D*		*S*
Windows				*S*	
Desks, chairs, Mats	*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. The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting. DC Scholars' cleaning vendor will follow the below protocols and routines:

BusyBee Guidelines for Sanitizing and Disinfecting

Cleaning, Sanitization, and Disinfection of Affected Spaces

In the event of a confirmed COVID-19 case in a student or staff member

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

- Wait up to 24 hours or if possible before cleaning or disinfecting to allow respiratory droplets to settle.
- Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas using the electrostatic spraying method. Chemicals used in the electrostatic spraying process must meet EPA approved products for emerging pathogens.
  - Door handles
  - Doorknobs
  - Door Push Bars
  - Handrails/Stair rails
  - Elevator keypads
  - Public area sinks and kitchenettes
  - Common area tables/desks
  - Restroom surfaces
  - Restroom door push plates
  - Faucets
  - Water fountains
  - Tables and Chairs
- Once the room is vacated at the end of the day, perform deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.

General Cleaning, Sanitizing and Disinfecting of Common Areas, Classrooms and Offices

BusyBee will implement increased daily cleaning of high-touch surfaces in common areas. These areas include, but may not be limited to the following:

- restrooms
- office work areas
- break areas
- desks
- door knobs
- time clocks
- microwave or refrigerator handles
- sinks
- dispensers
- push bars and handles on any doors

BusyBee will implement enhanced disinfecting for Classrooms, Offices and Conference rooms. This includes, but may not be limited to the following:

- Door Handles
- Doorknobs
- Counter Surfaces
- Cabinets and Shelves
- Light Switches
- Waste Bins

In addition to common area cleaning, Night Cleaning procedures will be conducted with the recommended equipment to limit exposure to microorganism and infectious disease. The following are protocols for cleaning and disinfecting environmental surfaces:

- All employees must wear proper Personal Protective Equipment (PPE).
- No dry dusting.
- No alcohol used to disinfect large environmental surfaces.
- Daily cleaning of all high-touch common surfaces.
- Surfaces and objects that are visibly soiled will be immediately cleaned with a detergent based cleaner.
- Damp/wet dusting surfaces to prevent contamination.

- Microfiber cloths and mops are recommended for use.
- Utilize EPA approved products for cleaning and disinfecting. Ensure products have not expired.

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

DC Scholars will take the following measures in its use of space:

- Maximize spacing of occupants in each space with a minimum of six feet distance between desks.
- Limit occupants in any space based on the "Phase" per the DC Health requirement.
  - Phase 1 - 10 individuals
  - Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
  - Phase 3 - Not provided at time of publication
  - Phase 4 - Not provided at time of publication
- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).
  - Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
  - No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
- Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.
  - *Teachers lounge for photocopier, refrigerator and microwave*
  - *Playground, balls and recess equipment*
- 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)
- Physical barriers will be installed between bathroom sinks and urinals, if applicable.
- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.

- Students will be placed head to toe during nap times, with all heads at least six feet apart from another. Mats and cots will be cleaned and sanitized after use, and stored as described above.
- Installing plastic shield/barrier at the main office as a barrier between the main office staff and individuals who come to the front desk for support/service.

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, wall signage, and symbols for pre-readers will be used as needed to provide direction and instruction for movement. Extra time will be allowed between classes to foster careful transition between spaces, and staff will accompany and direct all scholars during all transition times.

Reopening Building After Prolonged Use

School buildings reopening after a prolonged shutdown will ensure building systems, such as ventilation and water

systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use.

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

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. DC Scholars has changed and upgraded all air filters to Merv 11 or 13 air filters.

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.

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

5Physical (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 II Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

Traveling to and from School

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

- Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
- Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.

- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended 60% alcohol.

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

- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for safety of passengers.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least the recommended 60% alcohol.
- Use hand sanitizer with at least the recommended 60% alcohol 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 face coverings or 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 60% alcohol after leaving the vehicle.

- For transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance from one-another, wear face coverings or masks, and use hand sanitizer with at least 60% alcohol entry and exit of the vehicle.

Entering and Exiting School Building

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

- Stagger arrival and dismissal times to reduce peak student traffic in and out.
- Provide a health screening at each entry point.
- Use multiple doors, each with a screening station, for entry and exit.
- Ensure safety and security of all entry and exit points used.
- Assign entry and exit points to students by their group that are close to their first and last location of the day.
- Mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.
- Evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain).
- Evaluate and ensure safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic) with the support and presence of staff and clearly marked areas for students and families to wait and progress in line.

Daily Health Screening

DC Scholars will conduct daily health screenings for all individuals entering the building. The health screening will include all of the following:

- **Wash hands** with soap and water for 20 seconds or use a hand sanitizer with at least 60% alcohol.
- **Put on** disposable gloves.
- **Wear** a face covering or mask in addition to a face shield
- **Ask:**
  - If the individual has experienced symptoms consistent with covid-19 (fever, cough, sore throat, shortness of breath, fatigue, diarrhea or vomiting, runny nose, or muscle/body aches, congestion, headache, new loss of taste or smell, or otherwise feeling unwell).
  - If the individual has been in close contact with a person who has COVID-19.
  - Ask if the individual has tested positive for COVID-19 in the past 10 days
  - If yes to any of the above, the individual shall not be admitted and will be instructed to call a health care provider for next steps. If the individual is not able to leave (i.e. parent/guardian has left and the student cannot be sent home on his/her own), DC Scholars will move the student to a designated area, contact the parent, and instruct the parent that the student must be picked up immediately.
  - Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.
- **Conduct a visual inspection** of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or extreme fussiness.
- **Physically check the student or staff member's temperature upon their arrival at school.** DC Scholars will use a non-contact thermometer provided by the school and follow the below protocol:
  - Maintain a distance of 6 feet from the person conducting the temperature check.
  - For the individual(s) conducting the temperature check:
    - Wash hands with soap and water for 20 seconds or use a hand sanitizer with at least 60% alcohol.
    - Put on PPE, including a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. The staff member should wear a gown if extensive close contact with an individual is anticipated.
    - Use a non-contact thermometer and take the individual's temperature.
    - Any student or staff member with a temperature of 100.4 or higher shall not be admitted and shall be instructed to call their health care provider to determine next steps
    - If the individual conducting the temperature check has physical contact with the individual, change gloves before the next check. If no physical contact with the individual, this is not necessary.
    - Clean the non-contact thermometer with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each individual screened. The same wipe can as long as it remains wet.
    - When finished the temperature checks, remove and discard PPE; wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol.

Grouping

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

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- In grades where students traditionally transition between classes, rotate teachers between classrooms, rather than students.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.
- We will work closely with the families of students that are immunocompromised to develop a schedule and programming that best meets their needs; this will include limited exposure, possibility to remain in virtual learning, an alternative schedule, and extra precautions around learning space and cleaning.

In School Dining

DC Scholars will use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated.

- To the extent feasible, students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal by teacher aides and others as appropriate.

- If needed, some students will eat meals in a cafeteria and reduce mixing by:

- Staggered meal times providing time for cleaning and disinfecting between use or dividing up the eating space.
- Six feet distance markers in queue lines.
- One-way traffic lines indicating student flow through the space.
- Marked seating that adheres to six feet separation.
- One-way traffic to and away from waste receptacles.
- Six feet separation or physical barrier from food services staff.

Recess/Breaks

DC Scholars 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.

Canceling, Eliminating Activities

DC Scholars will cancel, eliminate, or modify the program to adhere to the following:

- Cancel or modify classes where students are likely to be in very close proximity
- Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Revise the process for receiving mail and packages; only have necessary deliveries and combine orders so fewer deliveries are made.
- Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Stagger activities' times or locations by cohort to maximum extent feasible.

Preventing a Vaccine-avoidable Outbreak

It is imperative for all students to be fully vaccinated according to CDC and DC Health standards, and DC Scholars will implement the Immunization Policy for In-Person Attendance in ful.As a part of the student enrollment process, the Registrar will secure all mandatory health forms required for a student to enroll. The DOH provided School Nurse will ensure that all student vaccinations are up to date prior to the student entering the building. If it is determined that a student has been unable to get required vaccines, DC Scholars will notify non-compliant families, support the student in getting an up-to-date screening, and remove non-compliant students from in-person instruction after the 20-school day period.

