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

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LEA Type: Pre-K ; Elementary ; Middle School ; High School
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Background and Purpose

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

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

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

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

School Recovery Operations Plan

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

The School Recovery and Operations plan dictates the manner in which E.L. Haynes PCS will operate its facilities during the 2020-21 school year. The plan is based on the available guidance as of July 31, 2020. Guidance from the CDC, OSSE, and DC Health has been vital in preparing this plan, and will be monitored so that this living plan may be updated accordingly as recommended by experts and policymakers. While we are beginning the 20-21 school year virtually for at least the first quarter, our plans will ensure the safety of staff and students who need to access our facilities, both when they return to in-person learning and in the interim for building use and in-person learning opportunities.

CLEANING SCHEDULE

DAILY, WEEKLY, AND MONTHLY CLEANING

E.L. Haynes 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 in partnership with our cleaning vendor, BradCorp, this will include, but not be limited to:

- Following manufacturer's instructions and safety practices for all cleaning solutions;
- Ensuring storage of all cleaning supplies, solutions, equipment in a secure, clean environment;
- Per-Use cleaning of shared objects like classroom toys, manipulatives, and sports equipment;
- Exterior facilities and equipment will receive cleaning between use and nightly sanitation; and,
- Each facility will have a posted schedule outlining where and when cleaning and sanitizing occur (between uses, throughout the day, every night, weekly, and monthly).
  - **Daily: Cleaning of surfaces before and after meals; cleaning and sanitizing of mats before and after use/storage; and storage of bedding in sealed containers for each child (laundered weekly)**
  - **Nightly: Regular cleaning of all areas, including vacuuming of rugs; fogging sanitization of all rooms and areas; and use of UVC lights in all janitors closets to sanitize cleaning materials overnight.**
  - **Multiple times a day: clean and disinfect all surfaces in classrooms, hallways, offices, and bathrooms; clean and disinfect stationary and mobile playground equipment; and clean and disinfect toys and shared objects after each use (place item in bin to ensure it is not used again)**

HYGIENE

Frequent, proper hand washing will be required by staff and students. All staff received a training video on proper handwashing techniques, and students will be taught age appropriate lessons for when (between activities, after coughing/sneezing, after using the bathroom, before and after putting on/removing face masks) and how (at least 20 seconds, warm water, proper hand positions) to wash their hands by their teachers. Signs created specifically for our students will be posted in every classroom and at every sink. Hand

sanitizer will be available at every entrance for immediate disinfecting.

In addition to regular supplies of soap and paper towels in the bathrooms, all classrooms, lobbies and offices will have readily available hand sanitizer, tissue, and cleaning supplies for spills. Additionally, as detailed in other sections of the report the following measures will be implemented to ensure school-wide hygiene: Increased air circulation and filtering, separate students belongings in closed bins, and the regular use of PPE.

COVID-19 POSITIVE CLEANING PROCESS

In the event of a known positive COVID-19 case in an E.L. Haynes facility, the school will control spread by disinfecting all exposed materials and limiting personnel in any shared or common areas that may be contaminated area(s). No individual(s) will be allowed in the room assigned to an individual following identification of a known positive case for 24 hours, to allow particles to settle. All doors and windows will be locked. This includes cleaning personnel. After 24 hours cleaning crews with appropriate PPE will enter to begin the cleaning and disinfecting process.

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

FACILITY CHANGES

HALLWAYS/STAIRCASES

- All hallways and stairwells will have signage detailing:
    - Where to walk and stand for social distancing; and,
    - Which direction to use (up staircase or down staircase).
- Water fountains will be closed and water dispensers will be made available for student use. These dispensers will be sanitized and filled daily, and cleaned throughout the day.

CLASSROOMS

- All classrooms will be set to provide desks/chairs for 11 students that are at least 6 feet apart.
- Desks will all face the same direction.
- The number of students/desks will be adjusted only when instructed to do so by the DC Department of Health as part of a change in the District's Phase status and/or updated guidelines.
- Bins will be provided to younger classrooms to house toys and/or other materials that must be sanitized before being used by another student.

BATHROOMS

- Student Bathrooms
    - Each cohort classroom will have an assigned bathroom and schedule for its use throughout the day.
    - The daily cleaning schedule will follow assigned cohort times. All surfaces in all bathrooms will be sanitized nightly.
    - Every other bathroom stall will be locked from the inside. Each day the closed/open stalls will alternate in order to ensure maximum sanitation.
    - Every other sink in bathrooms will be closed with proper coverings.
    - Every other urinal in bathrooms will be closed with proper coverings.
- Adult
    - Adult bathrooms will be cleaned on an hourly schedule.
    - The bathrooms and all surfaces will be sanitized nightly.
    - Adults will be expected to wear their face coverings when using the bathroom.

COMMUNAL SPACES

Staff kitchen spaces, including refrigerators and microwaves for staff use, will generally be closed, accessible only for signed-up staggered use providing time for cleaning and disinfecting between use and maintaining six feet of distancing at all times.

Only staff will be permitted to use photocopiers. Staff will clean the equipment before and after use, including when picking up printed materials.

Exterior communal spaces, including playgrounds and the soccer field, will be cleaned daily. Playground equipment will be cleaned in between scheduled recess times, and sanitized once daily.

TRAVEL TO AND FROM SCHOOL

Students and staff are asked to maintain a distance of at least 6 feet, wear a face mask, and avoid congregating in large groups on transit or at intersections.

ENTERING AND EXITING SCHOOL

All staff and students will be assigned an entrance and entry time to use each day, based on their assigned classroom/office.. All entrances will be in use for arrival to facilitate entry. Students and staff will use outdoor sinks to wash their hands prior to entry, pass through the appropriate screening process, utilize secondary hand sanitizer, and then enter their assigned classroom (or office space). Signs on floors and walls will mark where students should stand and walk at each phase of arrival. (See arrival section below for more details)

At the end of a student or staff members day, they will use a dismissal schedule similar to the arrival schedule and exit tailored to the end of their day.

DAILY HEALTH SCREENING

Staff are currently using a daily health screening document administered by a private nurse before entering the building. We are in the process of transitioning to a daily health screening developed by One Medical; students and visitors will use a screening app developed by SchoolPass both apps may be completed at home before arrival or onsite when the staff, student, visitor arrives.

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

MECHANICAL SYSTEMS AND VENTILATION

HVAC

Air Flow Flushing will be conducted each morning and evening, when the building is largely empty. We will fully open our outdoor air flow to bring in maximum air from the outside. This procedure flushes the air ducts and rooms with outside rather than recirculated air, setting the day up for cleaner air circulation. Doing this for only an hour a day increases the outside air flow in the building, without overloading the building with outside air (which could bring higher rates of allergens and other components of poor air quality into the building, which are limited when we use the filtering systems).

We will supplement the outdoor air flow by:

- Providing each room with the appropriate number/size UV-C HEPA units in order to provide additional support to reduce airborne contaminants.

- Providing additional UV-C only lights for use ONLY when the room is empty. These lights will be turned on by the cleaning crew and off by maintenance every morning before students and staff arrive. The UV-C light helps to sanitize the surfaces touched by air, that might not be regularly touched by staff or students (windows, high ledges, walls, etc.).
- Exploring increasing our acceptable MERV 9 air filters to MERV 13 filters to further enhance the work of the system flushing.
- **All fire rated doors will remain closed at all times**

PLUMBING

Fortunately, the E.L. Haynes maintenance and operations team have kept our facilities in an operational status throughout the virtual learning period. Pipes have been regularly used on a daily basis. In order to supplement regular use:

- The systems will be flushed with hot and cold water 2 weeks before staff return to the building, and as needed as the virtual learning period continues.
- Weekly inspections will ensure the hot water heaters are set to 140 degrees Fahrenheit.
- **Care will be taken to ensure minimal splashing and aerosol generation during flushing.**

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.

