

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

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LEA Type: Elementary
Date Generated: 10/06/2020

Background and Purpose

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

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

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

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)?

Cleaning Procedures

Harmony DC PCS will regularly clean, disinfect, and sanitize surfaces, areas, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#).

The school will adhere to the following:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily, such as doorknobs, light switches, classroom sink handles, countertops, playground equipment, and etc.
- 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. S
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Classroom furniture, materials, supplies will not be shared and will be assigned to individual students, including desks, mats, writing and drawing supplies, Chromebooks and Ipads, manipulatives, index cards, textbooks, workbooks. Shared use of physical education equipment will be limited and cleaned between use.
- Playground structures will be included as part of routine cleaning (as defined in [District guidance on cleaning and disinfecting](#)), especially high-touch surfaces (e.g., handlebars).
- Stalls in student bathrooms will be opened partially based on cohort days. On cohort A days (Monday-Tuesday) odd numbered stalls will be used, cleaned, and disinfected. On cohort B days (Thursday-Friday) even numbered stalls will be used, cleaned, and disinfected. Bathrooms will be cleaned and disinfected after each group has finished.
- School has a contract with a bus company to transport around 30 students from an area to school. Driver and bus monitor will practice all safety actions and protocols as indicated for other staff (e.g., cleaning, disinfecting, sanitation; hygiene; non-medical face coverings).
- The school will safely and correctly store 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.

Cleaning Schedule:

- Surfaces will be cleaned and disinfected throughout the day, and sanitized daily.
- Bathrooms will be cleaned between uses, disinfected 3 times a day, and sanitized daily.
- Door knobs, handrails, light switches, doorbells, water fountains, will be disinfected throughout the day and sanitized daily.
- HVAC vents will be cleaned daily and sanitized weekly.
- Hallway floors will be cleaned and disinfected daily, and sanitized weekly.
- Classroom and office carpets will be cleaned daily, and sanitized monthly.
- Windows will be sanitized weekly.
- Desks, chairs, and mats will be cleaned and disinfected between uses, and sanitized daily.
- Playground will be cleaned and disinfected between uses, and sanitized daily.

Building Cleaning in the Event of a Positive Case

In the event of a positive COVID-19 case in the school community, Harmony DC 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. Harmony's cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting.

Here are the steps that will be taken if an individual at the school tests positive for COVID-19:

- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas.
- [Vacuum the space if needed](#). Use a vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
 - Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
- Wear disposable gloves to clean and disinfect. For soft (porous) surfaces such as carpeted floors or rugs, clean the surface with detergents or cleaners appropriate for use on these surfaces, according to the textile's label. After cleaning, disinfect with an appropriate EPA-registered disinfectant on [List N: Disinfectants for use against SARS-CoV-2 external icon](#)
- Soft and porous materials, like carpet, are generally not as easy to disinfect as hard and non-porous surfaces. EPA has listed a limited number of products approved for disinfection for use on soft and porous materials on List N. Follow the disinfectant manufacturer's safety instructions (such as wearing gloves and ensuring adequate ventilation), concentration level, application method and contact time. Allow sufficient drying time if vacuum is not intended for wet surfaces.

- **Temporarily turn off in-room, window-mounted, or on-wall recirculation HVAC to avoid contamination of the HVAC units.**
- **Do NOT deactivate central HVAC systems. These systems tend to provide better filtration capabilities and introduce outdoor air into the areas that they serve.**
- **Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.**
- **Once area has been appropriately disinfected, it can be opened for use.**
 - **Workers without close contact with the person who is sick can return to work immediately after disinfection.**
- **If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.**
 - **Continue routine cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.**

School will require the cleaning vendor to provide training to its employees that do the cleaning at the school, training roster, training agenda, and training materials. School will not allow a janitorial staff member to work at the school without proof of adequate training.

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

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

- **Maximize spacing of occupants in each space with a minimum of six feet distance between desks.**
- **Limit occupants in any space based on the “Phase” per the DC Health requirement.**
 - **[Phase 2](#) - 12 individuals plus one additional staff (13 total individuals)**
- **Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).**
 - **Students will only use desks. They will not sit on carpets or mats.**
- **Staff break rooms will be closed. Copier rooms will be kept open, and the 6 ft distance rule will be followed there. Areas and surfaces will be cleaned and disinfected between uses.**
- **Physical education and recess will take place outside weather permitting. Only one cohort (at most 11 students) will be outside at a time, and they will follow social distancing rules using visual signs on the floor.**
- **If weather does not permit an outdoor activity, students will do some moving activities in the classroom while maintaining 6 ft physical distance. Classroom windows will be opened during in-class physical activity.**
- **Bathroom stalls will be used alternatively (odd numbered stalls, even numbered stalls) based on the**

days each cohort (cohort A and cohort B) attends schools. Urinals will be closed. Alternating sinks will be closed to maintain 6 ft distance.

