

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

LEA Name: Girls Global Academy PCS

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LEA Type: 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.

¹Term 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.

²These 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.

³Refer 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)?

School Recovery Operations

This plan establishes a framework for operations expectations and best practices that Girls Global Academy is implementing to reopen school facilities and operate in the 2020 - 2021 school year and is based on available guidance.

Cleaning, Disinfecting, Sanitizing

Girls Global Academy utilized guidance from the CDC, DC Health, and OSSE to ensure our plans are directly aligned with the standards for maintaining a clean and safe environment for all stakeholders including [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#).

GGA will regularly clean, disinfect, and sanitize surfaces, and materials:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See [CDC's guidance for safe and correct application of disinfectants](#).
- GGA will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.
- Shared bathrooms and stalls will be assigned to cohorts of students. Staff will not use the same restrooms as students. Bathroom entrances will be monitored to ensure the room is vacant prior to a student entering. Bathrooms will be cleaned and disinfected throughout the day.
- The school will implement safe and correct storage for cleaning and disinfection products.
- No cleaning products will not be used near students. Staff will ensure that there is adequate ventilation

when using these products to prevent children or themselves from inhaling toxic fumes.

Girls Global Academy will implement virtual learning. This means that a limited number of staff will be in the building. The custodial staff will clean common areas, entrances, hallways, and restrooms. Shared use spaces are cleaned three times during the day.

Specifically we will adhere to the guidelines:

Common Spaces

- **Desks are cleaned and disinfected.**
- **Clean handrails, door knobs and sink handles, and light switches**
- **Clean countertops between use.**
- **External portions of lockers are cleaned and sanitized.**
- **Clean shared objects between use.**

Bathrooms and Drinking Fountains

- **Bathrooms are accessible and students are encouraged to wash their hands regularly. Bathrooms are clean and sanitized.**
- **Drinking fountains are disabled but water is available by other methods**

Helpful tips will be placed around GGA

- **Use handrails when needed.**
- **Use paper towels to open bathroom doors to exit the space.**
- **Wash hands as much as possible and/or use hand sanitizer when exiting a common space.**
- **Refrain from touching masks as much as possible.**

Deep Cleaning

- **When students are not on campus, a cleaning company will be responsible for deep cleaning all surfaces and spaces according to [CDC cleaning guidelines](#)**

Cleaning Schedule

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

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean D = Disinfect S = Sanitize

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

*Note this schedule is relevant to when the school is in session. Between school in person days, deep cleaning takes place.

Positive COVID-19 Case

If someone in our school community is suspected to have been infected with COVID-19, we will work directly with DC Health and other local agencies to determine the best course of action. This may include pivoting to completely virtual instruction for a period of time. We will also work with them for contact tracing.

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The individual impacted will be moved to the Isolation Area until they are picked up or removed from the building. The school will notify the in-house janitorial staff cleaning vendor and ask to conduct thorough cleaning and disinfecting. If the cleaning staff has a confirmed positive case then the building will be shut down and sanitized.

Safety Training

All staff and students will be provided training based on CDC guidelines on the following topics and will practice these techniques consistently:

1. [How to properly social distance](#)
2. Importance of wearing a mask or cloth face covering

3. [Proper use, removal and washing of masks and face coverings](#)
4. Common surfaces
5. [Proper hand washing techniques](#)
6. Traveling safely
7. [Recognizing the signs of symptoms of COVID-19](#)
8. [When to stay home](#)
9. [When you can return to school after exposure](#)

Physical Changes to the Environment

Girls Global Academy will occupy two floors with classrooms to accommodate students and staff. We have taken measures to maximize spacing in classroom spaces with desks a minimum of six feet apart for both a Phase 1 (10 individuals) and a Phase 2 (13 individuals) requirement. We will limit the number of people in a space by following the current Phase 2 guidelines per the DC Health requirements. This guideline allows for a maximum of 13 individuals to be in a space simultaneously. We will have between 10 - 12 learners and one or two instructors deepening on the class size and staff necessary to support individual learner needs.

Space

Students are assigned to one of five cohorts for the trimester. Each class will typically have no more than 12 individuals including a staff member and one additional staff member to provide individualized student support as needed. To reduce the spread of virus-containing droplets, Girls Global Academy will follow the following guidelines to ensure that safety remains paramount:

- Desks are spaced 6 feet apart and face the same direction. Six foot spacing will be marked on the floor of each classroom for easy identification of the six feet of physical distancing.
- Students will be assigned a seat and will use only one desk for the whole day. Where possible the desk will have a small name placard to ensure no mixup of desk usage.
- Wall partitions will be used in each classroom as needed.
- Students wear masks or facial covering throughout the day. GGA provides masks to students who do not have a reusable mask.
- Students transition to the gym for Physical Education lessons. Classes will be held outside when the weather permits. Staff will follow guidelines for social distancing and will incorporate physical activities students can complete without contact and sharing equipment.

Teachers will transition among classrooms with precautions. Upon exit from one classroom, teachers will wash hands, remove and replace the used mask, and put on another mask.

- Teachers will be permitted to use the teacher workroom. All guidelines will remain in place.
- Use of a copier machine is permissible. Disinfectant materials are placed next to the communal use items (copier, microwave, refrigerator) for cleaning the surface immediately after use. No more than

10 staff members will be permitted in the workspace. All staff entering communal spaces must be masked and maintain six feet separation.

High Risk Individuals

If a student is immunocompromised we would like to create an individualized safety plan which may involve learning in an at home environment rather than coming to school for on campus instruction.

- **Students with underlying medical conditions should consult their medical provider before attending school on campus.**
- **Risk factors to consider:**
 - **Chronic Lung Disease**
 - **Moderate to Severe Asthma**
 - **Serious heart conditions**
 - **Immunocompromised conditions**
 - **Severe obesity (>40 Body Mass Index)**
 - **Diabetes**
 - **Chronic kidney disease, and/or**
 - **Liver Disease**
 - **People 65 years and older**
 - **Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety**
- **See the [Center for Disease Control and Prevention precautions](#) for further information.**

Isolation Area

GGA has an isolation area away from all other instruction and the routine health suite with its own ventilation if someone gets sick and needs to be quarantined prior to being picked up by their parent/guardian or is removed from the building,

Daily Evaluation of Procedures

The Executive Director and Director of Operations will continually assess the effectiveness of the safety measures in place and may adjust operating procedures as needed to ensure CDC guidelines are being implemented correctly.

Hallway

Students are not transitioning to multiple rooms throughout the day. All classrooms are off one main hallway and we do not have directional hallways. When movement is necessary in the building, transitions and

movement will be monitored to ensure proper distancing takes place. Students that need to transition to Physical Education class movement will be controlled by the teacher and follow social distancing procedures in all spaces in the building. Additional time will be allotted when transitioning as necessary.

Traveling to and from School

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

Students are permitted to stagger their entry and exit based on our normal schedule - arrival between 7:45 AM and 8:15 AM and exit between 3:30 PM and 4:00 PM. All health screens will take place prior to entry into the building. There will only be one entry point into the building where the health screens will take place by trained staff.

- Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
- Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.
- Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for safety of passengers. Keep up-to-date on [DC Metro services](#).
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
- Use hand sanitizer after leaving the transit system.
- For the remaining distance, students will be instructed to follow the above regarding walking to school.
- Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
- Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
- Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

- Students and staff exiting the building during dismissal will be released by classroom using a staggered release. Students will exit using the stairwell with the flow of traffic going down only. Students will be dismissed by cohorts and monitored by staff. In the stairwell students will be six feet apart, masked, and only permitted to go down and exit the building.

Health screening

We have safety procedures in place to prevent the potential spread, starting with stopping potentially infected people at the door. All staff that will be responsible for entry procedures will follow the CDC recommended sequences:

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use hand sanitizer with at least 60 percent alcohol. Put on Personal Protective Equipment. This includes a face mask, eye protections, and a single pair of disposable gloves.
- Ask and visually inspect each person (per OSSE requirements)
 - ASK- Do you have any symptoms of illness? ([referencing CDC symptoms](#))
 - ASK - Have you been in close contact with anyone with symptoms?
 - LOOK - School staff inspect for signs of illness, such as flushed cheeks, rapid breathing, or fatigue.
 - Any person responding yes or meeting the criteria will be taken to the isolation area and asked to call their health care provider
- Take temperature checks in line with Appendix A of the [OSSE Guidelines](#):
 - Contactless thermometers are used to check forehead temperature
 - Those with a temperature of over 100.4 will not be admitted
- Masks and/or face coverings are required at all times and checked throughout the day for use. A mask will be provided for individuals that do not have a reusable mask of their own.
- Everyone must wash their hands with soap and water for at least 20 seconds or use hand sanitizer provided by GGA.
- Students can go to lockers/bathrooms if students want to change their clothes.