ACCESS TO INSTRUCTION

MATERIALS FOR VIRTUAL LEARNING

We developed a plan for an initial back to school material distribution event (primarily the week of August 24-28). The event will be held largely outside, with pre-arranged appointments inside available to families with medical needs. Families will either drive up and remain in their vehicles or walk up and take a socially distanced waiting space. Materials include 1:1 technology devices, internet hotspots (where needed), curriculum, and other school supplies. Any family not able to come to the school for medical reasons will have delivery of materials coordinated.

As additional materials are received or the virtual learning period is extended, we will conduct similarly safe events to distribute additional materials.

STUDENT SCHEDULES

E.L. Haynes will start the year with all students engaging in virtual learning.

When and if we are able to shift to in-person/hybrid instruction, E.L. Haynes will offer a hybrid schedule for grades 1-12 with students in the facility one day per week and virtual learning occurring the other four days a week.

We plan to offer a hybrid schedule for students in PK3, PK4, and K with students in person four days a week and learning virtually on Wednesdays.

We will also continue to offer a virtual-only option to all students and families.

STAFF SCHEDULES

Instructional schedules will be aligned to student schedules.

Non-instructional staff from the Wellness, Operations, and LEA teams will be assigned schedules to align with student needs or work virtually where appropriate to further ensure safety.

High-risk staff members, as identified by the CDC definition will coordinate with the Talent Team to determine their individual attendance needs are accommodated (as appropriate).

ARRIVAL/DISMISSAL PROCEDURES

Arrival

- All families and staff will be asked to wear masks as they travel to school. Specific tips and guidance will be shared with families based on their typical travel method (e.g., walking, public transportation, personal vehicle, or shared ride service).
- Students electing to attend school in person will be assigned arrival time that ensures ease of arrival for families and aligns with proper social distancing and traffic flow through the building.
- Upon staggered arrival at the assigned entrance to the school, all students and staff will participate in a daily health screening (if a parent is escorting a child into the building they will also participate). The screening has two main components:
  ○ An app accessible via smartphone, tablet, computer or at the entrance to the school will ask parents and/or students to answer questions about their health that day (questions will align with the CDC and DC Health proposed questions, and be updated as that guidance evolves).
  ○ We will also conduct a socially distanced temperature check at the entrance to ensure all temperatures are under 100.4 degrees Fahrenheit.
- As students and staff enter the school they will be provided with a pump of hand sanitizer and provided with face masks (as needed).
- Students will immediately go to their classrooms where they will engage in scheduled handwashing.
- Any student who does not pass the required components of the daily health screening will be isolated in an appropriate private room with a contracted nurse to assess the individual and wait for pick up by the family as needed. Isolation rooms will be immediately disinfected and sanitized before use by any other individual.

Dismissal

- All students will be assigned a dismissal time and door that ensures ease of dismissal for families and aligns cohorts, proper social distancing, and traffic flow through the building.
- Parents who must enter the building to pick up a student will pass through the daily health screening, and are required to wear a face covering.
- Parents waiting outside will be asked to wait in their vehicle or individually at socially distanced markers with face coverings.
- Additionally, families will be provided with specific tips and guidance based on their typical travel method (e.g., walking, public transportation, personal vehicle, or shared ride service).

GROUPING/COHORTING

- Students will be assigned to a cohort of no more than 11 other students. During the school day, these will be the only students they have socially distanced interactions with (in classrooms or outside).
- Teachers and other adults will also be grouped with cohorts of students and will limit interaction with students not in their assigned cohort for that day/week.

BEFORE/AFTERCARE

Any before or aftercare activities offered in person will align with both the instructional and operational guidelines detailed in this report. These operational guidelines apply to all of our facilities at all times.

STUDENT MEALS

- All student meals will be served in classrooms in alignment with USDA recommendations and requirements.
- Meals will be pre-packaged to include all components of the meal.
- Those serving food will wash their hands regularly and wear PPE (including face coverings and gloves).
- Classroom tables and chairs will be cleaned prior to and following meals by cleaning personnel.

RECESS

- Elementary school students will engage in scheduled recess breaks outside of the building.
- Cohorts will be kept together and we will maximize the use of all of our exterior facilities.
- Students engaging in socially distanced vigorous physical activity will not be expected to wear face coverings.
- Staff monitoring recess will be expected to wear face coverings.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

- E.L. Haynes has already purchased and has scheduled purchases to ensure that all staff, students, and limited visitors will have access to disposable face coverings daily (with multiple replacements, as needed).
- Disposable masks will be available upon entrance to the building, and via the main office if additional masks are needed throughout the day.
- All staff will be required to wear face coverings at all times, unless briefly appropriate for an instructional or therapeutic purpose.
- Specialized personnel will have additional PPE provided to them as it relates to their work. The maintenance staff have gloves, optional visors, and protective outerwear in the case of emergencies. Special education and early childhood educators in need of clear face coverings will have access to masks which provide full secure covering of the face and still allow others to see facial movements and expressions.
- Staff may provide their own face coverings, with the assurance that they have been stored and cleaned in accordance with CDC guidelines.
- Students in grades K-12 will be required to wear face masks throughout the day in the building (outdoor time and eating are the two exceptions).
- Appropriately sized disposable masks will be available upon arrival and throughout the day to all students.
- Students may choose to wear their own face covering if their families can assure the school that they have been properly stored and cleaned between uses.

EXPOSURE REPORTING AND PROCEDURES

The E.L. Haynes Director of Operations will serve as our internal COVID-19 point of contact. If a confirmed case of COVID-19 occurs, she will:

- **Submit the DC Health form at https://redcap.doh.dc.gov/surveys/index.php/surveys/?s=PCPP97J4EL for non-healthcare facility reporting.**
- Await further guidance from the team at the DC Department of health and follow their recommendations regarding operating status, communication, and notification.
- **While awaiting guidance, e**nsure that all areas are restricted, cleaned, and sanitized per the DC Department of Health guidelines.
- **Communication plans will be guided by DC Health investigators for those with close contact. All staff and students will then be notified that a case occurred and those with close contact have received communication and instructions. We will also provide information to all families about COVID 19 and testing.**

Instructional Delivery Plan

5. **Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21 school year.**
   - **Identify the instructional methods(e.g., 100 percent synchronous instruction, student-guided instruction, etc.),and platforms (e.g., the product name if using a learning management system (LMS)),and materials**

(e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;

- Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learningenvironment (independent learning that takes place without real-time input from the teacher);
- Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
- Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

Instruction at E.L. Haynes Public Charter School will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction virtually or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

Our school will provide virtual instruction for the first quarter of the year (through November 6, 2020). Before the end of the first quarter, the school will re-evaluate our options following health and safety guidance and parent surveys. When health and safety conditions allow, we plan to offer the following options to families (our virtual option will continue as a choice for families regardless of the other options available):

Families must choose an option two weeks before the new term begins. On a quarterly basis and based on availability, families may change their option from virtual to on-site or hybrid via a quarterly family survey.

SCHOOL SCHEDULE OPTIONS

E.L. Haynes will utilize the different models described below as health conditions permit over the course of the school year.