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

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Floor arrows, wall signage, 6 ft distance floor signage Additional signage including will be used as needed to provide direction and instruction for movement. Students and staff will use the North stairwell to go down and the South stairwell to go down. Extra time will be allowed between classes to foster careful transition between spaces.

Harmony DC will flush water systems to clear out stagnant water and replace it with fresh water to remove any metals (e.g., lead) that may have leached into the water and minimize the risk of Legionnaires' disease and other diseases associated with water. School will follow the steps below for this process:

- Flush hot and cold water through all points of use (e.g., showers, sink faucets)
 - Flushing may need to occur by floor or individual room due to facility size and water pressure. The purpose of building flushing is to replace all water inside building piping with fresh water.
 - Make sure that your water heater is set to at least 140°F.
 - Flush until the hot water reaches its maximum temperature.
 - Care should be taken to minimize splashing and aerosol generation during flushing.

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

Harmony DC engaged with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Some of the units will be upgraded before the first day of school. All of the HVAC units have been inspected and filtered have been changed.

School is planning to open classroom windows at certain times of the day (classroom windows have window guards) to allow fresh air inside while students are not in the classroom for restroom break and for recess and physical education classes. School will also install air purifiers with hepa filters in each classroom.

- ### 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>.

Communication with Students, Staff, and Families:

To support clear communication with students, staff and families, Harmony DC will:

- Post signs in highly visible locations (entrances, hallways, restrooms, teacher's lounge, cafeteria, classrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (www.harmonydc.org, social media accounts, newsletters, class dojo messages).
- Educate staff, children and families about COVID-19, physical (social) distancing, when they must stay home, and when they can return to school during school's teacher orientation in the week of August 17 and professional development, parents/student training and orientations in the week of August 24.
- Educate staff on COVID-19 prevention and response protocol during teacher in-service.
- Broadcast regular announcements on reducing the spread of COVID-19 on PA systems and/or daily bulletins.
- To ensure a clear and efficient process for communication school identified Tramika Garris as the COVID-19 point of contact (POC). This person would act as the POC for families and staff to notify if a child or staff member tests positive for COVID-19 and would be responsible for ensuring the appropriate steps are followed in the event of a confirmed case (see Section M: Exposure Reporting, Notifications and Disinfection).

Vaccines and Health Forms:

In order to prevent a vaccine preventable disease outbreak in a school setting, it is imperative for all students to be fully vaccinated according to CDC and DC Health standards. Harmony DC will follow these guidance:

- Implement the [Immunization Policy for In-Person Attendance](#) in full.
- Frequently review immunization compliance, identifying and notifying non-compliant families, and removing non-compliant students from in-person instruction after the 20-school day period.
- A list of pediatric immunization locations can be found [here](#). A search tool to find a primary care center in DC can be found [here](#).
- A review of immunization requirements and health forms can be found [here](#).

Generally, students in the District must provide their school a certificate of health and evidence of an oral health examination on an annual basis. For the 2020-21 school year, students who have a health form on file from the prior school year (i.e., those who are re-enrolling at the same school as the 2019-20 school year, and those who were enrolled in any District public or public charter school that participated in School Health Services Program in School Year 2019-20) will be granted an extension to submit their Universal Health Certificate (UHC), Oral Health Assessment (OHA), and Medication and Treatment Authorization Forms, by November 2, 2020 to meet this annual requirement. The school and DC Health's School Health Services teams will utilize their health information from school year 2019-20 until the updated form is received. As stated above, all students must continue to timely receive all necessary immunizations as required by District law.

Students who do not have a health form on file (i.e., those were not enrolled in any District public or public charter school in the 2019-20 school year, and those who are newly enrolling in a District public charter school that does not participate in the School Health Services Program) must submit health forms by the first day of school. Expired health forms will be accepted for start of school, but unexpired health forms must be submitted by November 2, 2020 to meet this annual requirement. Both the old and new versions of the health forms shall be accepted. Partial UHCs completed via telehealth visits shall be accepted.

Physical Distancing:

Individuals in the facility will maintain a distance of six feet of separation between each other. Maximum number of

individuals (including students and teachers) in a classroom/room will be 12 or less based on the square footage of the room. Harmony DC will limit non-essential visitors. School will only allow one group of students (11 students) at a time for outdoor recess and physical activity due to the small size of its outdoor area.