Handwashing

Girls Global Academy will provide training on proper handwashing techniques as provided by the Center for Disease Control (<https://www.cdc.gov/handwashing/when-how-handwashing.html>)

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use hand sanitizer with at least 60 percent alcohol.
- Wash hands as much as possible and/or use hand sanitizer when exiting a common space, a personal/business vehicle, public transit, prior to entering the school, between activities
- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, eating, and helping students to eat.
- Each entrance to classrooms and other areas throughout the building (the entrance to the main office,

the gym, cafeteria, entrances/exits to the building) will have hands-free hand sanitizer stations with at least recommended percent of alcohol

Isolation Area

GGA has an isolation area away from all other instruction and the routine health suite with its own ventilation if someone gets sick and needs to be quarantined prior to being picked up by their parent/guardian or is removed from the building.

Positive COVID-19 Case

If someone in our school community is suspected to have been infected with COVID-19, we will work directly with DC Health and other local agencies to determine the best course of action. This may include pivoting to completely virtual instruction for a period of time. We will also work with them for contact tracing.

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The individual impacted will be moved to the Isolation Area until they are picked up or removed from the building. The school will notify the in-house janitorial staff cleaning vendor and ask to conduct thorough cleaning and disinfecting. If the cleaning staff has a confirmed positive case then the building will be shut down and sanitized.

Common Spaces

- **Desks are cleaned and disinfected.**
- **Clean handrails, door knobs and sink handles, and light switches.**
- **Clean countertops between use.**
- **External portions of lockers are cleaned and sanitized.**
- **Clean shared objects between use.**

There will be up to 10 staff members using the communal staff workroom at staggered times. Staff will use the communal staff space during planning period where at no time more than three staff members are entering the staff space at any given time. Due to staggered planning periods staff can enter into the common space at different times. Upon entry and exit staff are required to use the disinfectant supplies located in the space to clean. GGA is a 100% mask wearing school and staff must wear masks in the staff workroom.

Teachers will transition among classrooms with precautions. Upon exit from one classroom, teachers will wash hands, remove and replace the used mask, and put on another mask.

- **Teachers will be permitted to use the teacher workroom. All guidelines will remain in place.**
- **Use of a copier machine is permissible. Disinfectant materials are placed next to the communal use items (copier, microwave, refrigerator) for cleaning the surface immediately after use. No more than 10 staff members will be permitted in the workspace. All staff entering communal spaces must be masked and maintain six feet separation.**

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

GGA has taken steps to ensure quality air safety:

- The HVAC system for GGA's building has recently been serviced.
- We are using filters with a MERV rating of 13.
- Doors between classrooms will be shut to limit mixing of air.
- We will utilize classroom based HEPA Air Purifiers for each room that circulate air five times per hour to prevent the spread of airborne contaminants.

Water

Calvary Baptist Church, the facility where Girls Global Academy is located did not shut down for a prolonged period of time. If the building is shut down for prolonged periods the Operations staff will flush water systems to ensure safe drinking water for students and staff.

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

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

School Year 2020 - 2021 Opening Plan

Girls Global Academy is committed to balancing three key areas as we open school this academic year. Safety is our top priority for our students, families, and staff. Engaged Learning occurs whether students are learning on campus or virtually. Equity is important to our model and we will provide technology, special education services and social/ emotional support throughout this year both on campus and virtually.

Physical Distancing Safety Procedures

- Masks are required at all times.

Some exceptions can be made based on CDC allowances including anyone who has a underlying medical condition causing issues with wearing a mask, participating in activities where wearing a mask could cause acute injury, or for special education accommodations

- 6-feet of physical distance is required at all times.
- No visitors are allowed in the building.
- GGA coordinates with other building partners to ensure a comprehensive plan for entry and exit. GGA space is restricted to only students and staff.
- Signs are located throughout the building to remind everyone of the protective measures in place.

Access to Instruction

- GGA will make an intentional and measured transition from virtual to on campus instruction over the course of the school year. This is subject to change based on local guidance and feedback from the school community.

- - August 24th is the first day of school and starts the 6 weeks of VIRTUAL learning.
 - October 5th begins the hybrid model of learning with 2 days ON CAMPUS and 3 days of VIRTUAL learning.
 - December 1st starts a new trimester, where we would either continue this hybrid model or add more on campus time - this decision will be communicated by November 17th.
 - Each new trimester GGA will evaluate the learning model, engage families in the discussion, make adjustments, and communicate a decision at least two weeks in advance of any shifts.
 - By the end of this school year, we would like to be fully ON CAMPUS.

- GGA will follow health and safety procedures on campus
 - Masks and social distancing are required at all times
 - Students are learning in small groups throughout the day.
 - Temperature and wellness checks are a part of the entry procedures.
 - Additional cleaning and sanitizing procedures are in place.
 - Students and staff will be provided detailed training.

- Families still have choices
 - Our preference is for families to follow the timeline outlined for the virtual to on campus progression.
 - A family can choose to opt out of on campus learning if they are immunocompromised or underlying medical conditions.
 - GGA will work with each family to have a safe space to learn on virtual instruction days.

This plan is compliant with guidance from the Center for Disease Control (CDC) and other local agencies including the Deputy Mayor of Education (DME), Office of State Superintendent of Education (OSSE), DC Health, and the Public Charter School Board (PCSB)

This plan represents a comprehensive plan for opening school in 2020-2021, however, it is subject to change at any time

[Virtual and Hybrid Model](#)

August 24th to October 2nd - 6 Weeks of Virtual Instruction and Learning

Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
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Virtual

8:15 to 1:00

Virtual

8:15 to 3:30

Virtual

8:15 to 3:30

LEADership Academy

**scheduled to start
September 16, 2020**

1:15 - 2:00

Virtual

8:15 to 3:30

Virtual

8:15 to 3:30

October 5 - November 30 - 7 Weeks of Hybrid Instruction and Learning

This is subject to change based on local guidance and feedback from the school community.

Hybrid Schedule

Monday

Tuesday

Wednesday

Thursday

Friday

Virtual

Virtual

8:15 to 3:30

On Campus

8:15 to 3:30

8:15-1:00

LEADership Academy

1:15 - 2:00

On Campus

8:15 to 3:30

Virtual

8:15 to 3:30

Students come to campus 2 days a week for in person learning and participate virtually 3 days a week.

Attendance is taken in the virtual setting and students are required to attend school. Wednesday is virtual learning. Deep cleaning takes place on Monday, Wednesday and Friday of the building surfaces and allows for 24 hours between use.

We will maintain the same school hours for virtual and on campus learning. For virtual instruction, teachers will provide direct instruction for a portion of the class and then provide individual and small group support.

The second trimester begins on December 1st. The model for instruction is four days on campus learning. This is subject to change based on local guidance and feedback from the school community.

This decision is communicated by November 17th and is based on local guidance and feedback from the school community.

DRAFT Schedule December 1st and beyond:

Monday

Tuesday

Wednesday

Thursday

Friday

On Campus

On Campus

Virtual

On Campus

On Campus

Each new trimester GGA will evaluate our model and make adjustments, engaging families in the discussion and making a decision at least two weeks in advance of any shifts.

By the end of this school year, we would like to have on-campus instruction.

Sample Student Schedule

Virtual Schedule



	Monday, Tuesday, Thursday, Friday		Wednesday
8:15 – 8:45	Virtual Class Advisory	8:15 – 8:45	Community Meeting
8:50 – 10:00	Virtual Class Period 2	8:50 – 9:35	Virtual Class Period 2
10:05 – 11:15	Virtual Class Period 3	9:40 – 10:30	Virtual Class Period 3
11:15 – 1:00	Virtual Class & Lunch Period 4	10:35 – 11:25	Virtual Class Period 4
1:05 – 2:15	Virtual Class Period 5	11:30 – 12:55	Virtual Class & Lunch Period 5
2:20 – 3:30	Virtual Class Period 6	1:00 – 2:00	Virtual Class LEADership Academy
3:30	Dismissal	2:00	Dismissal

Sample Schedule



9th Grade SAMPLE Schedule School hours 8:15AM – 3:30PM						
Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 - 8:10	Before School	Arrival & Breakfast*	Arrival & Breakfast*	Arrival & Breakfast*	Arrival & Breakfast*	Arrival & Breakfast*
8:15 - 8:45	Period 1	Advisory	Advisory	Community Meeting	Advisory	Advisory
8:50 - 10:00	Period 2	English	English	World History	English	Biology
10:05 - 11:15	Period 3	Math	Math	Pathways	Math	Engineering Essentials
11:15 - 11:45	Period 4	Lunch	Lunch	Math Lab/Science Lab	Lunch	Lunch
11:50 - 1:00	Period 5	Engineering Essentials	Wealth Management	English Lab/PE Lab	Engineering Essentials	Wealth Management
1:05 - 2:15	Period 6	Biology	World History	Lunch	Biology	World History
2:20 - 3:30	Period 7	World Language	Physical Education	LEADership Academy	World Language	Physical Education
3:30 (M,T,Th,F)	End of Day	Dismissal	Dismissal	Dismissal (2:00)	Dismissal	Dismissal

Traveling to and from School

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

Students are permitted to stagger their entry and exit based on our normal schedule - arrival between 7:45 AM and 8:15 AM and exit between 3:30 PM and 4:00 PM. All health screens will take place prior to entry into the building. There will only be one entry point into the building where the health screens will take place by trained staff.