VIRTUAL LEARNING

This option is activated for the first quarter of the school year, and will also be activated when the health and safety of the students are at risk, or due to a city declaration. When other options are offered, this option will continue to be available for students who are immune-compromised or who have a family member who is immune-compromised or whose family would prefer that the child not attend school in-person. In this option, students will experience virtual learning four days a week primarily through synchronous learning and one day a week primarily through asynchronous learning.

HYBRID LEARNING

E.L. Haynes will consider this option if health conditions permit after November 6, 2020 (the end of the first academic quarter). Attend school in-person for up to four days per week.

- Students in PK and K will have the option to attend school in person four days per week, with one day per week learning virtually.
- Students in 1- 12 will have the option to attend school in person one day per week, with four days per week learning virtually.
- All students will participate in virtual learning on Wednesdays.

TARGETED, ON-SITE SYNCHRONOUS LEARNING

This option is open to select students where it is determined that a structured learning environment provided by the school is necessary for his or her continued growth and development, including, but not limited to, students with

disabilities and English learners. In this option, the student will attend in-person synchronous learning up to four days a week and asynchronous learning at least one day per week.

SUPERVISED, ON-SITE VIRTUAL LEARNING

If possible, this option may be open to students who would benefit from a supervised environment. In this option, the student may participate in and complete virtual learning while supervised on-site up to four days a week and complete virtual learning (synchronous and asynchronous learning) for the remaining days of the week (off-site).

INSTRUCTION

Regardless of whether students are on-site or virtual, the amount of time, dedication, and support teachers provide their students will be as consistent as possible across models. In order to ensure equity, each student at Haynes will receive technology that allows him/her/their to access all course material (see details in the Technology section below).

- PK/K will receive Chrome tablets
- 1-12 will receive Chromebooks

All students who are not able to access the internet at home will receive a hotspot device. E.L. Haynes PCS will continue to utilize their former curriculum whether learning in person or virtual. Our curriculum choices continue to be:

- PK: Every Child Ready (ECR)
- Phonics: Fundations
- ELA: Wit and Wisdom (K-8)
- Math: Eureka (K-8) or Illustrative Math (HS)
- Science: Foss (K-8)

Outside of these courses, other school-approved curricula choices will continue to be used as an instructional tool. High school content teachers utilize standards-aligned curriculum resources and teacher-created curricula to support instruction in their content areas.

Wit and Wisdom, Eureka, and Illustrative Math designed online resources that allow students to access the material whether virtually or on site. The online options include full lessons, videos, learning tasks, and assessments. E.L. Haynes purchased access to these resources and platforms, as well as paper-based textbooks for students to use while at school or while learning virtually. Where needed, we purchased duplicate materials to ensure students have the resources they need to access learning virtually and in person.

This spring and summer, E.L. Haynes researched and adopted a new learning management system (LMS) to better support multiple instructional models. E.L. Haynes will utilize Canvas as our learning management system (LMS) during the school year. All schedules, course materials, and learning tasks will be housed in the Canvas platform. Our students, families, instructional staff, and school leaders will access learning through Canvas.

INSTRUCTIONAL HOURS PER DAY

E.L. Haynes will provide instruction to students 181 days. Our students will receive daily instructional hours based on their age and developmental needs. For our first quarter, students will receive a combination of synchronous and asynchronous instruction four days each week (M, T, Th, F) and primarily asynchronous instruction one day each week (W). The details below describe the expectations for the majority of the week (four days/week).

- Students in grades PK will receive 2.5 hours of synchronous instruction per day that includes times for

morning meeting, read aloud, early reading and early math groups, and both independent and social play. PK students will have access to up to 2.5 hours of asynchronous instruction and support per day.

- Students in grades K-4 will receive up to 4.5 hours of synchronous instruction from their teacher. Students will have access to up to 2.5 hours of asynchronous instruction and support per day.
- Students in grades 5-8 will receive up to 4.5 hours of synchronous instruction. Students are scheduled for seven periods broken up into A/B days. Students will have access to up to 2.5 hours of asynchronous instruction and support per day.
- High School students have up to 4 hours of synchronous instruction daily. They have four courses, broken down into A/B days. Students will have access to up to 2 hours of asynchronous instruction and support per day.

For a more detail sample schedule for each campus visit our website here.

A NOTE ABOUT LEARNING EXPECTATIONS ON WEDNESDAYS

Every student will receive asynchronous instruction on Wednesdays, with the exception of schoolwide or grade level meetings that are designed to maintain community. Teachers will plan asynchronous lessons for students and students are expected to participate in these lessons and complete all work that is assigned by their teachers.

PROFESSIONAL DEVELOPMENT

During our Staff Institute (August 17-28), teachers and instructional staff will receive training on the Canvas LMS provided by Canvas Learning. The training will focus on classroom set up and creating and executing lessons within the Canvas platform. In addition to Canvas training, all instructional staff will receive professional development on effective virtual instruction, curriculum virtual learning applications (Eureka and Wit and Wisdom In Sync and Equip online programs), socio-emotional learning support in a virtual environment, and campus-specific training on staff expectations for the school year. All staff will also receive training on health and safety protocols and guidelines in order to access school buildings for on-site needs and in-person learning experiences (when possible).

During the school year, instructional staff will receive formal professional development on Wednesdays. The Wednesdays trainings will focus on:

- Canvas features and IT issues
- Assessing student learning and engagement
- Effective teaching practices in a virtual setting
- Virtual community building
- Social emotional learning

In addition to professional development, teachers have dedicated time regularly to collaborate within content areas and/or grade levels, and to develop intervention support plans.

Teachers will collaborate to discuss students' progress and intervention through weekly data meetings. Teachers and our Wellness staff will report and discuss when students are not engaged, and facilitate touchpoints at least weekly to families whose students are not engaged in the learning.

CONTINUOUS IMPROVEMENT

This instructional plan will be re-evaluated every quarter to ensure that every student's needs are addressed. Our school delivery options will be reassessed based on frequent student, staff, and family feedback and by health and safety conditions. Students needs will also be assessed through formative assessments to ensure that students are receiving the necessary supports. Administrators will review lessons and asynchronous learning tasks weekly, and will monitor synchronous instruction through frequent classroom observations.

E.L. Haynes PCS will be in operation for 181 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 and health guidelines. All changes to school scheduling will occur on the planned quarter start date except for emergency reasons (school outbreak or citywide declaration).

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

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

Assessment and Promotion Policy

A. Assessment

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

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

Achievement Network (ANet) ; i-Ready-Curriculum Associates

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

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

ASSESSMENT

E.L. Haynes will administer the following assessments during SY2020-21:

- Every Child Ready: Letters and Writing
- Every Child Ready: Math
- Kindergarten Core Skills Assessment
- Achievement Network (ANet)
- Great Minds (Unit Assessments, Edulastic, and Equip)
- Fundations (Unite Assessment)
- iReady Reading
- iReady Math
- iReady Fluency

If health and safety guidelines permit, assessments will be administered on-site. If health and safety guidelines do not permit on-site assessment, or if the school chooses to remain virtual throughout the testing period, E.L. Haynes

will provide a virtual testing option. To ensure reliability and validity, virtual assessments will be proctored virtually. Students whose families choose to remain in virtual learning for the duration of the school year will also be assessed according to the following virtual assessment expectations.

PROCTORING VIRTUAL ASSESSMENTS

Using the Zoom or Big Blue Button platform, students will be assigned to small groups and will take the assessment while teachers monitor students in small groups. Teachers and other instructional staff will be assigned as proctors so that assessment time is minimized.