Traveling to/from School:

Students and staff should be encouraged to maintain at least six (6) feet of distance and to wear a face covering when traveling, and to avoid congregating in large groups at intersections and transit stops.

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.
- 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.

For the bus that is used by the school, the driver, bus monitor, and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance from one-another, wear masks, and use hand sanitizer upon entry and exit of the vehicle.

Entering and Exiting School Building:

Student Arrival:

- Temperature checks: To gain entry to the school campus, all students, staff, teachers, parents, guests, visitors, vendors, and delivery personnel must have their temperature checked upon entry at the touchless temperature check kiosk.

- Assigned staff supervises student arrival and dismissal, ensures that students are wearing masks, directs students to report to assigned classrooms and encourages that students maintain desired social distance between students.
- Teachers and staff will assist in monitoring students to prevent students from forming groups.
- Students or volunteers will not be allowed to open doors or assist with car pool arrival. Parents should assist their own child with exiting the car. Teachers may assist younger students to open doors of the cars.
- Upon arrival, students will maintain social distance and use a mask at all times while walking to and from school building entry. Parents should not leave before their student is admitted to the school building.
- Student bikers will use every other space in the bike rack to keep distance when arriving at school.
- Student walkers must directly come to the entrance of the school to be temperature checked and when admitted, they should report to the first class as other students.
- All students will use hand sanitizer upon arrival before entering the school building.
- School will have a staggered arrival schedule between 7:30 - 8:30 am.
- Parents are encouraged to talk with their child about the benefits of wearing a mask at school.
- Students and staff will be provided with reusable face masks. Families will be responsible for daily cleaning. In the event of student arrival without a mask, school staff will provide masks to the students. Parents will be notified about the importance of sending their child to school while wearing a mask.
- Staff members will be assigned to supervise students at their classrooms for morning arrival.
- Students will not be allowed to the school building until they go through daily health screening.
- Students will be asked to maintain 6 ft physical distancing using floor signs while waiting for the daily health screening.

Student Dismissal:

- School will have a staggered dismissal schedule from 3:00 to 4:00 pm.
- A different exit door will be used for student dismissal.
- School will share the daily schedule and arrival and dismissal times and procedures with parents and students.
- Assigned staff supervises student dismissal either in their classrooms until the parents arrive, ensures that students are wearing masks, directs students to directly onboard to the parent's car and encourages that students maintain desired social distance between students.
- Teachers/staff will assist in monitoring students to prevent forming groups in the school yard.
- Walker students will keep social distance and use a face covering while walking to and from school.
- As much as possible students will be asked to avoid groups or gatherings with other students on the campus before or after school.
- Student walkers and bikers will be asked to immediately leave campus and begin walking home at the end of the school day.
- Parents are encouraged to talk with their child about the health benefits of social distancing.
- Parents are asked to stay in their cars and to not form groups with other parents as they wait for their child to be dismissed from campus.
- Parents should pick up their child immediately after classes.
- Students are not allowed to remain on campus unsupervised after designated dismissal times.

Daily Health Screening:

Students, families, and staff will be advised to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever.

School will have a daily health screening kiosk with partition control. A non-contact thermometer will be used. Here is the step-by-step process for daily health screening.

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with

at least 60 percent alcohol.

- Put on disposable gloves.
- Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks.
- Make a visual inspection of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or extreme fussiness.
- Check the temperature, reaching around the partition or through the window.
- Make sure your face stays behind the barrier at all times during the temperature check.
- Remove your gloves following proper procedures.
- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Clean the thermometer following the directions below.

Students/parents/guardians and staff will be asked about whether the student or staff member has experienced the following symptoms consistent with COVID-19:

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

Students/parents/guardians and staff should be asked whether the student or staff member has been in close contact with a person who has COVID-19.

School staff will visually inspect each student and staff member for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Any student or staff member meeting "Yes" for any of the above "ASK, ASK, LOOK" criteria in the program's daily health screen will not be admitted. Such students, families or staff will be instructed to call their health care provider to determine next steps.

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms will not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

If a student develops symptoms while at the school, the student will be kept in an isolated area. School will contact the student's parents to pick up his/her child as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.