Non-medical (Cloth) Face-coverings

Per the Mayor's order regarding face coverings on July 22, 2020, all DC Scholars staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If the staff member has a contraindication to wearing a face covering, either medical or otherwise, they should not participate in in-person school activities.

Following the July 22, 2020 Mayoral Order, all students, staff and visitors must wear masks in the school building or on school property, with the following, limited exceptions:

- A person is actually eating or drinking;
- A person is engaged in vigorous outdoor exercise and is maintaining social distance of at least six (6) feet from each other person;
- A person is in an enclosed office that no one else is permitted to enter;
- A person is aged two (2) years old or younger;
- A person is unable to wear a mask due to a medical condition or disability, or is physically unable to remove a mask;
- A person is giving a speech for broadcast or an audience, provided no one is within six feet of the speaker;
- A deaf or hard of hearing person needs to read the lips of a speaker;
- The equipment required for a job precludes the wearing of a mask and the person is wearing that equipment, or when wearing a mask would endanger public safety;
- A person has been lawfully asked to remove the mask for facial recognition purposes;
- By children during naptime.

Ensuring the safe use of clean cloth face coverings:

- DC Scholars will provide students and staff with reusable cloth face covering, and disposable face masks for guests. Students, staff, or guests may also choose to bring and wear their own, so long as it meets health guidelines.
- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and will wash hands or use hand sanitizer with at least 60% alcohol immediately after removing it.
- If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.
- DC Scholars will partner with a laundering service, which will clean the masks weekly.

Hygiene

Hand Hygiene

- DC Scholars will reinforce frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing nose, coughing, or sneezing
- If soap and water are not available and hands are not visibly dirty, DC Scholars will use an alcohol-based hand sanitizer that contains at least 60% alcohol
- DC Scholars will set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, and entrances/exits, in addition to providing hand sanitizer in all classrooms and offices.
- Key times to perform hand hygiene include:
  - before eating food
  - after using the toilet
  - before and after putting on, touching, or removing cloth face coverings or touching your face
  - after blowing nose, coughing or sneezing;
  - entering and exiting a classroom or between activities.

Schoolwide Hygiene

- The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.
- DC Scholars will ensure adequate supplies (e.g., soap, paper towels, hand sanitizer with at least 60% alochol, tissue) to support healthy hygiene practices, including in classrooms, bathrooms, and offices.
- Staff that work in close contact with students, such as those working with very young children, must take extra steps. When washing, holding, or in very close contact with children, staff will wear clothing that can easily be removed in the event of contamination (e.g. button-down, long-sleeve shirt) and must wash skin that is touched by secretions or any soiled clothing or material. Gowns will be made available for staff working with young children.
- Staff that may be in close contact with a student's secretions must wear eye protection (e.g., goggles, face shield).
- To the extent feasible, DC Scholars will:
  - Ensure adequate supplies to minimize sharing of high touch materials (e.g., avoid sharing electronic devices, toys, books, learning aids; assign each student their own art supplies or equipment).
  - When shared supplies must be used, limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses

- - Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas.
    - Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
    - Encourage staff and students to bring their own water bottles and to avoid touching or utilizing water fountains.
    - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds, or if soap and water is unavailable, cleaned with hand sanitizer with at least 60% alcohol.
- Electronic devices (a Chromebook or tablet) will be assigned to each student. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.

High-risk Individuals

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

- Chronic Lung Disease
- Moderate to Severe Asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic kidney disease, and/or
- Liver Disease
- People 65 years and older
- Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety

Exclusion or Dismissal from On-site Learning

DC Scholars will adhere to the following exclusion and dismissal criteria:

Exclusion Criteria:

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

- The student or staff member has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the "Daily Health Screening" section of this guidance.
- The student, staff member, or any close contact is confirmed to have COVID-19.
- The student or staff member is awaiting COVID-19 test results.

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not

be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

If excluded, students/parents/guardians and staff should call their healthcare provider for further directions.

Dismissal Criteria:

Student or Staff Member Develops Fever or Signs of Illness at School

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

- For students, the school is to immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, instruct to seek healthcare provider guidance, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- For staff, the school is to send the staff member home immediately, or isolate until it is safe to go home and seek healthcare provider guidance, and follow cleaning and disinfecting procedures for any area, materials and equipment with which the staff member was in contact.

Return Criteria:

Symptomatic or Confirmed to Have COVID-19

If a student or staff member reports any of the above symptoms, or is confirmed to have COVID-19, the student or staff member must not return to school until:

They complete the appropriate isolation period:

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

- They have a negative COVID-19 test, and meet standard criteria to return to school after an illness; OR
- They have been cleared to return per their healthcare provider or DC Health instructions.

Close Contact with a Person Who is Positive for Covid-19

If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or have completed their quarantine period of 14 days from the last date of close contact with the COVID-19 positive individual without becoming symptomatic or diagnosed with COVID-19.

Awaiting a COVID-19 Test Result

If any student or staff member is awaiting a COVID-19 test result, then the student or staff member must not enter the facility until they test negative and meet standard criteria to return to school after an illness. If the student or staff member tests positive, then they should immediately begin a self quarantine and seek further guidance from their healthcare provider or DC Health.

Exposure Reporting, Notification, and Disinfecting

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

Step 1: Reporting to DC Health

In the event DC Scholars identifies a student or staff member who has tested COVID-19 positive, DC Scholars must notify DC Health by emailing coronavirus@dc.gov with the following information:

- "COVID-19 Consult" in the email subject line
- Name and direct phone number of the best point of contact for DC Health to return the call
- Short summary of incident/situation

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

Step 2: Communication to Families and Staff

DC Scholars communication protocols must protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

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

DC Health will instruct schools on dismissals and other safety precautions in the event a known COVID19 individual came in close contact with others at school.

Notification to families will occur via Class DoJo and School Messenger. Notification to staff will occur via email.

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

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

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

1. Close off areas used by the person who is sick.
2. Open outside doors and windows to increase air circulation in the areas.
3. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
4. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

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

Student and Staff Schedule

See the Instruction Plan for Model schedules.

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 on August 26, 27 and 28, 2020. For students who are unable to travel to school, the materials will be dropped off at the student's residence. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. 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.

List of items assigned to each student.

- All classes: technology device (Chromebook or a tablet and a charger)
- Pencils, Post it notes, composition notebook, blank paper, and whiteboards and markers
- Early Childhood: counters, flashcards

- Math: flashcards, counters, hundreds chart, place value chart
- Students with IEPs and 504s: individual learning kits aligned to IEP goals and related services
- English Language Learners: individual learning kits aligned to language focus areas (books, flashcards, etc.)

Oversight of Before and After and Extracurricular Activities

DC Scholars will assess the possibility of providing before or after care later this fall. If it chooses to provide one or both of these, it will follow the same protocols for health, safety and instruction indicated throughout this document.

Providing Personal Protective Equipment (PPE)

DC Scholars will provide the following PPE for staff, scholars, and guests:

1. Reusable/washable face coverings / masks for all staff and scholars.
2. Weekly laundering service for these face coverings / masks
3. Disposable gloves face coverings for all guests
4. Disposable gloves, face shields/and or goggles for all individuals cleaning or sanitizing toys, materials, equipment, and belongings and as indicated where they are needed by CDC and local health guidelines
5. Gowns where indicated/recommended by CDC and local health guidelines
6. Protective barrier made of flexible plastic at the main office desk
7. Hand sanitizer with at least 60% alcohol for every classroom
8. Contactless hand sanitizing stations at the entrance of all major areas (i.e gym, cafeteria, school entrances)
9. Sterilized containers or bags for students to hold their supplies and personal belongings.

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.**

This plan describes how DC Scholars Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement through synchronous and asynchronous remote and on-site learning opportunities.