- **Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:**
- **Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.**
- **Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.**
- **Avoid touching unnecessary surfaces and objects.**
- **When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.**
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- **Stand back from gathering points such as intersections to avoid congregating in large groups.**
- **Familiarize and stay current with transit system procedures for safety of passengers. Keep up-to-date on [DC Metro services](#).**
- **Avoid touching unnecessary surfaces and objects.**
- **When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.**
- **Use hand sanitizer after leaving the transit system.**
- **For the remaining distance, students will be instructed to follow the above regarding walking to school.**
- **Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:**
- **Maintain six feet of distance between others on the sidewalk as they walk up to the school building.**
- **Use hand sanitizer with recommended percent alcohol after leaving the vehicle.**
- **Students and staff exiting the building during dismissal will be released by classroom using a staggered release. Students will exit using the stairwell with the flow of traffic going down only. Students will be dismissed by cohorts and monitored by staff. In the stairwell students will be six feet apart, masked,**

and only permitted to go down and exit the building.

Health screening

We have safety procedures in place to prevent the potential spread, starting with stopping potentially infected people at the door. All staff that will be responsible for entry procedures will follow the CDC recommended sequences:

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use hand sanitizer with at least 60 percent alcohol. Put on Personal Protective Equipment. This includes a face mask, eye protections, and a single pair of disposable gloves.
- Ask and visually inspect each person (per OSSE requirements)
 - ASK- Do you have any symptoms of illness? ([referencing CDC symptoms](#))
 - ASK - Have you been in close contact with anyone with symptoms?
 - LOOK - School staff inspect for signs of illness, such as flushed cheeks, rapid breathing, or fatigue.
 - Any person responding yes or meeting the criteria will be taken to the isolation area and asked to call their health care provider
- Take temperature checks in line with Appendix A of the [OSSE Guidelines](#):
 - Contactless thermometers are used to check forehead temperature
 - Those with a temperature of over 100.4 will not be admitted
- Masks and/or face coverings are required at all times and checked throughout the day for use. A mask will be provided for individuals that do not have a reusable mask of their own.
- Everyone must wash their hands with soap and water for at least 20 seconds or use hand sanitizer provided by GGA.
- Students can go to lockers/bathrooms if students want to change their clothes.

Staff taking temperatures are provided Personal Protective Equipment: face shields, disposable gloves, and hand sanitizer. Upon request they can have a full body suit. We only use touchless thermometers. This is aligned with local guidance.

Grouping

Cohorts - GGA will use cohorts to group students throughout the day. The school will not hold mixed cohort assemblies or physical education classes when six feet of physical distance is not possible. When applicable teachers will rotate between classrooms taking necessary precautions.

Sports - GGA will use local guidelines from PCSAA for the start of sport activities. Once they do start, it will be very limited and the Athletic Coordinator will host a pre-season meeting prior to the start of the season to share further information.

Extracurricular activities - We will strive to provide extracurricular activities that were selected by the students and families. Extracurricular activities will take place after the conclusion of the school day. Girls Global Academy will not have on campus mixed cohort groups until guidance provides this opportunity. We will host extracurricular activities virtually.

Distribution of materials

Girls Global Academy will be a one to one technology school. Each student will be issued a chromebook for our one-to-one laptop program. Families will come with their students to the school to pick up their laptop in advance of the first day of school. Additional technology support to include those needing access to high speed internet will be provided. Materials will be provided for the students to use for the duration of the time enrolled at the school.

- Software will be pre-loaded on chromebooks for a virtual and on-campus learning
- School packages will be available for pick up or dropped off for families that are immunocompromised or high risk individuals

Food Service

Girls Global Academy will work with Genuine Foods as the school lunch vendor to provide the National School Lunch Program compliant meals to students.

GGA believes being ready for school starts with nutrition. While we are virtual for the first six weeks, GGA will provide a shelf stable meal kit consisting of 5 breakfasts and 5 lunches that will be delivered to students homes. Drivers will conduct a “non-contact” delivery, which means no signature will be required and no physical contact will be made. Families need to opt in to the service.

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

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

If students need to eat meals in a cafeteria, GGA will undergo strategies to reduce mixing by:

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

Hold large group gatherings virtually only

The school will cancel, eliminate, or modify the program to adhere to the following:

- Cancel or modify classes where students are likely to be in very close proximity

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

Exclusion and/or Dismissal from on-campus learning

- Those with a temperature of 100.4 or higher.
- If someone in the household has been exposed to a COVID-19 positive patient in the last 72 hours (3 days)
- If someone in the household is awaiting COVID-19 test results or have not been cleared to return by a healthcare provider

Exposure Reporting

To ensure a clear and efficient process for communication, the school has identified Jason Mellen, Director of Operation at jason@girlsglobalacademy.org as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report (via [this link](#)).

Step 2: Communication to Families and Staff

Privacy of information is maintained when alerting families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

- Notification to all staff and families in the event of change of school schedule,
- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and
- Notification to the entire school via a letter, email, text, and learning management system that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.

Instructional Delivery Plan

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

See Cleaning, Sanitization, and Disinfection section.

In the event of a confirmed COVID-19 case in a student or staff member, the school must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked [here](#):

- If seven days or fewer have passed since the person who is sick used the facility, follow these steps:
 1. Close off areas used by the person who is sick.
 2. Open outside doors and windows to increase air circulation in the areas.
 3. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
 4. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

Immunizations

In order to prevent a vaccine preventable disease outbreak at Girls Global Academy, it is imperative for all students to be fully vaccinated according to CDC and DC Health standards. We will make every effort to ensure that all GGA students are vaccinated before the start of school. We will implement the [Immunization Policy for In-Person Attendance](#) in full and ensure a procedure is in place for frequently reviewing immunization compliance, identifying and notifying non-compliant families, and removing non-compliant students from in-person instruction after the 20-school day period. Operations staff will call each week to the family of students that are not compliant. Girls Global Academy will utilize the [Universal Health Certificates](#) (UHC), [Oral Health Assessment](#) (OHA), and [Medication Forms](#) extension deadline of November 2, 2020 to receive all mandatory health paperwork for enrolled students.

If students need assistance in receiving immunization they will be provided with resources to include a list of [pediatric immunization locations](#), support in finding a [primary care center](#) in DC, and review the [immunization requirements and health forms](#).

According to the Centers for Disease Control and Prevention (CDC) and DC Health data, the COVID-19 pandemic has resulted in a significant reduction in childhood immunization administrations across the country including the District of Columbia and Maryland.

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

environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);

- Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
- Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

Instructional Delivery Plan

Plan Statement

This plan describes how Girls Global Academy will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent in learning opportunity as in a traditional school year through synchronous and asynchronous virtual and on-campus learning opportunities.

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

The plan may change throughout the school year based on factors, such as family and staff responses to surveys and DC's reopening guidance.

Description

Instruction at Girls Global Academy will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction virtually or on-campus. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are available to families enrolling in Girls Global Academy for school year 2020-21. Families must choose an option by 8/10/20. On a trimester basis and based on availability, families may change their option from virtual to on-campus or Hybrid via a learning survey submitted each trimester.

Personnel

Regardless of whether students are on-campus or in a virtual setting, the amount of time, dedication, and support a teacher provides their students will be the same. To achieve this goal, and for purposes of equity and logistics, content teachers assume two roles: Advisor and Content Teacher.

- **Advisor:** The Girls Global Academy Advisor is the adult responsible for a group of students who, together, will be considered an "advisory cohort." The advisor will see students at least three times a week virtually. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the "touchpoints" that will be used. Girls Global Academy will offer a minimum of 9 advisory sections with 7 - 10 students per group.
- **Content Teacher:** The teacher is the content area expert responsible for ensuring that students are learning. While a content teacher may also be an advisor, they may need to roam (physically and/or

electronically) into other communities to provide content-rich instruction. The content teacher's primary responsibility is to ensure that content will be delivered virtually and in-person with equal success and be differentiated for all learners. Content areas include English, Math, Science, Engineering, Business, Social Studies, Physical Education, and World Language. Each content teacher will provide instruction with cohorts of students. Each content area will have five sections with 13 - 18 students.

- **Wellness Specialist:** There is one wellness specialist who will rotate through classrooms (up to 90 students). For learners in a virtual learning environment, the wellness specialist will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and provide critical support for the student as needed.