Grouping:

- When schools are safe to reopen, Harmony DC will follow an A/B day schedule. Half of the in-person learning students will attend school on Monday and Tuesday and the other half will attend school on Thursday and Friday. On the days the students do not attend in-person school, they will be provided synchronous and asynchronous learning through online platforms.
- Harmony will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- Instead of students rotating between classes, teachers will rotate between student groups.
- Common areas (hallways, bathrooms, playground) will be used by one group at a time.
- There will be no large group in-person activities (assemblies, meetings, celebrations).

Breakfast and Lunch:

- Students will eat their breakfast and lunch in the classroom.
- Pre-packaged lunches, including plasticware, napkins, and seasonings will be provided.
- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal by the cleaning staff while students are not in the classroom to use the restroom and wash their hands.

Recess:

Physical education and recess will take place outside weather permitting. Only one cohort (at most 11 students) will be outside at a time, and they will follow social distancing rules using visual signs on the floor.

Canceling, Eliminating or Modifying Activities:

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.
- 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.

Non-medical Face Coverings:

All staff and students will wear non-medical face coverings or face masks at all times while in the school building. If the staff member has a contraindication to wearing a face covering, either medical or otherwise, they will not participate in in-person school activities. While school will limit visitors, visitors will be required to wear masks before entering the building. Parents will be encouraged to wear masks during drop off and pick up outside of the school.

Instances when face coverings do not need to be worn by:

- Outdoors when social distancing of at least six feet is strictly enforced.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- While actively eating and drinking

Harmony DC will ensure following protocols are in place to support the safe use of clean masks.

- Staff and students will exercise caution when removing the covering, always store it out of reach of other students, and wash hands immediately after removing.
- If students play with their or others' face coverings or if they are not removed and stored safely, their use will be discontinued.
- When feasible, staff and students wearing face coverings should bring multiple clean coverings. School will provide three reusable face masks to all students and staff, and will have disposable masks in case a student and staff member needs one during the day.
- School will provide clear masks to teachers to allow students to see the teacher's lips while talking.

Hygiene:

Hand Hygiene

Harmony DC will reinforce frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60 percent alcohol.

Key times to perform hand hygiene include:

- before and after eating food;
- after using the toilet;
- before and after putting on, touching, or removing cloth face coverings or touching your face;
- after blowing your nose, coughing or sneezing; and
- entering and exiting a classroom or between activities.

Schoolwide Hygiene

Schools will ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices, including in classrooms, bathrooms, and offices. Schools will set up sanitizing stations outside of large common spaces including the entrances/exits, restrooms, hallways, and cafeteria.

Educators and staff that work in close contact with students, such as those working with very young children will take extra steps. When washing, holding, or in very close contact with children, staff will wear clothing that can easily be removed in the event of contamination (e.g. button-down, long-sleeve shirt) and will wash skin that is touched by secretions or any soiled clothing or material.

Each classroom will be outfitted with the following:

- Refillable alcohol-based hand sanitizer stations.
- Access to disinfectant to sanitize high-touch areas and work surfaces.

- Visual markers will be utilized to help students maintain physical distances and adhere to established school/classroom rules.
- All students and staff will review handwashing educational videos at the start of the school term (fall and spring).

Students must:

- Students are expected to observe and follow school and classroom rules while maintaining social distancing guidelines.
- Upon entering the room, students should get 1 pump of hand sanitizer and rub it thoroughly into their hands. Students should not use hand sanitizer on faces, clothing, or electronic devices. Students must maintain a 6-foot distance between other students when accessing hand sanitizer station.
- Students will place their backpack and/or lunch kit on the floor or shelf underneath their assigned seat.
- No items may be placed in cubbies or shelves in the desktop, if desktop cubbies are available
- No shared items may be used in the classroom. Students must bring and maintain their own supplies including tissues, masks and mini-hand sanitizer bottles.
- Students will maintain 6 feet of distance when entering/leaving the classroom and walking in hallways.
- Students must wear face covering masks at all times.
- Students will be assigned a seat. This seat will not be changed unless required to for conduct reasons, the student will remain in their assigned seat until the end of the school day.
- Students will be permitted to bring backpacks to class as they will not be assigned lockers.
- Backpacks, lunch bags, and belongings must be kept at the student's desk (under desks, hung on seat backs etc.)
- After washing hands or using hand sanitizer, students should sit in their assigned seat. Students should remain in their assigned area/seat unless given permission to leave the room, or to access a hand sanitizing station, etc.