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

The plan may change throughout the school year based on several factors. We will begin the year fully virtually. At the end of Quarter 1, we will revisit citywide guidance on school reopening as well as family and staff surveys to determine when to resume in person instruction.

DESCRIPTION:

Instruction at DC Scholars 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 II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

Virtual and Blended Learning Models

Grades PS-PK

Students in grades PS-PK will receive 70 minutes of synchronous instruction four days per week. All students will be provided with a tablet to participate in virtual lessons. In addition, students will receive number and letter flashcards, crayons, paper, and pencils.

Last year, we found it challenging to have large groups of very young children in one virtual classroom. Therefore, we are breaking each classroom into two cohorts (AM and PM). Both cohorts will receive the same instruction. The smaller class sizes will allow teachers to provide more individual feedback and student support.

All early childhood students will be assessed at the beginning of the year to gauge their foundational literacy and numeracy skills. Teachers will use that data to inform their instructional planning and small group support.

The learning schedule will be as follows:

- Monday-Thursday (Synchronous): The 70 minutes of live, virtual instruction will be broken down into the following components:
    - 20 minutes: Morning Meeting and Social Skills Instruction
    - 10 minutes: Daily phonics and phonemic awareness instruction
    - 25 minutes: Read Aloud or Math Instruction (2 days a week students receive math, 2 days a week students participate in a Read Aloud and complete a journal writing prompt)
    - 15 minutes: Small Group Instruction/Feedback/Support: Teachers will provide additional small group reading and math instruction
- Friday (Asynchronous): Teacher will pre-record the lesson for that day. The lesson will be broken down into the following components:
    - 20 minutes: Morning Meeting and Social Skills Instruction
    - 10 minutes: Daily phonics and phonemic awareness instruction
    - 25 minutes: Read Aloud

Assessing student progress:

- Formative assessments (see details on formative assessment plan below)
- Students will submit assignments for grading via Class Dojo. Teachers will request that families take a picture of student work (journal writing, math work, etc.) and upload it to their child's portfolio in Class Dojo.
- In the moment assessment of students understanding during live instruction

Grades K-8

Students in grades K-8 will receive between 80-90 minutes of synchronous instruction four days per week. The synchronous session will encompass Tier 1 and Tier 2 instruction with the support of curriculum programs noted below. The tables below provide additional information regarding grade level and content specifics of our full virtual and blended learning models. All students will be provided with a chromebook to participate in virtual lessons. Additionally, students will receive writing tools and manipulatives to support learning.

All students will be assessed at the beginning of the year to determine performance levels in ELA and Math. Teachers will use that data to inform their instructional planning and small group support.

Fully Virtual Model

- K/1, and 2-8 schedules

Grade	Time for Synchronous Instruction	Time for Asynchronous Instruction	Platforms Used and Curricular Materials
K-2	ELA **K-2** Tier 1 = 50 minutes (Synchronous) • Foundational Skills / Phonics Lesson → 20 Minutes • EL Module Lesson → 30 Minutes Tier 2 = 30 minutes (Synchronous) • 15 minutes Skills Lesson based on need of the group • 15 minutes specific small group instruction Math K-1 Tier 1 = 50 minutes (Synchronous) • Eureka Module Lesson and practice → 50 Minutes Tier 2 = 30 minutes (Synchronous) • 15 minutes iReady Skills Lesson based on need of the group	ELA **K-2** Tier 2 = 30 minutes (Asynchronous) • iReady Math **K-1** Tier 2 = 30 minutes (Asynchronous) • iReady	ELA: • iReady • EL Education K-8 Language Arts Curriculum • Reading A-Z • EPIC • myON • Google Classroom • Class Dojo Math • iReady • Great Minds Eureka K-8 Math Curriculum and Online Platforms • Class Dojo
3-8	**ELA**	**ELA**	

	3-8 Tier 1 = 60 minutes (Synchronous) • Expeditionary Learning Module Lessons Tier 2 = 30 minutes (Synchronous) • Close Reading of passages **Math** **2-8** Tier 1= Synchronous Eureka Lesson • Fluency-10 min • Application-15 mins • Concept Development- 35 mins Tier 2 = 30 minutes (Synchronous)-Alternating Groups A and C M/W & B & D T/TH • Application(2nd Grade)/Constructed Response -30 mins	**3-8** Tier 2 = 50 minutes (Asynchronous) • iReady • myON **Math** **2-8** Tier 2 = 30 minutes (Asynchronous) • iReady • Video lesson to accompany Eureka Concept Development and fillable PDF classwork	

K-2 ELA

Block	Details	Materials/Technology Needed	Feedback and Grading
Tier 1 Foundational Skills **(Synchronous)**	• Teacher provides <u>live</u> mini-lesson via Zoom • Students complete assigned workbook pages	Printed packet	Students submit their responses via video (oral drills) and/or they take a picture of their workbook page and

			submit via Dojo. Teachers comment/respond to student answers.
Tier 1 EL Curriculum **(Synchronous)**	• Teacher reads EL text aloud via Zoon • Teachers post links to text via Dojo • Students respond to teacher questioning via Zoom • At least twice a week, students respond to the text in writing and submit their written work	Access to online versions/PDFs of unit texts Curricular Materials need to be printed.	Students may submit a written response on paper and take a picture.
Tier 2 Foundational Skills **(Synchronous)**	• Teacher provides <u>live</u> mini-lesson via Zoom ○ Mini Lesson will be based on need of the group given data. • Students complete assigned workbook pages	Printed packet	Students submit their responses via video (oral drills) and/or they take a picture of their workbook page and submit via Dojo. Teachers comment/respond to student answers.
Tier 2 Small Group Instruction **(Synchronous)**	• Teacher will select a book via EPIC that aligns with the group's F&P Level. • Students respond to teacher questioning via Google Meet • At least twice a week, students respond to the text in writing • Teachers ask students comprehension questions (Genre-Based Thinking Jobs) about their book	Epic Reading A-Z	Teachers provide in-the-moment feedback and coaching. Students complete written responses at least twice per week. Teachers record anecdotal notes about student reading progress in their Data Dashboards?
Tier 2 ELA Student Check	• Students complete ELA iReady lessons	• iReady	Teacher tracks students' time spent on the program and lesson

Ins/iReady **(Asynchronous)**			completion / quiz scores.

3-8 ELA

Block	Details	Materials/Technology Needed	Feedback and Grading
Tier 1 EL Curriculum **(Synchronous)**	• Teacher reads EL text aloud via Zoom OR students read EL text prior to lesson (Teachers post links to text via Google Classroom and/or Dojo) • Students respond to teacher questioning via Zoom • Students can complete EL tasks in Google Classroom and PearDeck • Students complete EL writing tasks via Google Docs • Link to Model Lesson: https://screencast-o-matic.com/watch/cYeOluymaD	• EL materials in Google Classroom	Students submit EL assignments via Google Classroom
Tier 2 Close Reading **(Synchronous)**	• Small groups of live instruction via Zoom. • Teacher completes the Close Reading process for an ANET text using our weekly schedule. Mondays / Tuesdays • Read the text • Genre-Based Thinking Jobs • Finish Thinking Jobs • Selected Response Questions Wednesdays / Thursdays • Unpacking the writing prompt (T.A.F.O) • Complete written response	• Close reading of complex texts and materials on Google Classroom	Students submit EL assignments via Google Classroom
Tier 2 ELA Student Check Ins/iReady **(Asynchronous)**	• Students complete ELA iReady lessons. • Students Independently read their book of choice.	• iReady • myON	Teacher tracks students' time spent on the program and lesson completion / quiz scores.