TEST ADMINISTRATION

- *ANet Math (Grades 2-11):* Abbreviated interim assessments will be utilized in grades 2-11 for Math within the following testing windows:
    - Assessment 1: October 1- 15
    - Assessment 2: January 1-15
    - Assessment 3: March 29 -April 8
    - Assessment 4: June 10- 20

- *ANet ELA (Grades 2-10):* Abbreviated interim assessments will be utilized in grades 2-8 for ELA within the following assessment windows:
    - Assessment 1: October 1- 15
    - Assessment 2: January 1-15
    - Assessment 3: March 29 -April 8
    - Assessment 4: June 10- 20
- *iReady*: Assessments will be utilized in grades K-8 during the following assessment windows:
    - Fall Diagnostic: September 1- 30
    - Winter Diagnostic: January 15-30
    - Spring Diagnostic: May 15-30
- *Fundations (K-3) and Great Minds (K-8)*
    - At the end of every teaching unit (approximately every 6 weeks)

B. Promotion and Graduation

7. **Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.**

PROMOTION AND GRADUATION

PROMOTION POLICY FOR GRADES PK-8

Promotion decisions are taken very seriously and retention is only considered when a student is significantly behind or has accumulated excessive absences. Principals will communicate concerns about the possibility of retention with families through ongoing communication. While teachers may recommend retention, the ultimate decision rests with the principal and is made based upon many factors including input from a variety of team members, including of course, the student's family. Families may request retention but this must be done so in writing before lottery results are announced.

The following guidelines assist with decisions regarding student promotion/retention:

1. A range of academic and/or behavioral strategies and interventions must be utilized and documented before retention is explored.
2. Retention is not to be used to postpone or determine other educational services, such as special education

determinations.

3. Promotion/retention decisions will be made based upon a variety of factors and considerations. We will communicate with families before the end of Quarter 2 if retention is being considered for their child for the following school year. Teachers will meet with families to discuss progress, problem solve and determine if retention will continue to be considered. We will communicate promotion decisions before the My School DC enrollment lottery closes for the 2021-2022 school year.

PROMOTION POLICY FOR GRADES 9-12

All students that meet the minimum engagement and attendance policy and who pass (see details below) all enrolled courses will matriculate to the next grade. Students who are not engaged in the course work will be provided an intervention plan that is closely monitored by the student's homeroom teachers and school counselor.

GRADUATION POLICY

All 12th grade students who successfully complete their course of study by passing all required courses (A-D) and complete all requirements in accordance with 5-A DCMR §2203.

K-4 GRADING POLICIES AND REPORT CARD EXPECTATIONS

Elementary grades follow the same structure and format as previous years. In kindergarten through fourth grade, students receive quarterly report cards. This report includes quarterly grades, comments for each subject area, and a summary of student attendance.

In kindergarten through first grade, students receive grades and comments in the following areas:

- Be Kind, Work Hard
- Literacy
- Math
- Science
- Music
- Art
- Dance
- Fitness

In second, third, and fourth grade, students receive grades and comments in the following areas:

- Be Kind, Work Hard (Literacy)
- Be Kind, Work Hard (Math)
- Literacy
- Math
- Science
- Music
- Art
- Dance
- Fitness

Students should receive one assignment or assessment grade each week in each of the core instructional areas: math, Wit & Wisdom, and Fundations. Grades will be entered within one week of assignment or assessment submission. With the exception of specials classes and science, at the end of each quarter, students will have received, at minimum, the number of grades as there are weeks in a quarter. Science grades will reflect work assignment submission, with one assignment per week.

Quarterly assignments should be a mixture of formative and summative assessments, with at least two grades for summative assessments each quarter. Formative assessments are worth 40% of a students' quarterly grade;

summative assessments are worth 60%. Below is the grading scale for grades K-4.

Overall Grade	Percentage Range	Definition
M	90 and above	**MASTERY**: Student shows consistent depth of understanding and skill that demonstrates mastery of the subject matter and may go beyond quarterly expectations.
P	75-89.9	**PROGRESSING**: Student is demonstrating proficiency in the subject matter. They show ongoing progress towards achieving mastery.
E	65-74.9	**EMERGING**: Student has not yet mastered, but is developing many of the skills necessary to meet quarterly expectations in this subject area. They are showing signs of progress towards achieving mastery of the content.
NY	Below 65	**NOT YET**: Student has not yet demonstrated the skills necessary to meet quarterly expectations in the subject matter. They have not yet shown signs of progress towards achieving mastery of the subject area.
NA		**Not Assessed/Not Applicable**—The student was not taught or was not assessed in the subject matter this quarter.

There is one substantive change from SY19-20. In the previous school year, teachers were expected to post at least 8 graded assignments or assessments in the student's grade book per quarter. Due to our need to have more flexible structures for grading and assessment, teachers are now expected to post one grade per week in the core content areas.

5-8 GRADING POLICIES AND REPORT CARD EXPECTATIONS

Middle school grades follow a similar structure and format to previous years. A minimum of 2 formative assessments are due for each class per week. A minimum of 4 summative assessment grades are delivered per quarter. Please see the following chart for examples of types of learning tasks that will be graded:

Category	Frequency (input grades)	Examples	Weight
Summative	A minimum of 1 bi-weekly to ensure a student's relative mastery of standard(s). *Per quarter: at least 4*	• End of Unit Assessments • Mid- Module Assessments • Weekly or biweekly assessments • Final Essay, Final Lab Report • Projects • Portfolio reviews • Presentations • Video presentation • Audio recording • Short-answer, Multiple choice • Experiment	50%

Category	Frequency (input grades)	Examples	Weight
Formative	A minimum of 2 formative grades per week *Per quarter: at least 12*	• Exit Tickets • Class projects • Rough Drafts • Problem Set • Focus Question Writing Task • Quick-writes • Weekly quizzes • In-class polls	35%
Work Hard	At least 1 per week In advisory, student reflections will be counted as a work hard grade. All other courses, *Per quarter: at least 8*	• Homework • Notebook checks • Completion tasks • ANET (notes and participation) • Student reflections (advisory only) • In-class discussions	15%

5-8 GRADING SCALE

Letter GradeNumeric Score

A+   98 – 100

A   94 – 97

A-   90 – 93

B+   87 – 89

B   84 – 86

B-   80 – 83

C+   77 – 79

C   74 – 76

C-   70 – 73

8. **Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and**

D+	67 – 69
D	61 – 66
F	0 – 60

There are no substantive changes to the grading policy from the previous school year.

HIGH SCHOOL GRADING POLICIES AND REPORT CARD EXPECTATIONS

High school grades follow a similar structure and format to previous years.

Grading Categories & Weights

A variety of factors are considered when determining a student's grade in a given quarter. Specifically:

- **Summative:** 40% of a student's quarter grade is based on summative assessments that aim to evaluate student learning.
- **Formative:** 30% of a student's quarter grade is based on formative assessments that aim to monitor student learning and provide ongoing feedback for teachers and students on ways to strengthen learning.
- **Work Hard:** 15% of a student's quarter grade is based on thoughtful incorporation of teacher or peer feedback that aims to encourage students' reflection on their own learning and continuous improvement.
- **Participation:** 15% of a student's quarter grade is based on participation in synchronous and asynchronous learning and office hours attendance. The Participation grade is normed across all classes.