Learning Modes

- **Synchronous learning with Content Teacher (SL w/CT):** When in a virtual learning model, this instruction is conducted via a platform in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-campus, this instruction may include the teacher and student(s) occupying the same room. When in a virtual learning setting, this instruction includes the teacher and student(s) using the same format through Zoom and G-Suite tools. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.
- **Asynchronous learning with Content Teacher (ASL w/CT):** This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. The student would need access to a pre-recorded lesson in which the teacher provides instruction. When learning on-campus, this lesson could be provided by an advisor to minimize the circle of exposure. When in a virtual learning setting, the lesson can be accessed by Google Classroom using the school issued Chromebook.
- **Synchronous learning without Content Teacher (SL w/o CT):** Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is "Guided Practice." Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-campus would do this task under the supervision of their advisor. When in a virtual learning setting, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, LMS, or "chat". If the advisor happens to also be the content teacher assigning the work, support can be provided in-person. If the advisor is not the content teacher, the content teacher may provide support in the same manner as for students learning virtually, per the school's Technology Plan.
- **Asynchronous learning without Content Teacher (ASL w/o CT):** This instruction is individual or group work that can be done independently. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-campus would have time allotted to complete this work while their advisor may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected weekly and will be used to measure attendance. (See attendance policy for further details.) The product of these work blocks are often referred to as "exit tickets" or "student reflections." Regardless of the product, it may be collected through the LMS, by photographing the work, through a memo-log the student keeps, or by handing it into the cluster instructor to pass to the teacher, if they are different people.

Community Building

Synchronized community building: Planned sessions through advisory, LEADership Academy, and Community Meetings promote student socialization. Activities include group on-line games, structured conversations, and free-form conversations about topics of interest to the students.

- **Asynchronized community building: Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students both on-campus and virtual to connect with one another in informal ways.**
- **Synchronized community building without an Advisor (SL w/o CL): Planned breaks will include activities students can choose to do with each other that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction. When on-campus, the advisor would supervise for appropriate social distancing and other behavior. For virtual learners, the school's behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidences.**
- **Asynchronized community building without an Advisor (SL w/o CL): To accommodate arrival and dismissal, lunch periods, and other breaks for on-campus community learners, each class will have a slightly different schedule. Students will be encouraged to socialize with classmates during the thirty minute arrival block, lunch, and dismissal block when learning virtually. There will be a continuously growing database of school-approved and provided web-based games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that students may use at any time so long as they follow the school culture and behavior policy, including cyber bullying. The unstructured time with friends allows for a deepening affinity to the community.**

Professional Development

Over the summer, content teachers will receive training on the following platforms: 1. PowerSchool, 2. GSuite, 3. Zoom, and 4. TextWrite provided by vendors and contractors. The training will focus on content delivery and checking for understanding. In addition, all staff will receive professional development on Wednesdays. The development will focus on assessing student learning, troubleshooting IT issues, universal design for learning, building a virtual community, and staff wellness. Teachers will also support one another and collaborate on Wednesdays. On Wednesdays, staff receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Every week, content teachers will have time built in to work with the Student Support Services Team to address both academic and social emotional concerns.

Additionally, formal instruction will end each day by 3:30 pm and the teacher's work day will end at 4:00 pm. Each day, staff will have access to the executive leadership of Girls Global, student support staff and IT to troubleshoot issues that occur both on-campus and virtually.

Platforms	Expectations	PLC
<ul style="list-style-type: none"> • Zoom • G-Suite • TextWrite 	<ul style="list-style-type: none"> • Advisory • 7:45 am-4:00 pm • OH Wednesdays • Teaching & Learning 	<ul style="list-style-type: none"> • Wednesdays

Synchronous & Asynchronous Learning

Continuous Improvement

Girls Global Academy will be in operation for 187 days. The schedule will be based on a trimester system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned trimester start date except when there is an emergency reason to move from on-campus to virtual learning. The instructional schedule will be different from the on-campus schedule, which will be based on the family needs for an on-campus learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each trimester and adjust as best as possible throughout the trimester.

Once a week, on Wednesdays, the school will engage in a school-wide data analysis of student performance on formative assessments, discipline data, data on curricula access disaggregated by schedule type (hybrid, on-campus, virtual synchronous, virtual asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

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

Students who have shown the least engagement whether by attendance or work product, will be evaluated through a student support team weekly or biweekly. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. Depending on the results, the student may be asked to change their schedule.

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

Learning Continues

Teachers host classroom sessions during the assigned period. Each class period is seventy minutes. Fifty minutes of the class is synchronous instruction. This means all students assigned to the class log on at the same time and participate in structured, controlled, guided, or open inquiry based instruction. Teachers host regular office hours each week for students who need assistance. Twenty minutes of class is asynchronous. Teacher office hours are posted in teacher Google Classrooms. All teachers have a 70 minute planning period each day, 30 minutes for lunch, and an additional 70 minutes planning period each week.

Girls Global Academy will offer opportunities for social and emotional support. This support can be provided during advisory, office hours, and community meetings at the start of the day. Counseling and Social Emotional Behavioral Support services are available to students.

Expectations for Students

- Students are expected to login to each class on time.

- Students are expected to login and make themselves visible by turning on their cameras.
- Use GGA approved virtual backgrounds during virtual sessions that require video
- Students are active participants in their learning.
- Complete all assigned work and post assignment Google Classroom
- Use email for positive interactions
- Follow expectations of virtual engagement outlined on the PBIS eMatrix
- Accommodations and Modifications can be made through student support services as needed to be sure all students have access and feel empowered to learn.

Example Classroom

13 students:

Demographics:

- 4 (31%) students with disabilities,
- 1 (7%) English learners,
- 5 students are considered at-risk (38%)

Example Phase II Reopening

	Monday	Tuesday	Wednesday	Thursday	Friday
On site	3	3	3	3	3
virtual	10	10	10	10	10
Total	13	13	13	13	13

On Wednesdays, teachers, advisors, special educators receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Students who are on-campus on Wednesdays will meet in their assigned group with an adult, who may not be their advisor. 26 students are considered at-risk (77%)

Assessment and Promotion Policy

A. Assessment

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

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

Other (identify vendor)

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

Assessments

Purpose Statement

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

Description

This policy describes the formative assessments that Girls Global Academy will use to assess student learning during the 2020-2021 school year. These assessments will not be considered part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the student and parent/guardian and used to inform interventions and student grades.

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

Assessment Integrity

Girls Global Academy has adopted a three-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments. We will ask for everyone's help to ensure that students are trying their best and not using outside resources - its not a test, but rather it is about knowing our students so we can best support them. Distance learning online proctoring protocols will be used. Students who have accommodations and modifications based on Individualized Education Plans and 504 Plans will receive them regardless of delivery method.

Interim Assessments

B. Promotion and Graduation

Grade 9 only	Purpose	When & Frequency	Delivery of Administration
	Growth Measurements		
ACT Aspire	<ul style="list-style-type: none"> • Science • Reading • Mathematics 	2-3 times annually	paper/pencil or virtual
Avant STAMP	Evaluate language acquisition	1-2 times annually	paper/pencil or virtual
Delta Math	Identify skills gaps	as needed	online only
Panorama	SEL	2-3 times annually	online only
Reading Plus	Identify skills gaps	as needed	online only
SDQ	SEL	2-3 times annually	paper/pencil or virtual

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

Formative and Summative Assessments

Assessments are administered on-campus or virtually under adult supervision. Assessments are submitted via Google Classroom or a secure portal provided by Girls Global Academy. For some summative assessments, students will complete a self-assessment, identifying how they approached the assessment, who they sought for help, and where they searched for help. This corresponds to our Girls Global Academy Scholarship pillar. For each core subject formative assessments are given to provide data on student development and varied summative assessments are given three to five times each trimester in order to give students multiple opportunities to demonstrate understanding. GGA instructors will create a calendar for summative assessments.

Grade	Subject and Assessment Type	Formative	Summative	How students will be assessed in each modality: Hybrid, On-campus, Virtual-synchronous and Virtual- asynchronous
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7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the

9	Algebra 1	2 Times weekly	3-5 times trimesterly	Formative Examples
9	Geometry	2 Times weekly	3-5 times trimesterly	<ul style="list-style-type: none"> • Classwork & Homework Assignments
9	Social Studies	2 Times weekly	3-5 times trimesterly	<ul style="list-style-type: none"> • Polls • Think~Pair~Share
9	Science	2 Times weekly	3-5 times trimesterly	<ul style="list-style-type: none"> • Exit Tickets • Journals
9	World Language	2 Times weekly	3-5 times trimesterly	<ul style="list-style-type: none"> • SMART Starts • Diagrams/Illustrations
9	Wealth Management	2 Times weekly	3-5 times trimesterly	<ul style="list-style-type: none"> • Summaries • What~How~Why
9	Engineering Essentials	2 Times weekly	3-5 times trimesterly	<ul style="list-style-type: none"> • Temperature Check • Videos and Photos • Reflections • Responding to the Essential Question • Question & Answer

Summative Examples

9	PE/Health	2 Times weekly	3-5 times trimesterly	<ul style="list-style-type: none"> • Unit Exams/ Chapter tests • EOY assessment • Presentations • Essays • Research Projects • Socratic Seminars (only after there is pre-support and practice) • End Product Project • Rubric scoring for a final product • Website Development • Blogs
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LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may

- Podcasts
- Debate/Mock trial (only after there is pre-work with support and practice)
- Presidential tests - Physical assessments (Physical Education)

provide a link to the policy or describe the existing policy.