Math K-1

Block	Details	Materials/Technology Needed	Feedback and Grading
Tier 1 Fluency/Application **(Synchronous)**	Teacher 2 • Teacher engages students in 10 min fluency activity • Teacher engages students in 25 min application task using the RDW model	• Fluency and Application tasks in PPT using Pear Deck • RDW template • Virtual Manipulatives • Whiteboard feature • Student Whiteboards	• Student share responses verbally, through the chat and polling feature • Student use whiteboard to show work • Teacher provides students with sentence frames to share responses
Tier 1 Concept Development **(Synchronous)**	Teacher 1 • Teacher will teach CD to small group • Students will engage in problem set and exit ticket	• CD PPT using Pear Deck • Problem Set and Exit ticket use Polling feature • Virtual Manipulatives • Whiteboard feature • Student Whiteboards	• Student share responses verbally, through the chat and polling feature • Student use whiteboard to show work • Teacher provides students with sentence frames to share responses • Students will complete problem set using fillable pdf or taking a picture of workbook and uploading to dojo
Tier 2 *iReady Skills* **(Synchronous)**	Teacher 1 and 2 • Teacher provides <u>live</u> mini-lesson via Zoom ○ Mini Lesson will be based on need of the group given data. • Students complete aligned materials-this needs to given to students' before they go home	• Iready Teacher Toolbox teacher and student facing materials . • Pear Deck PPT • Virtual Manipulatives • Whiteboard feature • Student Whiteboards	• Student share responses verbally, through the chat and polling feature • Student use whiteboard to show work • Teacher provides students with sentence frames to

Block	Details	Materials/Technology Needed	Feedback and Grading
			share responses
			Teacher will assign aligned iReady lesson to check progress
			Goal: 75% or better
Tier 2 Math Student Check Ins/iReady **(Asynchronous)**	• Students complete Math iReady lessons • Students will watch aligned CD video and complete problem set to review or prepare for lesson	• iReady • Eureka In-Sync	Teacher tracks students' time spent on the program and lesson completion / quiz scores- Goal: 75% or better Teacher reviews problem set

Math 2-8

Block	Details	Materials/Technology Needed	Feedback and Grading
Tier 1 Fluency/Application **(Synchronous)**	Teacher 2 • Teacher engages students in 10 min fluency activity • Teacher engages students in 25 min application task using the RDW model	• Fluency and Application tasks in PPT using Pear Deck • RDW Template and teacher prompting guide • Virtual Manipulatives • Whiteboard feature • Student Whiteboards	• Student share responses verbally, through the chat and polling feature • Student use whiteboard to show work • Teacher provides students with sentence frames to share responses
Tier 1 Concept Development **(Synchronous)**	Teacher 1 • Teacher will teach CD to small group • Students will engage in problem set and exit ticket	• CD PPT using Pear Deck • Problem Set and Exit ticket use Polling feature • Virtual Manipulatives	• Student share responses verbally, through the chat and polling feature • Student use whiteboard to show work

		• Whiteboard feature • Student Whiteboards	• Teacher provides students with sentence frames to share responses • Students will complete problem set using fillable pdf
Tier 2 Constructed Response/Application(2nd) **(Synchronous)**	Teacher • Teacher will provide small group support with grade level constructed response	• Pear deck PPT (problem pulled from ANET • CR protocol • RDW Template and teacher prompting guide • Virtual Manipulatives • Whiteboard feature	• Student share responses verbally, through the chat and polling feature • Student use whiteboard to show work • Teacher CR protocol to identify questions and exemplar responses • Students will complete problem in ANET once a week (the 2nd day of their small group) ○ Teacher will grade and provide written/verbal feedback
Tier 2 Math Student Check Ins/iReady **(Asynchronous)**	• Students complete Math iReady lessons • Students will watch aligned CD video and complete problem set to review or prepare for lesson	• iReady • Eureka In-Sync	Teacher tracks students' time spent on the program and lesson completion / quiz scores- Goal: 75% or better

Virtual and Blending Learning Master Schedules

Sample Student Schedule

K-1

	K-1 AM Cohort
9:25-9:40	Morning Meeting: Social Emotional Learning
9:40-10:30	Tier 1 ELA or Math
10:30-11:00	Tier 2 ELA or Math
11:50-1:15	Asynchronous work time

	K-1 PM Cohort
1:15-1:30	Afternoon Meeting: Social Emotional Learning
1:30-2:20	Tier 1 ELA or Math
2:20-2:50	Tier 2 ELA or Math
2:50-3:30	Asynchronous work time

2-8

	2-8
9:00-9:20	Morning Meeting: Social Emotional Learning
9:20-10:20	Tier 1 ELA or Math
10:25-10:55 or 10:55-11:25	Tier 2 ELA or Math
11:25-12:45	Lunch
12:45-1:45	Tier 1 ELA or Math
1:50-2:20 or 2:20-2:50	Tier 2 ELA or Math

2:50-3:30	Asynchronous Work time	

Blended Learning Model

- **Include EC, K/1, and 2-8 schedules**

ELA K-2

	Block Structure	Details

In the building	**80 minutes**
	
	• 50 minutes Skills Lessons
	  ◦ 20 minutes whole group
	  ◦ 30 minutes Small group differentiated instruction
	
	30 minutes Guided Reading or LLI Lesson (2nd)
		Follow the EL Skills Curriculum Map (Microphases Cycles)
		
		Guided Reading books from Geodes or Scholastics versus Epic.

Virtual Learning	**45 minutes** • Tier 1 Instruction → EL Module Lesson	Students take the workbooks home. Books will be scanned as PDFs to provide students with access. If budget allows, we can print. Students will have their work checked by the teacher when they arrive at school. If students do not enter the building, they can take a picture and upload it to Dojo.
Asynchronous	30 Minutes Iready 30 Minutes Complete Tier 1 work	Students will need to bring their class materials home.

ELA 3-4

Assessment and Promotion Policy

	Block Structure	Details
In the building	**80 minutes** • 50 minutes Close Reading Small Groups & iReady • 30 minutes Guided Reading or LLI Lesson	Close Reading of ANET passages. Follow our Intervention Weekly sequence. Guided Reading books from Scholastics versus Epic.
Virtual Learning	**30 - 45 minutes** • Tier 1 Instruction → EL Module Lesson	Students take the workbooks home. Books will be scanned as PDs to provide students with access. If budget allows, we can print. Anchor text will be sent home with students. Students will have their work checked by the teacher when they arrive at school. If students do not enter the building, they can take a picture and upload it to Dojo.
Asynchronous	30 Minutes Iready 20 Minutes myON 30 Minutes Complete Tier 1 work	Students will need to bring their class materials home.

ELA 5-8

	Block Structure	Details
In the building	**80 minutes** • Tier 1 Instruction	Students will need their books and binders. Teachers should be able to get through 2 lessons because each EL lesson is 45 minutes long.
Virtual Learning	**60 minutes**	Work should be posted and submitted on Google Classroom.

	Tier 2 → 30-45 minutes small groups 　○ Close Reading of ANET Passages • Independent Work time 　○ 30-15 minutes (Tier 1 or 2 support) → This will aid in work completion.	Teachers will "own" their small group of 12 kids per cohort.
Asynchronous	30 Minutes Iready 30 Minutes Complete Tier 1 work	Students will need to bring their class materials home.

Math K-1

Block	Details	Materials/Technology Needed	Feedback and Grading
Tier 1 Concept Development **(In the Building)**	Teacher 1 • Teacher will teach CD to small group • Students will engage in problem set	• CD-Teacher Material • Problem Set • Manipulatives • White boards	Teacher will review problem set and grade exit ticket
Tier 1 Fluency/Application **(In the Building)**	Teacher 2 • Teacher engages students in 10 min fluency activity • Teacher engages students in 25 min application task using the RDW model	• Fluency and Application • RDW template • Manipulatives • White boards	Teacher will review work
Tier 2 *iReady Skills* **(Synchronous)**	Teacher 1 and 2 • Teacher provides <u>live</u> mini-lesson via Zoom 　○ Mini Lesson will be based on need of the group given data. • Students complete aligned materials-this needs to given to students' before	• Iready Teacher Toolbox teacher and student facing materials . • Notebooks • Manipulatives	Teacher will assign aligned iReady lesson to check progress

	they go home		
Tier 2 Math Student Check Ins/iReady **(Asynchronous)**	• Students complete Math iReady lessons • Students will watch aligned CD video and complete problem set to review or prepare for in person lesson	• iReady • Eureka In-Sync	Teacher tracks students' time spent on the program and lesson completion / quiz scores- Goal: 75% or better Teacher reviews problem set

Provide descriptions of daily schedules including instructional materials used

Professional Development

DC Scholars will provide comprehensive training, coaching, and ongoing professional development to teachers.