HIGH SCHOOL GRADING SCALE

Letter GradeNumeric Score

A+	98 – 100
A	94 – 97
A-	90 – 93
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76

are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

C-   70 – 73

D+   67 – 69

D   61 – 66

F   0 – 60

CALCULATION OF OVERALL COURSE GRADES

Year Long Courses (ELA/Math/AP Only)   *Semester Long Courses*

- Quarter 1: 25%
- Quarter 2: 25%
- Quarter 3: 25%
- Quarter 4: 25%

- Quarter 1: 50%
- Quarter 2: 50%

Students will continue to receive quarterly progress reports and report cards that provide an interim summary of student performance.

HIGH SCHOOL TEACHER GRADING RESPONSIBILITIES

Grades are a critical means of providing feedback to students about their progress.

- Students will receive three (3) grades per course each week. These grades will be 1 each in the formative, feedback, and participation categories.
- Students will receive at least two (2) summative grades per quarter. One summative must be assigned and graded before quarterly progress reports.
- All formative and summative assignment grades should include clear written feedback to help the student grow and improve.
- As a guideline, grade books should have approximately 2 summative, 9 formative, 9 feedback, and 9 participation grades per quarter.
- Weekly grades must be submitted by the end of day Friday each week to support grade-level team planning and Monday advisor phone calls.
- Co-teaching teams are expected to work together to grade and provide timely written feedback to students on a regular basis. Teachers will determine their system for assessing and grading student work at the beginning of the year and reflect on its effectiveness as needed.

There is one substantive change to the grading policy from the previous school year. Due to our need to encourage engagement during virtual learning, our policy substitutes homework, which was weighted 15%, to participation, which is now weighted 15%

All 12th grade students who successfully complete their course of study by passing all required courses (A-D) and complete all requirements in accordance with 5-A DCMR §2203.

9. **OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:**

   • **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
   • **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

   ☐ Option A: The LEA is using a learning management system (LMS) for distance learning.

   ○ How is the student's presence authenticated daily using the LMS?
   ○ What constitutes sufficient engagement in the LMS for the student to be marked present?

ATTENDANCE EXPECTATIONS

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

ONSITE ATTENDANCE

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

VIRTUAL LEARNING ATTENDANCE

Per OSSE guidance for virtual learning, students will be marked present or absent using a new code for Virtual Learning (per updated regulations for a virtual learning attendance type).

E.L. Haynes will use Canvas to track attendance in accordance with our existing attendance policy (Option A).

PRE-KINDERGARTEN ATTENDANCE EXPECTATIONS

On days when school is fully virtual, students in PK3 and PK4 will always have the option to complete their tasks asynchronously in order to maximize flexibility for their caregivers. Synchronous engagement with their teachers will be encouraged, but other ways of engaging will also be made available. On synchronous instruction days students must participate in at least one synchronous instructional session or have a documented IT issue that prevents joining the synchronous session to be considered present.

KINDERGARTEN THROUGH TWELFTH GRADE ATTENDANCE EXPECTATIONS

On days when school is fully virtual, students in grades K-12 will be assigned to either synchronous instruction or asynchronous instruction, depending on the day of the week. In general, Wednesdays will be used for asynchronous instruction and the other days will be used for synchronous instruction. On synchronous instruction days, students must be seen by their teacher in the virtual classroom in order to count as present for the day. On asynchronous instruction days, students must complete at least two tasks in order to count as present for the day. These are the minimum levels of engagement required for students to be counted as present for the day. A higher level of engagement, which will vary by course and grade level, is expected of students and teachers and school staff will follow up with students to ensure high engagement levels across grades.

   ☐ 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?

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

ATTENDANCE MONTORING AND REPORTING

E.L. Haynes will take the following steps to track student attendance:

- Each day of the school year, each student will be assigned to a type of instruction: on-site synchronous, virtual synchronous, or virtual asynchronous. Students who do not meet the requirements for that type of instruction will be marked absent.
- On-site attendance will be taken by teachers directly in Infinite Campus (the Student Information System) following existing attendance protocols.
- Virtual synchronous attendance will be taken by teachers directly in Infinite Campus based on observation of students and Canvas logs.
- Virtual asynchronous attendance will be calculated based on touchpoints logged in Canvas and Infinite Campus. Attendance data will be reported to OSSE and shared with teachers and school administrators frequently. Each daily attendance record in Infinite Campus will include a comment code identifying the source of the data that impacted the attendance status.

E.L. Haynes will take the following actions to address absences:

- Teachers and Wellness 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 TOUCHPOINTS FOR K-12

Status	On-Site	Virtual Synchronous	Virtual Asynchronous
Present	Student attends school for >80% of the school day	Student does one of the following: • Participates in at least one synchronous instructional session • Has a documented IT issue that prevents joining the synchronous sessions	Student does two of the following: • Accesses class material • Participates in online discussion • Submits work in Canvas • Saves "progress" on work in Canvas • Responds to contact from teacher • Attends office hours • Participates in study group • Has a documented IT issue

Status	On-Site	Virtual Synchronous	Virtual Asynchronous
			that prevents submitting assignments
Partial Day Present	Student attends school for <80% of the school day	N/A	N/A
Absent	Student is not on-site during the school day	• Student **does not** participate in any synchronous instructional session; AND • Student **does not** have a documented IT issue that prevents joining the synchronous sessions	• Student completes zero or one activities on that day; AND • Student does not have a documented IT issue that prevents submitting assignments

ATTENDANCE TOUCHPOINTS FOR PK

Status	On-Site	Virtual Synchronous
Present	Student attends school for >80% of the school day	Student completes at least one of the following activities on that day • Joins a synchronous instructional session • Completes an asynchronous instruction session (a video) • Submits work in Canvas • Responds to contact from teacher • Has documentation of having a documented IT issue that prevents completing activities
Partial Day Present	Student attends school for <80% of the school day	N/A
Absent	Student is not on-site during the school day	• Student does not complete any of the activities for the day; AND • Student does not have a documented IT issue that prevents completing activities

ATTENDANCE INTERVENTIONS

TIER 1

The following interventions will be used with all students to maximize attendance:

- Recording daily attendance status based on engagement rules stated above
- Communicating attendance expectations with families through webinars, recordings, Zoom meetings, and phone calls
- Training students on use of technology to participate in synchronous and asynchronous instruction
- Sending daily "wake up" phone calls or text messages to parents and students on the first few synchronous instruction days
- Checking-in with students each week around attendance, upcoming meetings, daily schedules, and assignment completion
- Reviewing attendance trends each month by attendance team
- Celebrating excellent attendance through ceremonies/announcements/incentives at grade level and school level meetings
- Discussing attendance in parent-teacher conferences
- Sending weekly emails to students and parents summarizing attendance

TIER 2

The following interventions will be used with students who do not meet attendance expectations:

- Students who miss more than two days of synchronous instruction in a week will have an attendance meeting with student, parent, and advisor to create an attendance plan.
- Students who miss five or more days of synchronous instruction will receive a letter home.
- Students struggling with attendance will join an attendance intervention group led by Show Up Stand Out (SUSO) at MS and ES and Check and Connect at the HS.
- Special Education students will have attendance concerns addressed in all IEP meetings.

TIER 3

The following interventions will be used with students whose attendance problems persist after Tier 2 interventions:

- Students who miss eight days of on-site instruction or virtual synchronous instruction will be referred to the Attendance Engagement Specialist.
- Students in need of additional resources will be referred to community-based agencies such as SUSO, Mary's Center, or the PASS program.
- Students who are chronically truant will be referred to CFSA and CSS.