Girls Global Academy is not changing the grading, promotion, or service learning policies identified in its charter. Girls Global Academy will adopt the International Baccalaureate grade descriptors which is on a scale of 1-7 with a 4 or higher as a passing grade. The general grade descriptors apply for all courses. Students at Girls Global Academy are promoted by completing requirements defined in the promotion policy including meeting the minimum required credits. Girls Global Academy has built into the daily school schedule opportunities to gain service hours. LEADership academy is designed for students to engage in projects that matter to them and gain hours of service.

- [Grading Scale and Policy](#)
- [Promotion Policy](#)
- [Service Learning Policy](#)

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

There are no waived requirements.

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

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

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

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

[Attendance Policy](#)

Purpose

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

Girls Global Academy 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 in person and virtual attendance will be captured. Girls Global Academy uses a learning management system for distance learning.

Policy Statement

GGA will follow our existing [Attendance Policy](#) with virtual attendance adjustments:

- In the event of school in a virtual setting, attendance requirements still apply, though how attendance is checked is altered.
- The schedule of classes does not change and therefore there is not a change in expectation for seat time.
- Students will be required to login and be present in a virtual classroom via a learning management system (LMS). Our LMS is Google Classroom.
- To ensure attendance, students may be required to show their face on a webcam, unless excused by a specific students’ action plan.

Expectations

- Students are expected to login to each class on time.
- Students are required to login using the schools video domain in a centrally secured controlled location
- Students are expected to login and make themselves visible by turning on their cameras.
- Use GGA approved virtual backgrounds during virtual sessions that require video
- Students are active participants in their learning by completing all assigned work and post assignments to Google Classroom
- Teachers are required to take daily attendance each period they are assigned students

Touchpoints that Girls Global Academy will use, include the following methods:

- Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- Direct ‘face-to-face’ online contact through class Zoom, Google Hangout and Meets, etc.
- Completed exit tickets (Google forms, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work
- Completed assignments uploaded to secure folder within school’s system (Google Classroom) from daily activity
- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.

Authenticate Presence

Girls Global Academy will make one to one contact with students daily to authenticate presence at school.

Attendance is taken every period using PowerSchool. Each teacher takes attendance by marking students Present, Absent, Tardy. Verification of attendance is completed with a visual of the student, name verification, and student verbal indication of present. Student cameras are on during advisory and synchronous sessions. Morning calls go home for absent students. Attendance letters will be sent to families at 3, 5, 7, 10, 15 days of absence. Parents and students have access codes to login and view attendance.

- 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 Monitoring and Reporting

Girls Global Academy will use the code-to-day as a daily method to collect attendance. Students' attendance is taken by a teacher in period 1 Advisory period. This will serve as the initial attendance status for the day. Then, the staff person functioning as an attendance coordinator, would review the attendance taken by teachers and make modifications if a student was late to school, left early, had an excuse note for an absence, etc. Teachers will take attendance in each class period, but the daily code is managed by the front office after Advisory.

Girls Global Academy students who are learning synchronously in a virtual virtually will receive the following:

- **A robo tardy call if not present by the end of the first period.**
- **An email if the student is not present by 9:00AM or the end of the second period whichever occurs first (engagement specialist and parent/guardian copied, if applicable).**
- **A call from the operations associate following up on email to the student.**
- **A call from the operations associate to the family, if applicable.**
- **A robo call to the family notifying them of the student's absence from school.**
- **Students who meet the definition of chronically absent will be reported to child and family services, as required by law.**

All students who are learning virtually will receive the following:

- **An email and/or video with a list of the day's assignments and expectations**
- **An email if not present by 9:00AM during a school day (operations associate and parent/guardian copied, if applicable).**
- **A call from the operations associate following up on email to the student.**
- **A call from the operations associate to family, if applicable.**

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

SIS Code	SIS Description	OSSE Code	OSSE Description	Detailed Description
PFP	Present Full (In Person)	PFIP	Present Full - In Person	A single school day on which the student is physically in person at scheduled periods of actual instruction at the educational institution in which the student was enrolled and registered for 100% of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student.
PFV	Present Full (Virtual)	PFDL	Present Full - Distance Learning	A single school day on which the student is distance learning for the educational institution in which the student was enrolled and registered for 100% of the full instructional day and has met one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student's presence AND provided daily evidence of engagement consistent with the LEA's policy.
AU	Absent Unexcused (In Person)	AFUIP	Absent Full Unexcused - In Person	In person presence of the student for 0% of the school day without an LEA-approved excuse.
AUV	Absent Unexcused (Virtual)	AFUDL	Absent Full Unexcused - Distance Learning	Presence of the student for 0% of the distance learning school day without an LEA-approved excuse. The virtual day is based on one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was not authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA did not make one-on-one contact with the student for the day to authenticate the student's presence AND did not provided daily evidence of engagement consistent with the LEA's policy.
AEMP	Absent Excused - Medical	AFEIP	Absent Full Excused - In Person	In person presence of the student for 0% school day with an LEA-approved excuse

	(In Person)			
AENP	Absent Excused - Note (In Person)	AFEIP	Absent Full Excused - In Person	In person presence of the student for 0% school day with an LEA-approved excuse
AEMV	Absent Excused - Medical (Virtual)	AFEDL	Absent Full Excused - Distance Learning	Presence of the student for 0% of the distance learning school day with an LEA-approved excuse. The virtual day is based on one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student's presence AND provided daily evidence of engagement consistent with the LEA's policy.
AENV	Absent Excused - Note (Virtual)	AFEDL	Absent Full Excused - Distance Learning	Presence of the student for 0% of the distance learning school day with an LEA-approved excuse. The virtual day is based on one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student's presence AND provided daily evidence of the LEA's policy.
TE	Tardy Excused	PPEIP	Present Partial Excused - In Person	Presence of the student in person for more than 80% and less than 100% of the school day. This includes students that are minimally late to school, missing less than 20% of the school day with a valid excuse reason.
TU	Tardy Unexcused	PPUIP	Present Partial Unexcused - In Person	Presence of the student for more than 80% and less than 100% of the school day. This includes students that are minimally late to school, missing less than 20% of the school day without a valid excuse reason.

Whole Student Support

AETE	Absent Excused - Tardy Excused	APEIP	Absent Partial Excused - In Person	In person presence of the student for less than 80% of the school day with an LEA-approved excuse. This includes students that arrive on-time and stay for part of the school day, but leave before the end of the school day with a valid excuse reason.
AUTU	Absent Unexcused - Tardy Unexcused	APUIP	Absent Partial Unexcused - In Person	In person presence of the student for less than 80% of the school day without an LEA-approved excuse. This includes students that arrive on-time and stay for part of the school day, but leave before the end of the school day without a valid excuse reason.
EDE	Early Dismissal - Excused	PPEIP	Present Partial Excused - In Person	Presence of the student in person for more than 80% and less than 100% of the school day. This includes students that are minimally late to school, missing less than 20% of the school day with a valid excuse reason.
EDU	Early Dismissal - Unexcused	PPUIP	Present Partial Unexcused - In Person	Presence of the student for more than 80% and less than 100% of the school day. This includes students that are minimally late to school, missing less than 20% of the school day without a valid excuse reason.
AEED	Absent Excused - Early Dismissal	APEIP	Absent Partial Excused - In Person	In person presence of the student for less than 80% of the school day with an LEA-approved excuse. This includes students that arrive on-time and stay for part of the school day, but leave before the end of the school day with a valid excuse reason.
AUED	Absent Unexcused - Early Dismissal	APUIP	Absent Partial Unexcused - In Person	In person presence of the student for less than 80% of the school day without an LEA-approved excuse. This includes students that arrive on-time and stay for part of the school day, but leave before the end of the school day without a valid excuse reason.
FT	Field Trip	PFIP	Present Full - In Person	A single school day on which the student is physically in person at scheduled periods of actual instruction at the educational institution in which the student was enrolled and registered for 100% of the full instructional day, or in attendance at a

school-approved activity that constitutes part of the approved school program for that student.

OSS	Out-of-School Suspension	AOS	Absent - Out of School Suspension	Student is absent but due to an out of school suspension
AEI	Absent Excused - Immunization	AFEI	Excused Absence Immunization	Attendance code for schools to use for non-compliant students who are removed from attendance after the 20-school day period has passed. This code will be counted by OSSE in the same manner as other unexcused absences.
AUI	Absent Unexcused - Immunization	AFUI	Unexcused Absence Immunization	Attendance code to use for students who were previously removed from school, but are allowed to return after the school secures immunization certification. All “unexcused absences – immunization” days shall be reclassified as “excused absence – immunization” when the student returns.

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.

Whole Student Support

Purpose

This Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a virtual setting and ensure that all students have access to high quality, equitable instruction.

Description

- **Continuous education** - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and virtual settings.
- **Virtual learning** - Learning hosted outside of a classroom setting using electronic devices
- **Asynchronous learning** - Learning where students learn the same material at different times and locations.

- **Synchronous learning** - Learning where students are engaging in learning activities at the same time.
- **Discussion board** - Section of a website where users can submit or read messages.
- **Chat** - A window used for conferencing between two users.
- **Breakout Room** - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.
- **Cyberbullying** - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
- **Learning management system (LMS)** - A software application for the hosting and delivering of online educational courses.