Summer Professional Development: In August, teachers will participate in 2.5 weeks of professional development with an emphasis on:

1. Student and Family Relationships: Teachers and staff will learn strategies for building and maintaining family relationships virtually.
2. Technology: Teachers will be provided with training on the following platforms: Zoom, Google Classroom, Class Dojo, Pear Deck, iReady, virtual math manipulatives, Epic, and myOn.
3. Establishing School-Wide Routines and Procedures for Virtual Learning: Teachers will learn how they can teach and reinforce virtual learning routines, including logging in, having classroom discussions, taking attendance, submitting assignments, asking questions, etc.

Ongoing Professional Development and Coaching: Teachers will also receive ongoing professional development and coaching throughout the year. All teachers at DC Scholars have a coach.

• Each week, every teacher will participate in a Collaborative Planning meeting with a content expert to digest lesson plans, review student data/progress, and prepare for upcoming lessons.

- In addition, each teacher will have a weekly coaching meeting. The coach will provide the teacher with feedback on their lessons, review student progress and attendance, and provide time for the teacher to ask questions.

The Instructional Leadership Team (consisting of the Director of Academics, Director of Mathematics, Director of English Language Arts, School Director, Director of Early Childhood, and instructional coaches) will use student data and trends from classroom and virtual observations to determine what other types of support teachers may need. Our weekly schedule includes time for teachers to receive additional professional development on topics, such as: fostering community in a virtual classroom, socio-emotional learning, student engagement, technology, data analysis, etc.

Technology Support: Teachers have access to IT support and technology office hours to troubleshoot any technology issues they may have.

Student Support: Teachers will also engage in Student Support Team meetings to address student level concerns. The Student Support Team consists of the Manager of Student Support, Special Education Coordinator, Dean of Students, Counselor, and Social Worker. These individuals can help teachers develop individual and small group support plans. The Student Support team is also responsible for sharing resources and best practices regarding trauma-informed teaching, socio-emotional learning, community-building, etc.

Continuous Improvement

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

DC Scholars will carefully monitor student progress and will regularly evaluate our instructional program.

The Instructional Leadership Team (consisting of the Director of Academics, Director of Mathematics, Director of English Language Arts, School Director, Director of Early Childhood, and instructional coaches) will regularly monitor and review:

- Student surveys
- Staff surveys
- Anecdotal teacher feedback
- Observation trends from virtual and in-person classroom observations and walk-thoughs
- Student assessment data
- Student engagement trends (attendance in virtual classes, participation in synchronous and asynchronous learning activities, and assignment completion)
- Student grades

Using that data, we will consider if we need to make modifications to our instructional program, schedule, student intervention, and/or learning platforms.

A. Assessment

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

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

Achievement Network (ANet) ; i-Ready-Curriculum Associates ; Other (identify vendor)

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

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

PURPOSE STATEMENT:

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

When devising its assessment strategy for SY20-21, DC Scholars decisions considered three key questions:

1. What information do teachers need in order to understand students' current levels of understanding of grade level content?
2. Which assessments are closest to students learning? In other words, which assessments will provide teachers with clear and actionable information?
3. Which assessments can we administer virtually and be confident that the results are reliable?

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

Changes codified in this policy for graduation requirements will be assumed into the school's charter agreement as a waiver for SY2020-21.

FORMATIVE ASSESSMENTS:

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

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports *(could be a combined narrative across grade bans)*
PS/PK	Appletree ECR Math Benchmark Assessment	3 times per year (Sept, Dec, June)	When on-site, students will take assessments one-on-one with their classroom teachers. In a remote context, students will take the assessment synchronously via Zoom.	All PS/PK students will be provided with a tablet.
PS-2nd Grade	EL Skills Foundational Reading Skills Benchmark Assessment	Grades PS-PK will take the assessment 3 times per year (Sept, Dec, June) Grades K-2 will take the benchmark assessment in September and then again according to the pacing guidance provided by the EL Skills curriculum.	When on-site, students will take the EL Skills assessments one-on-one with their classroom teacher. In a remote context, students will take the assessment synchronously via Zoom.	All PS/PK students will be provided with a tablet and internet access. All K-2 students will be provided with a Chromebook and internet access.
K-8	iReady	3 times per year (Sept, Dec, June)	In a remote context, students will complete the assessment synchronously as part of their virtual instruction.	All K-8 students will be provided with a Chromebook and internet access. Younger students (K-2) will take the assessment in small groups so that they can learn the platform and get more assistance. Students may ask

				questions in their virtual Zoom courses if they are having difficulty completing the assessment.
				We will provide a one-page handout with details about how to complete the assessment.
3-8	ANET	3 time per year (Oct, Dec, Feb)	In a remote context, students will complete the assessment synchronously as part of their virtual instruction.	All K-8 students will be provided with a Chromebook and internet access. Students may ask questions in their virtual Zoom courses if they are having difficulty completing the assessment. We have opted for ANET's shorter assessments, which are more appropriate for remote learning. We will provide a one-page handout with details about how to complete the assessment.
NWEA MAP	K-2	TBD: Likely Jan and June	We will only administer NWEA MAP in person to ensure that students have adequate time and support to complete the assessment. Assuming we can resume some in person instruction by January, we will conduct this assessment in in-person in January and June.	
PK-8	Fountas and Pinnell Benchmark Reading Assessment	TBD: Likely Jan and June	We will only administer F&P in person to ensure reliability and that students may have adequate time and support to complete the	

				assessment. Assuming we can resume some in person instruction by January, we will conduct this assessment in in-person in January and June.
Curricular Module Assessments: Eureka Math and Expeditionary Learning ELA	K-8	According to the scope and sequence outlined within each curriculum.	Asynchronous and synchronous	All K-8 students will be provided with a Chromebook and internet access. Students may ask questions in their virtual Zoom courses if they are having difficulty completing the assessment.

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.**

DC Scholars is not making any changes to its promotion or graduation policies for School Year 2020-2021.

The policy outlined in our Student Handbook is as follows:

Scholar progress is continually shared with parents using Class Dojo, informal check-ins, Parent Teacher Conferences, progress reports, and assessment score reports. Formal family teacher conferences are held three times a year at the end of the first three quarters. We encourage all parents to communicate with teachers frequently about their scholar's progress. Scholars who do not meet grade level expectations may be recommended for retention based upon the following criteria:

Attendance:

- Scholars who are absent from school for 17 days or more are automatically recommended for retention.

Course Grades

- PreS-PreK: Non-applicable
- K-8: Scholars who receive a final grade of D or below in math <u>or</u> literacy may be considered for retention.

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

Assessment and Growth

- PreK: Students are assessed 3 times a year in Math using the Every Child Ready Assessment and using the EL Foundational Skills Assessment for literacy.

- K-8: Scholars are assessed using a variety of formal assessments outlined in our Formative Assessments Plan (see above). Baseline scores are established in the beginning of the fall semester and progress is measured at 2-3 additional points throughout the year.

Homeroom teachers make retention recommendations to the school's academic leadership teams. The leadership teams review the student profile including attendance, achievement, and growth in classwork data before making a final judgment. Families will receive any preliminary recommendations for retention during Quarter 2 and final recommendations in mid-May. Conferences and final Final decisions are made by the School Director. Decisions may be appealed via a written request to the Head of School.

requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

n/a

9. **OSSE has issued <u>guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.</u> 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?

Touchpoints that **DC Scholars 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 (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. Egnyte, Dropbox, 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.
- Interactive academic support engagement through Class Dojo for participation and assignment uploads

Grade Span Considerations

Pre-kindergarten

Per DC PCSB, though there is no OSSE guidance as this is non-compulsory, schools must have a documented attendance policy and defined expectations.)