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.**

STUDENT SUPPORT

E.L. Haynes recognizes that learning can happen only when students' physical, social, emotional and health needs are met. E.L. Haynes' Wellness Team are licensed social workers and school counselors who work with E.L.H. students to develop strategies and tools to promote perseverance, resilience, and academic success. Our wellness services include mental health support for students through individual and group counseling, classroom presentations, and student and parent programs. Additionally, the team provides assessment and referral for community-based services and attendance intervention support.

We continue to strive to provide holistic services to our youth and families in order to support their access to education, using the framework of the CDC's Whole School, Whole Community, Whole Child (WSCC) Model. According to the CDC "The WSCC Model is student centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based policies and practices." Below are several interventions for students' social-emotional and mental health needs during continuous learning and school recovery.

Our wellness supports for students are defined by tiers and are aligned to evolving student needs.

Tier 1 Supports:

- All staff will attend Virtual Workshops and Training around: trauma-informed teaching, Social and Emotional Learning, Mandated Reporting, Grief and Loss in the COVID Environment, and Best Wellness Practices.
- Students will receive components of Social and Emotional (SEL) during their advisory periods, at times using the evidence-based Second Step Curriculum for PK-MS and the School Connect Curriculum at the High School. During the first quarter, teachers will utilize the schools' Social Emotional Resource Kit and other SEL based approaches during morning meeting or advisory time. After the first quarter, teachers will continue with these practices and will begin to utilize the schools adopted SEL curriculum:
    ○ Second Step (Grades PK-8)
    ○ School Connect (Grades 9- 12)
    ○ Teachers will embed SEL practices throughout their classes, reinforcing the concepts covered in the advisories
- Wellness staff will be assigned to grade levels for case consult, referrals, and support.
- Staff, students, and parents will be able to refer for:
    ○ Mental health, through E.L. Haynes' partnership with Mary's Center School Based Mental Health Expansion program
    ○ Community resources (housing, food, financial assistance, insurance, legal), through E.L. Haynes' Community in Schools partnership with Mary's Center
    ○ Attendance concerns, through E.L. Haynes' partnership with Mary's Center, and the Georgia Avenue Collaborative's Show Up Stand Out Program.
    ○ Families experiencing homelessness, through the McKinney Vento Act.
- Parents will receive virtual trainings/workshops in both English and Spanish around concerns specific to access to resources and education.
- E.L. Haynes will post Wellness/SEL related topics on social media platforms with information on community resources, as well as mental health supports.
- Students at the MS and HS will fill out a School Climate survey at the beginning and end of the school year to provide data around safety, academics, and support.

Academic Supports:

- Teachers will assign students to breakout sessions and small group sessions so that students can receive targeted instruction.
- Teachers will invite students to office hours for one-on-one support.
- Students in grades 1-12 are provided a blended learning platform to receive support on any unfinished learning in previous grades (iReady for grades K-8 ELA and Math and Aleks for Algebra I, II and Geometry).

Tier 2 Supports:

- Mary's Center staff will provide group sessions for students experiencing stress related to COVID-19.
- In house DBH clinicians, in partnership with E.L. Haynes staff, will provide a Good Touch Bad Touch training on Sexual Abuse to all ES students that actively consent to this program.
- HS Students taking health class, will receive sexual education from Latin American Youth Center's Sexual Wellness Advocacy Training (SWAT) Program.
- The Wellness team will meet weekly across all 3 campuses to case consult.
- Mary's Center Community School's Coordinator will support students' and families' access to medical,

mental health and medication management appointments.

Academic Supports:

- Students who have experienced learning loss and/or who are not progressing toward mastery will be referred to the Multi-Tiered System of Support (MTSS) team at each school where an intervention plan be designed to meet each students' specific needs. Interventions can include but are not limited to:
  - Access to intervention programs such as Read 180, Math 180, and System 44
  - Access to additional time with a teacher
  - Bi-weekly monitoring
  - On-line tutoring

Tier 3 Supports:

- E.L. Haynes, DBH, and Mary's Center clinicians will provide telehealth therapy to students receiving mental health services.
- E.L. Haynes Wellness members will make referrals for outside agency support (CFSA, PASS, SUSO)
- Wellness staff will develop a hub of telehealth resources to share with families in order to provide relevant, and virtually appropriate support.
- Wellness staff will use evidence-based and data backed approaches to monitoring progress with their case-load.

Academic Supports:

- Students will continue to receive any supports based on their IEPs or based on the EL Access levels

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.

STUDENT BEHAVIOR EXPECTATIONS

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

E.L. HAYNES STUDENT EXPECTATIONS PLAN

Communication and Student Engagement	- Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. - Students must follow all classroom and school expectations for using audio and video during classroom meeting times. - Students must mute their microphones when they are not speaking and while others are speaking. - Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. - Students must follow the same rules for whole group class meetings while in breakout rooms. - Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher. - Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher. - Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. - Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. - Students must report all instances of cyberbullying to school staff immediately.
Logging into Canvas	- Students must keep their username and passwords in a safe place and must not share them with other students. - Students must log into the Canvas using their own log-in information. - Students must log into the Canvas daily for classroom meetings, announcements or to submit assignments.
Student Work	- Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments. - Students must submit their own work and provide citations for work created by others. - Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.
Taking Care of Physical Equipment	- Students must treat all school and personal electronic devices with care. - Students must keep food and drinks away from the equipment. - Students must keep devices out of extremely cold or hot areas. - Students must hold and carry computers properly. - Students must report any damage to school equipment as soon as possible.

MONITORING OF STUDENT BEHAVIOR

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating Canvas and be

available to provide students with technical support.
- School staff will continue to track student participation and engagement with Canvas according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families. Families can view login information and grades at any time beginning September 15 through Canvas.
- Teachers will communicate concerns with families by phone, email, text or Infinite Campus (our Student Information System).

MODIFICATIONS TO VIRTUAL LEARNING

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

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

- School staff will remind students of expectations for virtual learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust student's audio, video, or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on Canvas chat and require students to email assignments directly.

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 Canvas inappropriately, such as share their username/passwords, intentionally misuse Canvas or log in as another user:

- School staff will remind students of expectations for virtual 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 Canvas:

- 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 behavior expectations for virtual 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.](#)

STUDENTS WITH DISABILITIES (SPED)

MAINTAINING COMPLIANCE WITH THE INDIVUDUALS WITH DISABILITIES ACT (IDEA)

E.L. Haynes is committed to meeting IDEA timelines, collaborating with parents, and documenting delivered services. We continue to have processes in place to identify legal timelines and to plan for all steps needed and meetings held in advance of those timelines. We learned during the emergency closure how to conduct productive meetings virtually and to obtain valid electronic parent signatures (when needed). We will continue to hold all meetings virtually, either via phone or videoconferencing.

While our school will begin the year virtually, we are working with staff and contracted partners to put together a plan for completing some assessments in person, if we can complete them safely and with family agreement. When in-person assessments are not possible, we will identify virtual methods for assessments and collaborate with families in advance of deadlines to determine if we need to extend the timeline for assessments until in-person assessments are possible. As with this past spring, we will personally communicate with families and document the final decision with a Prior Written Notice (as required).

All related service providers are required to create a schedule for service delivery that meets student needs and to document all attempts at service delivery in EasyIEP with service logs and trackers. In addition, all staff will be trained on how to document communication with families, and we will have procedures in place to document student participation in virtual learning, as we did this past spring.