Expectations for Student Behavior

Expected behavior for students who are learning 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.

PBIS e-Matrix

- I am present and actively engaged
- I submit only your original, thoughtful and creative work
- I make visible by turning on your camera
- I use the raise your hand feature to take a turn
- I support my classmates during group assignments and in designated meeting rooms
- I am mindful of others perspectives
- I take pride in completing my best work

Expectations

- I review my work before submitting it to staff
- I mute my microphone when entering a virtual space
- I log in on time
- I reach out for help when I need support
- I use the virtual chat feature appropriately and respectfully
- I use kind words
- I use proper text etiquette
- I resolve conflict peacefully

- I minimize distractions in my virtual work space

Student Support

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

- Teachers and advisors will embed social-emotional and wellness checks within asynchronous and synchronous classroom lessons weekly with support from the learning specialist aligned to our whole school restorative justice and proactive pro-social mission.
- Teachers and advisors will conference with the Wellness Specialist to conference with families and if necessary, refer students to the Student Support team for students displaying needs for support.
- The instructional staff will provide optional and asynchronous videos and lessons for students available through the Google Classroom as needed to be integrated into our advisory and whole school restorative circles and conferences.
- The Student Support Services Coordinator and Wellness Specialist will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers both whole group and 1-1.
- The Student Support Team will create tele-health options for students to call and schedule sessions with the wellness specialist.
- Both academic and social emotional screeners are administered and referrals are submitted to the Student Support team for next steps.
- The Student Support Services Coordinator and Wellness Specialist in collaboration with the school team will make referrals to neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.

Monitoring 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 (e-Matrix)
- 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 PowerSchool & Google Classroom and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with PowerSchool and Google Classroom according to the policies outlined in the student handbook.

- Grades and attendance will be reported to families as per the student and family handbook
- Teachers will communicate concerns with families by phone, email, text or using PowerSchool and in the phone conference management system.

Communication with Families

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

GGA will implement Response to Intervention (RtI) as a means for identifying, monitoring, and intervening when students need additional support. Proactive interventions:

Reading plus is an adaptive literacy program designed to support students in comprehension, vocabulary, self-improvement belief, self-efficacy, interest, and silent reading efficiency. Students are given a diagnostic screener to provide baseline data and interventions. Students will participate in the program twice per week in a guided synchronous virtual class and asynchronous at home learning format at minimum once per week.

Khan Academy is an academic online learning adaptive program designed to support students in mathematical skill development, confidence, and self-paced learning. Students will take a diagnostic screener to provide baseline data in order to provide subsequent interventions. Students will participate in the program twice per week in a guided synchronous virtual class and asynchronous at home learning.

The curriculum provides embedded supports and mastery checks. Close reading modeling, mentor text and models, and varied performance assessments, targeted materials based on lexile. Tiered resources are embedded to meet the needs of students that are below grade level, on grade level, and above grade level. Audio, additional leveled text in English and Spanish support students in accessing the curriculum, embedded technology tools, vocabulary acquisition tools, varied assessments, graphic organizers, multi sensory academic delivery.

Students participate in small group office hours each week, weekly check ins with advisors, small group instruction. Each student will have monthly targeted goals.

Tiered approach

Tier 1:

- Universal Design for Learning
- Universal Screenings
- Periodic check-ins
- After school Tutoring
- Office hours
- Remediation of gap skills
- Differentiated Instruction

- **Data Driven Instruction**
- **Explicit ELD Instruction and Sheltered/SIOP Methods**
- **Weekly PLC data review across subject levels and across skills**

Tier 2:

- **Academic Resource**
- **Weekly check-ins with advisors**
- **Grade level team Intervention**
- **Small group instruction**

Tier 3:

- **Push in support**
- **Intervention Plan (documented)**
- **Individualized instruction**
- **Implementation of strategies identified in individual action plan**
- **Potential referral for further evaluation**

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.

Modifications to Distance Learning

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

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

- **School staff will remind students of expectations for distance learning.**
- **School staff will conference with families about school expectations not being met.**
- **Teachers may temporarily adjust students audio, video or chat privileges during synchronous**

meetings.

- Teachers may temporarily limit students' ability to post content on Girls Global's LMS via chat or discussion boards.
- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

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

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

If students engage in cyberbullying or display/share inappropriate images/language, and/or violate privacy concerns on the Girls Global LMS:

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

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

Special Populations

13. Describe the LEA's plan to serve students with disabilities, including:

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

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

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

Specialized Instruction, Related Services, Accommodations, and Modifications

Student Support Services are part of our programming regardless of location. Careful thought and planning has been done to ensure schedules, staff, and resources are prepared for our students to ensure they are educated to the greatest extent possible. Students requiring special education or related services and/or accommodations and modifications identified in a student's 504 plan, IEP, or school-based documentation will have access to quality educational programming in their least restrictive environment.

Engagement in identifying social emotional learning goals, executive functioning programming, and a gradual release into rigorous goal setting and curriculum exploration will ensure our community knows they matter.

Girls Global Academy plans to maintain the connections to families on the urgency of support services as a collaborative partnership. We will maintain compliant records and have an integrated communication platform internally that will allow all stakeholders to evaluate, plan, and execute all requirements necessary to make sure the education occurs to the greatest extent possible.

Girls Global Academy has planned parent and family opportunities for explicit resource capturing as it pertains to communicating goals and guidance on supporting an optimized learning environment while our students are transitioning over multiple learning formats. The Universal Design for Learning framework will guide and support interactions and needs of all stakeholders. The opportunities will take place virtually and at minimum three times each trimester. For our preliminary 6 week plan. These opportunities will take place weekly.

All related services will take place virtually unless it has been deemed necessary and optimal for a student to safely utilize 1-1 in person support.

Systems of reporting including the staff, Wellness Specialist, Student Support Coordinator, and case managers.

Instructional format:

- **2 to 5 individual 30-minute Zoom sessions per week (dependent upon student and parent availability and minutes)**
- **Office Hour Windows Open for Families, Students, and Staff**
- **HW Learning Lab availability**
- **Special educator differentiates all learning materials weekly and posts information to Student Google Classroom**

Instructional time:

- **1 hour - 5 hours per week depending on student and parent availability (Plan revisited every 6 weeks)**

- 1 class =3.375 hrs/wk based on percentage.

Instructional content/standards:

- IEP goals
- CCSS
- IB Indicators for Competency Work

Progress monitoring:

- Teacher-created assessments based on IEP goals
- Reading Plus, ACT Aspire, SEL Platforms

BSS: Student services as outlined on the IEP are implemented per IEP through video sessions.

SLP: Student services as outlined on the IEP are implemented per IEP through video sessions.

OT: Student services as outlined on the IEP are implemented per IEP through video sessions.

PT: Student services as outlined on the IEP are implemented per IEP through video sessions.

Teacher Coaching Scheduled per School Wed. PD

SEL/Therapeutic Restoration services as outlined on IEP are implemented per IEP through video sessions

Assistive Technology:

- Students with AAC devices are provided with ongoing support from the AT-specific SLP in the form of regular therapeutic sessions on Zoom

Accommodations:

- AT-specific SLP supports the instructional team in implementing accommodations in distance learning, which can be different than in-person sessions
- Accommodations provided per the student's IEP and adjusted as needed for distance learning

Modifications:

- AT-specific SLP providing modified work for students whose IEPs outline this need
- Modifications provided per the student's IEP
- Engagement and Participation Supports detailed in student action plan.

GGA insisted on the following:

- Empathy towards families juggling multiple children and responsibilities
- Scheduling sessions around parent availability and ability
- Student Support Services Coordinator sends regular emails to families informing them of plans and/or changes to the plans

- Student Support Services Coordinator seeks feedback from families on distance learning through the use of surveys and responses to emails

Regression of critical skills:

- Using progress monitoring data from distance learning and data prior to distance learning, the team will determine degree of regression
- GGA implements Act Aspire assessment for all students, this data will be compared across general education students and special education students
- This analysis will determine the degree of regression for all students

Recovery Plan:

- GGA will utilize the Recovery worksheet and complete a qualitative analysis of available data, services prescribed by the IEP, services delivered in distance learning and determine what level of additional service is appropriate to help the student regain lost skills
- The GGA curriculum has built in supports for students that need to recover and advance skills

Girls Global Academy will provide recovery services to all students who require support using universal screeners and an assessment of the data. Our Wellness Specialist will partner with the program specialist from family service agencies and DHS to support students experiencing housing insecurities and who are in the care of the District of Columbia to mitigate learning loss.

- 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.

Girls Global Academy (GGA) is an innovative new charter school set to open in the 2020-2021 school year with a mission to foster pathways for young women to lead and learn. GGA is dedicated to ensuring that all students have access to a high quality education that will prepare them for a multicultural, multilingual, and interconnected global world. Inclusive in GGA's model are assurances that English learners (ELs) will be adequately prepared and challenged. GGA leadership has thought deeply and planned intentionally with the needs of English-learning students in mind. From its founding principles, to its instructional model, and community-building efforts, GGA is committed to providing an equitable and appropriate education for all students.