DC scholars will provide all Pre-K students with access to technology that will include Zoom and Class Dojo platforms. Students will upload work to their assigned portfolio via Class Dojo. Teachers will verify attendance through submitted classwork on the following day to allow parents time to complete assignments in the evening. Teachers will provide students with feedback on all assignments to assess a student's demonstration of learning. Attendance will also be tracked for students that their daily assigned "live session" that is offered 1x/week.

Elementary

DC Scholars will provide instruction in all subjects 2x per day. Families will have an option to join a morning or afternoon session based on the schedule that works best for them. Additionally, lessons will be recorded and uploaded to instructional platforms (Class Dojo) in case families need to engage at an evening time. Students will upload work to their assigned portfolio via Class Dojo. Teachers will verify attendance through submitted classwork on the following day to allow parents time to complete assignments in the evening. Teachers will provide students with feedback on all assignments to assess a student's demonstration of learning. Students will participate in live sessions via Google Classroom where daily attendance will also be taken.

Middle School (with multiple teachers)

Each day middle school students will participate in morning advisory. During this time, teachers will take attendance for all students assigned to that specific homeroom. Students will be required to log into live sessions for Math and Literacy throughout the day. Teachers will take attendance for each specific content area daily. DC Scholars will input attendance into the school's information system to be shared with families on a weekly basis.

Attendance Monitoring and Reporting

DC Scholars 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 daily attendance for remote learning students with an LMS will follow protocols as follows:
    - iReady
    - Class Dojo

DC Scholars will take the following actions to address absences:

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

attendance administrator.
- Teachers will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.
- Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

Attendance Policy

Attendance Touchpoints by Learning Type for

	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) captured in LMS (B) 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	Present Remote: Student responds to email AND fully or partially completes >50% of the day's assignments. Student logs in to LMS and fully or partially completes >50% of the day's assignments. Student responds to documented contact(s) from community leader, engagement specialist, 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

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

| 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 and middle school students who are learning remotely will receive the following:

- A robo reminder call to get ready for school.
- A robo tardy call if not present by the end of the first activity.
- An email if not present by end of second activity or by 10:00am, whichever occurs first (engagement specialist copied).
- A call from the engagement specialist following up on email.
- A robo call to the family notifying them of the student's absence from school.

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
- A call from the engagement specialist following up on email to the student.
- A call from the engagement specialist to family, if applicable.
- A robo call to the family notifying them of the student's absence from school, if applicable.

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

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

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

Collecting and Reporting System

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

Whole Student Support

A. Student Support

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

DC Scholars is committed to supporting students social-emotional and mental health needs during continuous learning and school recovery. Below are several interventions for students' social-emotional and mental health needs during continuous learning and school recovery.

Addressing Students' Socio-Emotional Needs

· Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons. This includes social-emotional lessons through the Second Step curriculum and resources provided by the clinical team to support social-emotional learning.

· School administration will model for teachers how to facilitate social-emotional and wellness checks and support activities, including meditation, yoga, and community and team building activities.

· Teachers and leaders will conference with families and, if necessary, refer students to the student support team or clinical team.

· The clinical team has a referral/request process for teachers, families, and students to refer students to the counselor and social worker for social, emotional, behavioral needs.

· Our clinical team and behavior techs will provide small group and individual counseling and support, as needed.

· DC Scholars is working with the Bainum Foundation and the Department of Behavioral Health Services to continue to assess and build our toolkit in social-emotional and mental health support services and working on training and services to support students, teachers, and families.

· DC Scholars also utilizes the Student Support Team through a Response to Intervention program to regularly review student data in culture and academics, observe classes, and determine students who need social-emotional-behavioral interventions to support their progress and growth. Teachers and families can also refer students to the Student Support Team for increased supports and interventions based on individual student needs.

Addressing Students' Academic Needs

At the start of the year, all students will be assessed on their academic strengths and opportunities for growth, including COVID-19 related learning loss. Students in PS-2 completed live, one-on-one reading assessments with their teacher, an instructional coach, or an interventionist via Zoom. Students in grades K-8 took the iReady diagnostic assessment synchronously via Zoom with their classroom teacher. Using that data, our instructional leadership team grouped students in small groups in grades PS-8 based on academic need. All students are enrolled in a Tier 2 academic small group in both reading and math at least twice a week with one of their classroom teachers. Families were sent a detailed schedule outlining their student's schedule, including whole group classes and small group intervention times.

Students identified as in need of even greater intervention and academic support will also receive Tier 3 academic interventions from an instructional coach, special education teacher, English Language Learners teacher, or interventionist. We allocated our most experienced educators to support the academic needs of students most at risk. Students with more academic needs receive four days of intervention in response to their data in reading and/or math.

Students will be assessed regularly to ensure they are making appropriate academic gains in math, reading, and writing. Our instructional leaders and teachers will review data to determine student's strengths and areas of need to ensure they are receiving aligned instruction and supports. Based on analyzed data, students may receive updates to their small group instruction focus, quantity of small group instruction (1-4 days a week), and interventions used to support student growth. Lastly, students are referred to the student support team (our RTI team) when they require further analysis and intervention to support their academic needs which includes layers of analysis, intervention, progress monitoring, and then referral to key experts (clinical team, team, Special Education Coordinator) as 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.

    - 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.
    - Staff members will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support.
    - School staff will continue to track student participation and engagement with the LMS 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 LMS.

Communication with Families

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

Modifications to Distance Learning

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

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

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on LMS chat or discussion boards.
- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

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

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

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

- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

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

Special Populations

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

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

- Description of how LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services
    - DC Scholars continues to ensure we are aligned with IDEA and OSSE timelines and provision of services as much as possible during Covid-19 and Distance Learning.
    - All timelines for the Eligibility and IEP process, including response to referrals, Analyze Existing Data meeting, IEP meetings, IEP amendment meetings, 30-60 day reviews, and Eligibility meetings continue to be conducted in alignment with IDEA and OSSE guidance and timelines. Meetings are held virtually via phone or video call (zoom platform) and all paperwork is provided via email and/or docusign. Timelines for parent communications, invitations, drafts and final documents, as well as, prior written notice are provided within IDEA and OSSE timeline policies as well.
    - All evaluations are ordered on time and with parent consent, provided in writing (email or docusign). All evaluations are complete as much as possible within the timeline; however, for evaluations that require in person assessments between the student and evaluator, we will continue to ensure it is done based on health and safety guidelines and mutually agree with the parent on a reasonable timeline. We will notify parents verbally and in writing (Prior Written Notice) and note their agreement as necessary for updated timelines due to Covid-19/distance learning. If the agreed upon timeline cannot be met due to changes in health and safety guidelines, we will reconvene with the parent/guardian, team, and evaluators to determine best next steps and timelines, documenting on a prior written notice.
    - For evaluations that can be conducted virtually, we will continue to maintain federal and OSSE timelines.
    - DC Scholars is using service logs for all related services in SEDs for documentation and logging specialized instruction and implementation of academic services, accommodations, and supplemental aides and services during distance learning in a tracker for each individual student. Related services providers and special education teachers are tracking all of their sessions, what supports/services/accommodations were provided and any attempts/communications with families.
    - Special Education case managers will connect with each family to understand their preferred mode of communication and best time of day to connect before the school year begins.
    - Special Education teachers will conduct a needs assessment to ensure each family and student has what they need to engage in virtual learning within the first three weeks of distance learning (so parents can share based on experience).

- The steps the LEA is taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning
    - Special Education teachers will conduct a needs assessment to ensure each family and student has what they need to engage in virtual learning
    - Based on the results, we will ensure each family has access to content and supports aligned to their disability needs
    - Based on the results, teachers will be trained on how to support parents/families based on needs and disabilities and how to communicate as a result
    - We will continue to check in with families ongoing to ensure we are up to date on their needs and adjusting our supports in response. We will do this via surveys, parent check ins (monthly by special education teachers), parent teacher conferences (quarterly), and as needed.

- The manner in which LEA deliver related services for students in distance learning
    - All related services will be provided virtually while DC Scholars is fully in virtual learning. This will be provided in ratio to services provided when we are in traditional/in building learning.
    - Related Service Providers will provide services via zoom
    - Related Service Providers will provide updates in writing via student profile/support sheets and in

virtual meetings with Special Education teachers, case managers, and when applicable, Dedicated Aides, who will turn key to General Education Teachers, to share best practices, accommodations, and supports to integrate into student instruction, materials, etc.