FAMILY ACCESS TO STUDENT LEARNING

All families will have the opportunity to connect one-on-one with their student's case manager to engage in a conversation at the start of the year about their student's services during virtual ilearning. During those times, and any other discussions during the year, staff will be trained to ask questions about parent and student access to content. They will be able to flag any parental needs to appropriate staff (technology, wellness, Special Education).

We will be Canvas, as well as continue to use our Student Information System, Infinite Campus, both of which have capabilities to communicate with families in a variety of ways. In addition, all parents will continue to be able to access our technical support team, and we will work together to provide technology modifications as needed. We will also work with contracted partners who have expertise in visual impairments and assistive technology to provide support for families as needed. Please see the Technology section below for more information about training and support for families.

DELIVERY OF RELATED SERVICES

We plan to provide related services virtually this coming year. Our providers worked hard to create collaborative relationships with families and to learn practices that will work in a virtual model. At the start of the school year, we will work with families to clearly outline the service delivery plan for their child, and that will include when related services are provided. We will also be providing materials for students to use at home in order to access their services (i.e., whiteboards or special paper). We will also provide tools that students use in school so that they can access them at home (i.e., bumpy seat, manipulatives, fidgets, etc.). While many students were able to access related services online and some thrived in that environment, we know it was more challenging for some students. Our team is working on plans for each student, including those for whom virtual service delivery was not as effective this past spring. In those circumstances, we will work with their family to the most effective method instruction, including possible service delivery at the school in small groups and in ways that meet health and safety guidelines.

PARENT TRAINING AND SUPPORT WITH RELATED SERVICES

E.L. Haynes is committed to engaging with families as partners in their student's education. In addition to informal training that may occur during online related service sessions or regular communications with case managers, we are creating a continuum of family training and support in the coming year, including technical assistance and training related to student disabilities and learning needs. We will have more extensive group training for common topics and will work with staff and families to identify families that need a small group or one on-one coaching. Since training will be held virtually, we can activate supports such as closed captioning, interpretation, and other technologically appropriate modifications. In addition, we will record all group training so that parents can access the content at their convenience.

RECOVERY SERVICES FOR STUDENTS WITH DISABILITIES

At the start of the school year, we are committed to assessing students to determine current academic skills. We will be reviewing student data and progress during the previous school year to decide which recovery services are needed on an individual level. We will communicate with families to determine how those services will be delivered to ensure students have access to supports needed. Our team is working on plans for each student, including those for whom virtual service delivery was not as effective this past spring. In those circumstances, we will work with their family to the most effective method instruction, including possible service delivery at the school in small groups and in ways that meet health and safety guidelines.

ASSESSMENT UPON RETURN TO SCHOOL

All students are assessed for their literacy and math skills at the beginning of the school year. Related service providers will use the first weeks of school to assess baseline information for each goal. IEP team members will work with families to review that information and make appropriate recommendations for services and supports during the school year.

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.**

ENGLISH LEARNERS (EL)

E. L. Haynes has developed its English Language Learning (ELL) program to support our students who are culturally and linguistically diverse. Our ELL program has students who speak a variety of languages.

E. L. Haynes Public Charter School is committed to providing a quality education for all students, including those whose first language is one other than English. The instructional goal of the ELL program is to provide services to ELL students to improve or increase their English proficiency; thus, enabling them to function independently and to participate effectively in the general academic program.

We use a Structured English Immersion (SEI) model in which all English Language Learners (ELLs) receive their primary core curriculum instruction through the general education instructional program for students functioning at ELL Levels 1-4. As a supplement to general classroom instruction, some ELL students – including those who recently arrived in the country – receive generally scheduled instruction in English Language Development classes,

with explicit emphasis on English language acquisition skills.

The academic needs of ELL students are met through a variety of educational strategies: ELL instruction, tracking student progress, and general content modifications, with emphasis placed on the development of the four language domains of listening, speaking, reading, and writing. E.L. Haynes will utilize Canvas to provide students access to and avenues in which to organize course work and assignments. ELL students will receive both synchronous and asynchronous virtual instructional opportunities.

LANGUAGE GOALS ACROSS FOUR DOMAINS (READING, WRITING, LISTENING, AND SPEAKING)

E. L. Haynes' English Language Learner Program seeks to ensure that ELL students are quickly developing essential language skills to succeed in the general education program. We adopted the District of Columbia's Annual Measurable Achievement Objectives (AMAOs) as our program goals. In addition, E.L. Haynes has invested in ELLEVATION, a platform designed specifically for analyzing ELL data from ACCESS scores along with formal and informal assessments. ELL teachers will utilize ELLEVATION as an additional platform when developing individual ELL student goals.

LANGUAGE INSTRUCTION DURING VIRTUAL/HYBRID LEARNING

During the 2019-2020 school year, all teachers were trained in the Sheltered Instruction Observation Protocol (SIOP) model to develop and further their skills and ability to instruct and support English Learners. School leaders also received training to support teachers in implementing SIOP instructional strategies. These strategies, along with ELLEVATION Teacher Strategies, will be used to ensure that students are receiving adequate instruction in reading, writing, listening, and speaking.

ACCESS TO GRADE-LEVEL CONTENT

ELL Teachers will continue to use whole group, small group, pullout, inclusion, and individual instructional strategies to help ELL students become proficient in English via virtual classes, breakout rooms, and individual videoconferencing. Instructors will continue to use a variety of teaching resources, materials, and courseware as instructional tools. Students will check-in with the same teacher each week to address the need for academic and organizational skills support with synchronous instruction on virtual platforms to support organization (i.e., how to check and respond to email, finding assignments on Canvas). This support could be individual or in a small group based upon student need.

COORDINATING EL SERVICES ACROSS ACCESS LEVEL

Each ELL teacher is required to test ELL students throughout the school year and share results with the LEA. ELL teachers will also convene with school teams for discussion of results and the progress levels of ELL students in the instructional process. Again, ELL teachers will have the same planning time built into the schedules with their co-teachers. Teachers will discuss data every two weeks and instructional planning where the creation and monitoring of ELL goals for areas of need will take place on an ongoing basis. In addition, E.L. Haynes will offer ELL Tailored Intervention Daily. Students who are new to the country (newcomers, those who score between levels 1 and 3 on the ACCESS test, and who have been in the United States for three years or less) work with an ELL teacher on developing their social and academic English. Instructional delivery takes place in small group breakout rooms outside of the virtual classroom. Instruction is primarily in English, although native language support is provided when necessary and when possible. Newcomers will receive tutorials on using educational platforms/technology, targeted help in breakout rooms, and placement in ELL-specific classes. Students who score a level 3 or 4 on the ACCESS test are eligible to receive intensive content-based language instruction in our English Language Development groups. The academic content areas are used as the vehicle for language learning while students further develop their proficiency in listening, speaking, reading, and writing. Instruction is delivered in a small group outside of the classroom and taught in English.

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.**

STUDENT ACCESS TO TECHNOLOGY

E.L. Haynes 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 an in-school offering limited to core subjects and classrooms. 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. E.L. Haynes is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a Student Technology Acceptable Use and Safety form.

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

EQUIPMENT AND TRAINING EXPECTATIONS AND SUPPORTS FOR STUDENTS AND STAFF

E.L. Haynes public charter school will provide every student and staff member with the necessary technology equipment, software, and training to fully participate in virtual learning as indicated in the tables below.

TECHNOLOGY DISTRIBUTION PLAN FOR STUDENTS

All students will receive the following equipment (E= Everyone, AN= As Needed).