GGA is excited to welcome a diverse mix of girls when it opens its doors next year; GGA recognizes that its EL students bring important resources to the learning community. Their expertise in languages other than English as well as life experiences in countries and cultures outside of the US, are important parts of GGA's informal curriculum. GGA recognizes that students come to school with a wealth of knowledge and experience on which to build their learning. Moreover, GGA knows that girls' relationships in and amongst each other will provide important opportunities for learning and growing. The GGA climate will be one where all girls are honored and celebrated regardless of home language, race, ethnicity, culture, income, life experience, gender, or sexual orientation.

This supplemental EL plan details GGA’s approach to meeting the specific needs of its EL students through a comprehensive educational approach, instructional resources, remedial support, staffing, and family engagement.

Educational Approach:

1. Language Acquisition Model: The language acquisition model at GGA is sheltered content instruction which emphasizes simultaneous language and content instruction. GGA selected this model because it is the most equitable means of delivering high quality instruction to ELs. Sheltered instruction maintains ELs’ inclusion in content area classes so that they have maximum interaction with and exposure to content teachers and English proficient peers. GGA staff will be trained on the Sheltered Instruction Observation Protocol (SIOP), a research-based model that has shown to be effective with ELs.

SIOP has eight interrelated components:

- **Lesson Preparation**
- **Building Background**
- **Comprehensible Input**
- **Strategies**
- **Interaction**
- **Practice/Application**
- **Lesson Delivery**
- **Review & Assessment**

Implementing SIOP starts during lesson planning where teachers plan with students’ language needs in mind in order to consider what vocabulary, grammar, and discourse structures they will need to know in order to access the content. Teachers also assess the need for any additional background knowledge development that is prerequisite to the main lesson. Throughout the lesson, teachers make modifications to their oral language as well as written support to assure that input is comprehensible to all learners. Through sheltered content instruction, ELs have access to the same academic content as their English proficient peers and teachers employ intentional scaffolding to make content accessible to students at all proficiency levels. In the sheltered classroom, teachers strategically employ homogenous and heterogenous groupings according to the learning tasks. Throughout the lesson and after, students are able to practice and apply new concepts in meaningful contexts. Finally, the SIOP model fosters teachers’ ability to reflect upon their learning to continually improve their practice and instruction for ELs.

While sheltered instruction is GGA’s primary language acquisition model, the EL teacher may elect to use pullout instruction for ELs on an as-needed basis depending upon her language proficiency level and academic progress. However, every attempt will be made to keep ELs in their content area classes as much as possible. All instructional staff will have opportunity to plan and organize quality content to present in multiple ways for ELs.

2. Standards and Curriculum: All core content instruction at GGA will be aligned to the Common Core State Standards (CCSS). Additionally, teachers will use the WIDA English Language Proficiency Standards and Can Do Descriptors to understand the academic language demands of their content areas as well as what ELs can be expected to do across different proficiency levels. In addition, when GGA leadership were selecting curricula, they made sure to select ones that included a specific focus on English language development to ensure that all students would have access to the content.

3. International Baccalaureate Career Program: The International Baccalaureate (IB), a curriculum aimed at fostering “international mindedness,” independent thought, and cultural awareness, aligns with the mission of GGA to foster pathways for young women to lead and learn. The International Baccalaureate Career Program (IBCP) is a unique hybrid that incorporates the educational vision and principles of IB with a focus on career-related learning. IBCP prepares students to enter apprenticeship programs, employment, and/or post-secondary education. IBCP’s foci on language learning, multiculturalism, and global perspectives, makes it a natural fit for students whose life experiences have included learning more than one language and living in more than one country like the lives of many ELs.

Figure 1 contains the WIDA and IB Integration Tool, a resource developed by WIDA that will guide GGA’s approach to integrating the WIDA and IB frameworks. There are many complementary resources between the two frameworks that highlight their shared values. For instance, WIDA’s Guiding Principles of Language Development and IB’s Language Policy both emphasize that language learning is a process that occurs over time and that multilingualism is an asset rather than a challenge to overcome.

Figure 1. WIDA and IB Integration Tool (retrieved from <https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-WIDA-IB-Systems.pdf>.)

Technology Policy

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

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

Technology

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

Pre-COVID-19 students’ use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a

WIDA and IB Integration Tool

The following tool helps you figure out how WIDA and IB frameworks can be utilized together. Teacher teams can use these four organizing themes and the accompanying guiding questions to explore how multilingual learners are currently served at your school and how WIDA and IB frameworks might be leveraged for strategic planning and program improvement.

<p>ASSET-BASED APPROACH: Inclusive environments that build on learners' strengths</p> <hr/> <p>WIDA Resources</p> <ul style="list-style-type: none"> • Can Do Philosophy • Can Do Descriptors <p>IB Resources</p> <ul style="list-style-type: none"> • Learner Profile <p><i>How do we learn about our students in order to build on their assets?</i></p>	<p>LANGUAGE & CONTENT INTERDEPENDENCE: Language development as an integral part of learning</p> <hr/> <p>WIDA Resources</p> <ul style="list-style-type: none"> • Guiding Principles of Language Development <p>IB Resources</p> <ul style="list-style-type: none"> • Language Policy <p><i>How do we provide opportunities for students to use their entire linguistic repertoire in service of learning?</i></p>
<p>How do WIDA and IB frameworks complement one another to enhance teaching and learning?</p>	
<p>MEANINGFUL ENGAGEMENT: Academic rigor for all students through collaboration and accessibility</p> <hr/> <p>WIDA Resources</p> <ul style="list-style-type: none"> • WIDA Standards • Matrices/Strands of MPIs <p>IB Resources</p> <ul style="list-style-type: none"> • Learner Profile • Access Arrangements & Accommodations <p><i>What opportunities do we provide for students to interact in meaningful, substantial ways?</i></p>	<p>BALANCED ASSESSMENT: Measuring language development as part of teaching and learning</p> <hr/> <p>WIDA Resources</p> <ul style="list-style-type: none"> • Performance Definitions • WIDA MODEL Interpretive Guide • WIDA Screener Interpretive Guide <p>IB Resources</p> <ul style="list-style-type: none"> • MYP Phases of Language Acquisition • Assessment Criteria <p><i>How do we collect and use evidence of student learning to guide next steps?</i></p>

4. Advanced Placement Courses: GGA is dedicated to supporting girls' success within a rigorous academic environment. Therefore, in addition to providing IB courses, GGA will also offer Advanced Placement (AP) coursework. Both IB & AP are focused on deeper learning and critical thinking and share a mutual emphasis on college and career readiness. GGA believes in the potential of all students and does not want students who are still in the process of learning English to be deterred from engaging in advanced coursework. All GGA courses will integrate our cross-cutting instructional methods (see below) to make content accessible to ELs.

5. Cross-cutting Instructional Methods: GGA teachers will employ several cross-cutting instructional methods in their classes with the necessary accommodations needed for their EL students. These include:

- **Inquiry-based learning** -- a student-centered approach to learning where students drive the exploration

of content and teachers serve as facilitators of the exploratory process. In implementing inquiry-based learning with an EL, teachers will take the time to understand her interests and existing background knowledge on the topic. The teacher will also scaffold the inquiry with her through the use of model questions, question stems, resources in the ELs' home language and English, visuals, and videos and other media. Throughout her inquiry, the EL will also be encouraged to use bilingual dictionaries and talk to experts on her topic who speak her home language. While all learning products will be completed in English, ELs will be supported in using their home language to facilitate their learning as needed and using it as a bridge towards expression in English.

- **Discussion-based learning -- Paideia Seminar** is an approach, similar to the Socratic Seminar, that uses open-ended questions about a text. To facilitate meaningful participation for ELs in class discussions, teachers will provide scaffolded texts to aid comprehension. In addition, ELs will have access to written versions of the discussion questions and sample sentence starters to use in forming their responses. ELs will also have opportunities to practice their responses with a peer or Graduate Fellow before engaging in a whole class discussion.
- **Service learning at GGA** will provide an opportunity for meaningful, experiential education for all students, including ELs. In considering potential service learning opportunities, GGA staff, in collaboration with EL students, will consider ELs' strengths and assets, including their language skills.
- **EL methods --** Once trained in SIOP, all teachers will be able to implement methods that allow ELs to access and comprehend course content. These methods include, but are not limited to, language scaffolding, making connections to ELs' home languages, access to translation tools, peer learning, realia, visuals, graphic organizers, multimodal representation, increased wait time, and connections to prior knowledge. Math teachers will ensure that students, especially those designated as ELs will simultaneously acquire the required academic language of mathematics and mathematical concepts. This will be accomplished through many of the same strategies employed in English Language Arts -- pre-teaching vocabulary, using glossaries, representing language visually, providing multiple representations of math concepts, and providing opportunities to read and write about math.