- The manner in which the LEA will support parent training for students receiving related services through distance learning
    ◦ All DC Scholars families will be provided with training on our technology platforms and applications for virtual learning before virtual learning starts via videos, zoom meetings, and step by step written directions all compiled on our website for ongoing access. Additionally, families will receive training on our assessments and protocols in the beginning of the school year and as needed aligned to the assessment calendar. Families will also get training on social skills programming and mental health to support their reinforcement and use of at home with first sessions in the first month of the school year and then ongoing.
    ◦ DC Scholars will be providing learning and accommodation kits to families to support their child at home. These will be individualized to students and aligned to their IEP and 504 services and accommodations. Examples include but are not limited to: visuals for OT exercises, printed graphic organizers, pencil grips, raised line paper, highlighters with documents that detail how and when to use at home.
    ◦ DC Scholars will be assessing each family of a student with an IEP or 504's strengths and challenges to supporting virtual learning, including student services and accommodations.
    ◦ As a result of assessment, number of students and families with key needs and services, and staff input - we will determine training at the universal, small group, and individual levels.
    ◦ This information will be used to establish a scope and sequence for parent trainings.
    ◦ Needs assessment via survey and/or written/oral communication will be ongoing and as needed throughout the year so we can continue to respond to family needs.
- 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
    ◦ we will use assessment data (universal from school and aligned to assessment plan in the assessment section) and IEP goal aligned data (collected by Special Education teachers) to identify student needs and the gap between where they should be and where they are
    ◦ We will use this data to create recovery plans for each individual student in collaboration with 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
    ◦ As noted in the assessment section and evaluation notes above, DC Scholars will be assessing all students aligned to the assessments and timeline in the assessment and grading section
    ◦ Special Education teachers will additionally be assessing students virtually on progress on their IEP goals
    ◦ We will use this data to drive our recovery plans, IEP amendments, and updates to services and supports.
- 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
    ◦ we will use assessment data (universal from school) and IEP goal aligned data (collected by Special Education teachers) to identify student needs and the gap between where they should be and where they are
    ◦ We will use this data to recreate recovery plans for each individual student in collaboration with families to ensure we understand their capacity and needs to be able to access recovery services during virtual learning.

14. **Describe the LEA's plan to serve ELs, including:**
    - **A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;**
    - **The manner in which the LEA will set language goals across the four language domains of reading,**

writing, listening, and speaking to advance your EL students' English proficiency;

- **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and**

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

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

All English language learners will be instructed through our virtual learning

model. All students will receive language instruction through their ELA block and our ELL teacher will offer push in services and consult to support language skills throughout learning. Additionally, students that are English Language Learners will also receive small group instruction with their ELL teacher focused on their language needs and in response to their data. This support plan will be built into the master schedule and implemented with fidelity. We will also be providing learning kits to support ELL students with virtual learning that include bilingual texts and flashcards for language.

- 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.

We will use the pre-IPT to access our early childhood students, the WAPT to assess new kindergarten students, and the WIDA Access screener for any new 1st-8th graders (we do not have any returning ELL students in these grades). Based on this information we will set language goals for each individual student using the four domains from the WIDA Can Do descriptors. The ELL teacher will ensure we have up to date assessment information for each EL student and will create individual goals in the first month of school. This will be shared with teachers and families in the first month of school as well. Progress will be collected virtually on each goal and reported out via progress reports each quarter.

- 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

Our ELL teacher will provide language instruction in the four domains through both push in supports/co-teaching and through direct and small group instruction. The ELL teacher will be the go to for teachers who need support implementing language instruction and best practices in their virtual classrooms. Teachers will plan weekly for instruction, including implementation of language support in the four areas through weekly intellectual prep meetings with coteachers and their coach. Based on assessment results and language goals, students will have learning kits to support their work at home while the teacher supports them virtually through live instruction. DC Scholars currently has two students in kindergarten that are ELL and returning and is monitoring new students for English Language needs through enrollment and teacher reporting. We will ensure each student is supported based on their assessment, data, and needs through direct support and collaboration from our ELL teacher.

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

  Our ELL teacher will use language progress monitoring data and our universal assessments to track EL student's progress on their language goals and our grade level content. The ELL teacher will use her small group time with students to preview academic vocabulary and upcoming units/lessons to support student understanding and engagement in their classes. Student accommodations, aligned to each individual student's level, will be provided virtually through push in support from the ELL teacher, directly by the teacher, and in small group instruction.

  To support parents we are providing a translator for teacher check ins, parent teacher conferences and we are providing all information on ELL student's individual plans, support, and progress in English and the parent's language.

Technology Policy

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

PURPOSE or POLICY STATEMENT:

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

Pre-COVID-19 students' use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. DC Scholarsis committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a *Student Technology Agreement* form, upon issuance of the technology.

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

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- Replacing/Repairing Equipment
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- Remote Learning Limitations on School-Provided Devices

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

Per DC PCSB requirement, DC Scholars 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

AN = As needed

E = Everyone

	PK3-PK4	*K-5*	*6-8*	*Staff*
Computer				*E*
Chromebook		*E*	*E*	
Hotspot	*AN*	*AN*	*AN*	*AN*
Tablet	*E*			
Mouse	*E*	*E in K-2*		

- Software

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 Distribution Plan for Students

Family Engagement Policy

	PK3-4	*K-2*	*3-4*	*5-8*
LMS	*Class DoJo*	*Class Dojo*	*Class DoJo*	*Google Classroom*
Learning Games, Software and Apps:	*Zoom, Epic, Dojo, Starfall: ABCs, Starfall: Learn to Read, Starfall: Numbers*	*Clever, Dojo, iReady, Zoom, Epic*	*Clever, Dojo, Gmail, iReady, Zoom, Epic*	*Clever, Dojo, Gmail, iReady, Zoom, Epic*
Email			*Gmail*	*Gmail*

- Training

For every piece of equipment and software, DC Scholars is developing training for staff, students, and families (especially for younger children) on access, proper use and care. Training will include general use of provided technology, access to applications, use of each application. Training will be provided through written guides, videos, and live trainings (recorded). All resources will be posted to our website for ongoing family access and on our staff g-suite site for staff access. Both staff and families will have access to office hours to support their use and access to technology.

DC Scholars, in partnership of its technology consultants, Inspiroz, will provide on-going technical support to staff and scholars for malfunctioning equipment and to use the equipment and software properly.

Review & Assessment:

- Equipment

DC Scholars will provide all students with a device (Chromebook or tablet). DC Scholars has assessed the inventory of what equipment that was previously assigned to and returned by students from the previous year and will only distribute those for the upcoming year that are in working order. We have ordered additional Chromebooks and tablets to meet the enrollment targets for this upcoming year, ensuring we have a 5-10% extra supply, for devices that break or for students to borrow if needed.

All staff laptops that were issued last school year will also be assessed to determine if they are in working order for the upcoming year. Staff will be issued a new device or have their current device repaired, if needed. All new staff will receive a laptop in working condition, and DC Scholars has a supply of about 5% additional laptops, in the event devices break or staff needs to borrow while their laptop is being repaired.

16. Describe the LEA's policy for partnering with families and communicating about continuous learning and

For all families and new staff joining the school community, we will survey their internet access needs. DC Scholars is partnering with DC OCTO to ensure all families that are eligible and who need internet access will receive access to WiFI through Comcast or RCN. Any family or staff member not eligible will receive either a hotspot or an LTE-enabled device.

- Software

Based on the instructional plan, DC Scholars has identified the software that it believes best supports remote learning. Please see the software distribution plan chart above for the specific types of software each grade level will receive.