	PK-K	*1-4*	*5-8*	*9-12*
Computer				
Chromebook		E	E	E
Hotspot	AN	AN	AN	AN
Tablet	E			

Calculator			E	E
Other:				

TRAINING

E.L. Haynes will provide staff with access to multiple training resources imbedded in our Canvas LMS, webinars, and resource pages on our employee intranet. Additionally, we're providing students and families resources for virtual learning on our website and through the use of family based virtual workshops related to our online learning offerings, a public facing technology website, and our IT helpdesk line available in English and Spanish. Students, staff, and families will also have access to phone and email support that will be provided in both English and Spanish.

REVIEW AND ASSESSMENT

This section is designed to detail how we will ensure that every student and staff member has access to the equipment they need to fully participate in virtual learning. We will regularly review our infrastructure to align with newly identified priorities, virtual and on-site learning environments that support social distancing. Additionally, we will ensure that the technology is secure.

TRAINING

For new families and staff joining the school community, we will survey their needs and provide technical training. We will keep extra equipment on site for students and staff to borrow for each type of equipment as needed.

We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. All training will be provided virtually. 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

E.L. Haynes provides devices for all students regardless of need. Students and families may receive a "hot spot" to ensure internet access on an as needed basis.

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 for these students and families.

REPLACING AND REPAIRING EQUIPMENT

EQUIPMENT

E.L. Haynes public charter school will have loaner equipment available for families and staff on an as-needed basis.

- Families will have the option for in-person technical support for hardware repairs/replacements. Optional by mail direct shipping and returns will be made available on a case by case basis.
- All E.L. Haynes technology will be assigned using our asset management system that also allows for collection of electronic signatures on policy documents.
- Students agree to our acceptable use policy indicating that the school may require families to pay for any

portion of repairs/loss due to negligence or misuse of technology.

TRAINING

- Family workshops will be run in the beginning of the year and throughout the rest of the year to assist families with the transition to the Canvas and virtual learning environment. Including but not limited to: Zoom, G-suite, Canvas, and Clever.
- The school has a dedicated helpdesk staff for all technology issues for students as well as staff, offered in English and Spanish.

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 virtually login to the device, update its software or disable the device entirely.

VIRTUAL LEARNING LIMITATIONS OF SCHOOL-PROVIDED DEVICES

EQUIPMENT

- Student Chromebooks and Chrome tablets will have built in feature/filtering to restrict access to only school approved educational resources online as well as limiting extensions and other controls that students will have access to.
- Damage/theft/loss/vandalism is covered in an acceptable use policy that students and families agree to before collecting school technology.
- The school restricts logins to only student accounts for school technology, the school cannot physically prevent someone from using the device after login, however the school will not support anything outside of the students account or educational technology.

TRAINING

- Training will be provided for staff, students, and families through a combination of materials provided by the IT department and our vendors on topics ranging from Canvas to how to connect to Zoom video conferences.
- Families will have access to a variety of resource to assist themselves with technology issues or questions, including but not limited to: a public facing website with FAQs, resources as part of our Canvas LMS support features, our own IT Helpdesk provided for families via email or phone and offered in English as well as Spanish.

Family Engagement Policy

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

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

This policy will describe how E.L. Haynes Public Charter School will partner and communicate with families about virtual learning and school operations.

This policy articulates how E.L. Haynes will communicate with families on all COVID-19 prevention measures being taken by the school and how the school will adapt instruction to maintain the health and safety of the entire school community.

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

GENERAL AND SCHOOLWIDE COMMUNICATION

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

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

WEBSITE

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

- **Contact Information:** Current and prospective students will be able to find all information on how to contact school administration and staff.
- **Family Resources:** Families will be able to find the Student and Family Handbook, school enrollment and registration details, links to virtual learning resources and additional materials to support families, such as social services resources.
- **Food Programs:** In accordance to OSSE guidelines, all required information about E.L. Haynes Public Charter School food program will be available to families on a monthly basis.
- **Operating Status:** 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 Infinite Campus, 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 virtual learning platform, Canvas, for students to access online instruction from teachers and support staff and any virtual learning materials.

SOCIAL MEDIA

E.L. Haynes Public Charter School has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used **multiple times per week** to build broad awareness of E.L. Haynes Public Charter School, engage the broader DC community (and country) in the great success E.L. Haynes Public Charter School 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

E.L. Haynes Public Charter School 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.**

FAMILY ENGAGEMENT AND CONTINOUS LEARNING

E.L. Haynes has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during the COVID-19 pandemic. The intention is to continually engage families in the improvement of our virtual 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, E.L. Haynes conducted a family survey and hosted a family forum to determine questions that families had regarding virtual learning and the upcoming school year. Additionally, this survey will help us identify the trainings our families need in order to effectively support virtual instruction. At regular intervals across the year, E.L. Haynes will provide virtual and in-person training to support families in navigating the continuous learning plan of E.L. Haynes. These trainings will include, but are not limited to:

- introductory lessons on Google suite (Docs, Sheets, Slides)
- introduction and support with video conferencing tools – Zoom and Google Meet
- troubleshooting your device at home
- accessing E.L. Haynes's virtual learning platform and materials; and
- navigating Canvas (the learning management system).

CONTINUAL IMPROVEMENT

At the conclusion of learning intervals, and at the time of progress reports and report cards, E.L. Haynes 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.

COMMUNICATING EXPECTATIONS

E.L. Haynes communicated expectations for students and families through email and robocall, and addressed these issues directly in an LEA-wide Family Forum, as well as at campus-specific Back-to-School Nights and grade-level family forums. During virtual home visits teachers have also addressed this one-on-one with families

FACILITATING RELATIONSHIPS WITH TEACHERS AND STUDENTS

Each campus has planned a variety of activities to introduce families and students to new teachers and classmates at the beginning of the school year. The opportunites for families are as follows:

- Each campus will host a series of family forums for parents and students to meet teachers and administrators.
- Beginning August 31, all students will participate in weekly virtual grade level meetings, where they will participate in community building activities that provide them with the opportunity to learn more about their teachers and peers.
- Each student will participate in advisory or morning meetings at least once per day, with a particular focus on introductions and community building.

- The elementary campus, in partnership with the Flamboyan Foundation will complete a virtual home visit for every student in PK3 through grade 4.
- Beginning August 24, each campus will host at least one Back to School Night/Back to School Morning where students and families meet the administrators, teachers, and other classmates.

REGULAR FEEDBACK FOR FAMILIES

During virtual learning, E.L. Haynes will continue to hold students accountable for their own learning and our commitment to ensuring that students learn at their full potential.   As a school community, we recognize the power of feedback to students, and will focus our attention on providing timely feedback to students to help them grow and meet the expectations of mastery. Feedback will be provided either during individual support time, and written feedback will be posted directly in Canvas. Teachers will provide both written feedback in the form of comments posted in Canvas and video feedback that is also posted in Canvas. Students are encouraged and expected to re-submit assignments based on feedback that has been received. In the high school grading policy, teachers must provide at least nine assignments with feedback to students per quarter. Advisors are expected to contact families at least bi-weekly to discuss students progress and to answer any questions.

COVID-19 RELATED COMMUNICATIONS

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 AND NOTIFICATION

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 Kristin Yochum, Director of Operations within 24 hours of the household member's diagnosis.

TRAININGS

To prevent the spread of coronavirus, E.L. Haynes 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 face covering). These signs will align with CDC and PPE guidance.

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

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEA Name: E.L. Haynes Public Charter School

LEA Leader Name: Hilary Darilek

Date: 10-05-2020 10:19 AM