Instructional Resources: All content teachers, with the guidance and possible assistance from the EL teacher, will be responsible for modifying their classroom materials according to the proficiency levels and learning needs of their ELs. In aligning with the CCSS, WIDA, and SIOP, teachers will make sure that ELs are exposed to the same content as their English dominant peers but have the necessary supports needed to support their language development in tandem with their academic learning. This can include, but will not be limited to, additional background information, glossaries or glossed words, visuals, videos or other media, and translation. All students at GGA will have access to an online language learning application (e.g., Duolingo) to advance their language skills.

Remedial Support: GGA will implement Response to Intervention (RtI) as a means for identifying, monitoring, and intervening when students need additional support, including ELs. The RtI process will function within GGA's systematic approach to collaborative data inquiry for school improvement -- Data Wise. Data Wise is a structured process for analyzing student data that follows four steps: (1) plan for data meetings, (2) discuss data, (3) review findings, and (4) commit to action.

GGA believes that high-quality teaching, rigorous instruction, and differentiation are essential for all students. GGA will take a proactive approach to intervention by providing instruction within a Universal Design for Learning model that contains appropriate support for all students. For ELs, this includes the cross-cutting instructional methods mentioned above. If a student is not demonstrating sufficient progress, the student support team will, upon reviewing data, identify needs, create a plan for intervention, implement the plan, and track the student's progress during implementation. If the student continues to show limited progress, the student will receive increasingly intensive supports (moving from Tier 2-3). Figure 2 contains a list of sample tiered supports within RtI. As the student demonstrates adequate progress, the team will either continue supports or fade out the supports if the student makes progress. If the student fails to respond to interventions, the school can make a referral for additional evaluation. Throughout the process, families will

be notified of suggested interventions and invited to be part of action planning and progress monitoring conversations. GGA will ensure intervention plans include explicit timelines, resources, and monitoring schedules to ensure the team can quickly identify struggling students and effectively measure their progress.

In addition, GGA recognizes that newcomer ELs and those with emerging English proficiency may need further support to be successful in the classroom. Principally, GGA will foster a school culture where all are welcome, differences are seen as integral parts of everyone's learning, and staff are knowledgeable about students' home lives and cultures. GGA leadership will assess newcomers' needs on a case by case basis, but will have multiple resources to pull from in meeting her needs. Academic resources include, but are not limited to, tutoring and in class support from a graduate fellow, translation assistance, peer buddies, pull out ESL instruction.

Figure 2. Sample Tier Supports and the RtI Model

Sample Tier supports within the RTI model

Tier	Audience	Academic Instruction and Interventions	Behavioral Supports and Interventions
1 Core instruction and schoolwide supports	All students	<ul style="list-style-type: none"> • Universal Design for Learning • Universal Screenings • Periodic check-ins • Tutoring • Remediation of gap skills • Differentiated Instruction • Data Driven Instruction • Explicit ELD Instruction and Sheltered/SIOP Methods • Vertical Planning (9-12th) across grade levels within content areas and across skills 	<ul style="list-style-type: none"> • Teaching SEL in Advisory • Restorative Justice (RJ) circle time • Positive Behavioral Interventions and Supports (PBIS) <ul style="list-style-type: none"> ◦ Physical space ◦ Norms & routines ◦ Teaching school-wide expectations ◦ Positive Reinforcement
2 Targeted interventions	Select Students identified through universal screening or lack of progress with tier 1 instruction	<ul style="list-style-type: none"> • Academic Resource Block • Credit Recovery • Weekly check-ins with advisors • Grade level team Intervention • Small group instruction 	<ul style="list-style-type: none"> • Group Counseling • Check in/check out with advisors • RJ Repair circle • Support from RTI Specialist • Conference with parents, student, and key staff • Support from external resources
3 Intensive Interventions	Select Students--show limited progress with tier 2 instruction and interventions	<ul style="list-style-type: none"> • Push in support • Intervention Plan (documented) • Individualized instruction • Implementation of strategies identified in individual action plan • Note: if limited progress with this step, team may refer to for further evaluation 	<ul style="list-style-type: none"> • Individual Counseling • Support from RTI Specialist • Extensive advisor support • Behavior assessment/plan • Support from external resources

Staffing: GGA will plan to open with at least a .5 EL Teacher but we will revisit this based on actual student enrollment. The EL teacher will support content area teachers in implementing SIOP including coteaching, modeling, and/or coaching, as needed. Depending upon students' proficiency levels and needs, she may also do occasional pullout with ELs. In addition, she will oversee GGA's graduate fellows who can also provide in class support for ELs as well as small group or one-on-one instruction. The student services coordinator will take care of the administrative load related to EL documentation and paperwork.

To fully implement sheltered instruction, staff and leadership will receive training on the Sheltered Instruction Observation Protocol (SIOP). Content teachers, instructional leaders, and the EL teacher will attend this training together in order to foster a shared understanding and framework from which to approach EL instruction. Sheltered instruction may be delivered from a content teacher or through a co-teaching model between the EL and content teachers. In the instance that the content teacher is instructing in

a sheltered environment, the EL teacher will support the teacher by co-planning, reviewing lesson plans and materials, and debriefing lessons. As new staff are hired at GGA, leadership will assess their need for SIOP training. Ideally, the EL teacher could provide onsite follow on or induction training for GGA staff.

In addition to SIOP training, GGA staff will also receive training on the WIDA's English language development standards so that they can use these standards for planning, instruction, and assessment.

In order to stay abreast of developments in the field of EL education, GGA will support its EL teacher in attending local and national conferences and training, including OSSE's annual Multilingual Learner Conference, the Teaching English to Speakers of Other Languages (TESOL) Convention, and the Washington Area TESOL Conference. GGA leadership will also create opportunities for the EL teacher to share take-aways with other staff from these conferences

necessary part of the learning process for all students. GGA 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.

COVID does not significantly alter our existing technology plan as each student is issued a chromebook for our 1 to 1 laptop program.

Technology Accommodations

Families will come to the school to pick up their laptop in advance of the first day of school. Technology supports are provided to families and students who self-identify as needing additional support to include those needing access to high speed internet.

[Technology Policy](#)

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).**

Purpose

This policy will describe how Girls Global Academy will partner and communicate with families about continuous learning and school operations.

Description

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

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

General School-wide Communication

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

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

Website

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

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

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

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

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

health or safety related reason, families will be advised via a banner on the homepage.

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

Social Media

Girls Global Academy has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used 2-3 days a week to build broad awareness of Girls Global Academy, engage the broader DC community and country in the achievements of students and staff at Girls Global, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups as needed, student support giveaways, food drives).

Direct to Families

Girls Global Academy 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 a few times weekly.

FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

Girls Global Academy has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage families in the improvement of our virtual and on-campus 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.

Training

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

- troubleshooting your device at home
- accessing GGA's distance learning platform and materials; and
- navigating the learning management systems.

Continual Improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards, Girls Global Academy 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 and YouTube channel and social media outlets. Any printed resource guides and other training materials will be available for families via the website or hardcopy.

- **Families can anticipate hearing from GGA weekly through:**
 - **Social Media**
 - **Voicemail to primary phone number**
 - **Text to alert families to the correspondence**
 - **Newsletters**
 - **Email**
- **Soliciting and incorporating student/family input early and repeatedly about continuous learning through:**
 - **Focus Group with students**
 - **Focus Groups with families**
 - **Surveys on reopening**
 - **Surveys on distance learning reflections from SY 19-20**
- **Unanticipated facility closures and the health/safety of the school community is communicated through:**
 - **Email**
 - **Text to alert families to the correspondence**
 - **Voicemail to primary phone number**
 - **Social Media**
- **Sharing expectations and training for family participation in their student's learning through:**
 - **Family Handbook**
 - **Email**
 - **Zoom training events**
 - **Small group on-campus support training**
 - **Office hours hosted by the Student Support Service Coordinator**
 - **Individual family, teacher, staff meetings**

- **Facilitating introductions to new teachers and classmates at the beginning of the school year through:**
 - **Zoom Meet-and-Greets**
 - **Extended Orientation**
 - **Advisory 4 times a week**
 - **Wednesday Community Meetings**
- **Ensuring 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).**
 - **Our handbook has outlined the various kinds of assessments students and families should expect throughout the year and how they will have access to it.**
 - **Families will be given access to Google Classrooms for monitoring.**
 - **Families will receive both progress reports and report cards through PowerSchool which means they will have 6 formal communications during the year.**
 - **Students will also conduct student-led conferences and demonstrations of learning throughout the year.**
- **Routine Informal feedback**
 - **Two formative assessments are given twice per week. Students and families will use PowerSchool credentials to review overall student progress.**
 - **Teachers will use a seven point descriptive feedback rubric to provide feedback on assignments.**
 - **Weekly information session for first six weeks of school. Three subsequent student support services learning sessions per trimester for parents**
 - **Five Family Engagement days**
 - **Daily Access to the student information systems to review notes and student progress**
 - **Student progress update (call homes, email) via advisors and classroom teachers**
 - **Weekly one to one student progress monitoring meetings to review teacher and student reflections**

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: Girls Global Academy

LEA Leader Name: Karen Venable-Croft

Date: 10-05-2020 10:22 AM