- Training

DC Scholars, in partnership with Inspiroz, will provide training on the use of devices, software, apps, and technology safety. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

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

Replacing/Repairing Equipment

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

- How will families return broken equipment? (Mail, on-site, pick up from home) Families will contact tech support and be given a day/time to return equipment to the school. A family member will be directed to come to the school and drop off the equipment in question while adhering to all appropriate COVID related safety precautions.
- How will families check out "loaner" equipment? Families will contact tech support and be given a day/time to retrieve loaner equipment from the school. A family member will be directed to come to the school and retrieve loaner equipment while adhering to all appropriate COVID related safety precautions
- What is the accountability if equipment fails due to misuse? Families will sign an appropriate usage of tech agreement upon receiving technology devices. If equipment fails due to misuse, families *MAY* be assessed a fee at the discretion of DC Scholars leadership.
- How will you identify if there is an equipment malfunction (versus software or training)? If families suspect

an equipment malfunction, they will contact DC Scholars tech support and have the issue appropriately diagnosed. Based on those findings, tech support will direct them on next steps.

- Software
    - How will software malfunctions be determined and addressed?If families suspect a software malfunction, they will contact DC Scholars tech support and have the issue appropriately diagnosed. Based on those findings, tech support will direct them on next steps
    - How will student passwords be safeguarded? Student passwords are stored in a database at the school by our IT staff. Parents are provided with the password to their child's device. It is then the parent/guardian's responsibility to safeguard that information. If a parent/guardian suspects that their child's password has been compromised, they should immediately contact DC Scholars tech support. A new password will be provided.
    - What is the process for getting access if "locked out" of software? If families are "locked out" of software, they will contact DC Scholars tech support and have the issue appropriately diagnosed. Based on those findings, tech support will direct them on next steps
- Training
    - What training will be provided throughout the year to families with repeat or severe issues with equipment or software? DC Scholars contracted tech support staff will provide any required training to families throughout the year as needed on a case by case basis.
    - Who will be responsible for troubleshooting electronic issues at the school (vendor or school staff)? DC Scholars contracts with an IT support company. Families have access to that support virtually during school hours each day of the week and onsite at the school on Mondays and Fridays.

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

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

Remote Learning Limitations on School-Provided Devices

- Equipment
    - Will you limit the use of equipment for only school purposes (and are you actually able to monitor this?)
        - The technology agreement that families/scholars must sign to obtain use of the device includes a provision that personal use is prohibited on the devices.
    - If a piece of equipment goes missing, what is the families' responsibility?
        - Families are required to let DC Scholars know if any equipment is missing or broken so that the student can get a loaner or replacement device as soon as possible to continue education. Based on the issue, DC Scholars reserves the right to assess the family a fee.
    - If hardware is used by other family members, is this okay?
        - The technology agreement states that use by other family members is prohibited.
- Software
    - Will software be accessible without login credentials?
        - Once students are initially logged into their devices the following software will not need an additional sign in:
            - Zoom
    - Will new software be allowed to be downloaded onto the computer by the family/student?
        - Chromebooks: The students will be unable to download additional software.
        - Kindles: Students will not be permitted to download additional software without DC Scholars

Leader staff approval.
- Will new software (not school purchased) be permitted?
  - Per the technology agreement families/scholars must sign, new software purchases will not be permitted on the chromebooks. On the kindle devices free programs are available for download but may only be downloaded with DC Scholars Leader staff approval. DC Scholars placed a generic card on file for Amazon, but it only holds $10.00 total for the school. This is to prevent accidental purchases from the families. We are also currently testing Parental controls and what options are available.
- What type of limitations will be made available when using the Internet?
  - DC Scholars has filtering in place using Go Guardian filtering program on the chromebooks. We use G Suite to manage the chromebooks as well as to create user accounts. By using G Suites built in filtering options we can further protect students in conjunction with Go Guardian.

- Training

- DC Scholars, in partnership with Inspiroz, will provide training on the proper use of devices, software, apps, and technology safety. When students come to DC Scholars to pick up their devices in August, we will have them check their device with the support of our tech team to ensure that it is in working order and the scholar or family member can turn it on and log on to essential programs and email. If family or staff need additional help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.
- In addition, DC Scholars will provide written handouts, which will be shared with families as hard copies and on-line, and video tutorials for on-line training. Teachers will also spend time in the beginning of the school year training their students on the programs necessary for learning in that particular class.
- Staff, families and students can call our tech support hotline or email for support, if needed, in understanding limitations

Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device. DC Scholars is partnering with DC OCTO to ensure all families that are eligible and who need internet service will receive access to WiFI through Comcast or RCN. Any family or staff member not eligible will receive either a hotspot or an LTE-enabled device issued by DC Scholars.

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

- How will families return broken equipment? Families will contact tech support and be given a day/time to return equipment to the school. A family member will be directed to come to the school and drop off the equipment in question while adhering to all appropriate COVID related safety precautions.
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    - How will software malfunctions be determined and addressed? If families suspect a software malfunction, they will contact DC Scholars tech support and have the issue appropriately diagnosed. Based on those findings, tech support will direct them on next steps
    - How will student passwords be safeguarded? Student passwords are stored in a database at the school by our IT staff. Parents are provided with the password to their child's device and on the day of device pick up, DC Scholars will confirm that students know their passwords and can log on. The password is stored behind Google's security,   It is then the parent/guardian's responsibility to safeguard that information. If a parent/guardian suspects that their child's password has been compromised, they should immediately contact DC Scholars tech support. A new password will be provided.
    - What is the process for getting access if "locked out" of software? If families are "locked out" of software, they will contact DC Scholars tech support and have the issue appropriately diagnosed. Based on those findings, tech support will direct them on next steps
- Training
    - What training will be provided throughout the year to families with repeat or severe issues with equipment or software? The DC Scholars tech support team will provide any required training to families throughout the year as needed on a case by case basis and through the following options:
        - Pre-recorded training videos
        - Real-time training virtually
        - Training documentation with step by step instructions
        - In person support if needed and scheduled with tech support ahead of time
    - Who will be responsible for troubleshooting electronic issues at the school (vendor or school staff)? DC Scholars contracts with an IT support company, Inspiroz. Families have access to that support virtually during school hours each day of the week and onsite at the school on Mondays and Fridays.

school operations, including:
- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
- **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**

- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

PURPOSE or POLICY STATEMENT:

This policy will describe how DC Scholars Public Charter School will partner and communicate with families about continuous learning and school operations.

DESCRIPTION:

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

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

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I. General Schoolwide Communication

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

media channels and individual outreach.

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

Website

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

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

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

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

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

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

Social Media

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

Direct to Family

DC Scholars will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school **at least twice weekly.**

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

During the pre-service week, each teacher out to their homeroom families.

During the pre-service week, each grade level holds two virtua;ll Open Houses (middle of the day and in the evening)

During pre-service week, each grade level schedules Virtual Home Visist with every family

During preservice week, DC Scholars holds socially distanced in-person Open House set up outside for scholars to come out and meet their teachers, pick up technology, uniforms and school supplies; all families and staff wear masks, keep distance and follow all health guidelines

How you will ensure that students and families are given routine informal feedback (e.g., comments and graded work).

Every day, the teachers provide immediate feedback on students' work

Every week, the teachers provide a progress report to each scholar on progress toward the mastery of the standards

Depending on the assignemnets, the teacher goes over the common errors in class to assure the understanding

Every day, the students have a small group instruction for all core subjects, in which the teacher focuses on developing skills using the feedback from the homework assignemnts

II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

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

Trainings

During the summer orientation sessions, technology pick-up days and at regular intervals across the year, DC Scholars will provide virtual and in-person training to support families in navigating the continuous learning plan of DC Scholars. These trainings will include, but are not limited to:

- troubleshooting your device at home
- accessing DC Scholar's distance learning platform and materials; and
- navigating the learning management system
- accessing scholar email accounts and resources
- submission of student work

Continual improvement

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

Resources

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

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 Tiffany Green (TGreen@dcscholars.org) 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 DC Scholars website.

Trainings

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

- How to safely return to school: a training detailing all in-school processes for students, families, and staff)
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

Signage and Resources

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

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 Scholars PCS website.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEA Name: Izabela Miller

LEA Leader Name: Izabela Miller

Date: 10-14-2020 11:22 AM