Teachers/Staff must:

- Teachers must wear face masks at all times.
- Teachers will use visual markers and/or physical guides to remind students of distancing requirements in classrooms (tape on the floor, signs on walls, "X" on places where students should not sit, etc.).
- Teachers should provide supervision of the hallways and their classroom.
- Teachers should prop doors open to avoid having students touch doors or door handles and to allow for additional ventilation during class time. If increased airflow from outdoors is possible and safe, it is recommended that windows be opened for additional ventilation.
- Teachers will create assigned seating arrangements to ensure social distancing.
- To limit student and staff movement, supplies such as, hand sanitizer, tissues, trash cans etc. will be placed in multiple locations throughout the classroom.
- Teachers will restrict student movement within the classroom such as when turning in assignments, technology access, material distribution, etc.
- Teachers will ensure high-touch areas in the classroom are wiped or cleaned in between classes if the room is being used by another group of students (Only Secondary).
- Teachers will teach/model expectations for safe student movement such as: how to use hand sanitizing stations, keep hands to themselves when walking to and from their desks, walking the shortest distance to their desk, etc.
- Classroom hall passes or other out of class indicators will be avoided.
- Teachers will transition for grade levels that are departmentalized by subject area and students will remain in their homeroom class. Alternating breaks should be given to allow for movement and stretching.
- When possible and safe, the use of outdoor space for learning may be considered.

High-Risk Individuals:

Schools must notify all families and staff that DC Health recommends that any individual at high-risk for

experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school. Consideration will also be made for live-in family members of students or staff at high-risk.

Risk factors include:

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

Exclusion, Dismissal, and Return to School Criteria:

Exclusion Criteria:

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

- The student or staff member has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the “Daily Health Screening” section of this guidance.
- The student, staff member, or any close contact is confirmed to have COVID-19.
- The student or staff member is awaiting COVID-19 test results.
- Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.
- If excluded, students/parents/guardians and staff should call their healthcare provider for further directions.

Dismissal Criteria:

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

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

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

Return Criteria:

Table 1 below identifies the criteria that schools must use to allow the return of a student or staff member with: (1) COVID-19 symptoms; (2) positive COVID-19 test results; (3) negative COVID-19 test results or documentation

from healthcare provider of alternate diagnosis; (4) close contact of individual with confirmed COVID-19; or (5) travel to a high-risk state or country as defined by DC Health.

Table 1 - Return to School Criteria for Students and Staff

Student or Staff Member With:	Criteria to Return Note: Criteria below represent standard criteria to return to care. In a healthcare provider would supersede.
1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell)	Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is positive, see #2. • If negative, see #3. • Individuals must quarantine while awaiting test results. • Submit documentation from a healthcare provider of an alternate diagnosis, and • Meet symptom-based criteria to return: o At least 24 hours after the fever has resolved (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND o At least 10 days after later Students or staff with pre-existing health conditions that present with specific COVID-19 symptoms, if a healthcare provider documents that those specific symptoms are not due to COVID-19.
2. Positive COVID-19 Test Result See DC Health’s Guidance for Persons Who Tested Positive for COVID-19 for more information	If symptomatic, may return after: • At least 24 hours after the fever has resolved without medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND • At least 10 days* after test. *Note: Some individuals, including those with severe illness, may have longer quarantine periods. If asymptomatic, may return after: • 10 days from positive test. In either case, the individual (and their household) must quarantine for 14 days from the last date of close contact with the positive individual.
3. Negative COVID-19 Test Result After Symptoms of COVID-19 OR Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)	May return when: • Meet standard criteria to return after illness *Per Scenarios #4 and #5. If an individual with confirmed COVID-19 or travel to a high-risk state or country does not meet criteria, quarantine for 14 days.
4. Close Contact of Individual with Confirmed COVID-19 See DC Health’s Guidance for Contacts of a Person Confirmed to have COVID-19 for more information	May return after: • 14 days from last exposure to COVID-19 positive individual, or as if household member: • Isolate from the COVID-19 positive individual, then may return to school or work after 14 days of isolation. • If unable to isolate from the COVID-19 individual, may return to care after quarantine. • 10 days from the COVID-19 positive individual’s infectious period (defined by 24 hours after the fever has resolved with medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 14 days from the last date of close contact, whichever is later). Negative COVID-19 test during this period would not shorten quarantine.
5. Travel to High-Risk State or Country, as Defined by DC Health See DC Health’s Guidance for Travel for more information	May return after: • 14 days from return or arrival to the District of Columbia. Negative COVID-19 test during this period would not shorten quarantine period of 14 days.

Implement Leave Policies for Staff

Implement leave policies that are flexible and non-punitive and allow sick employees to stay home.

- Leave policies are recommended to account for the following:
 - Employees who report COVID-19 symptoms,
 - Employees who were tested for COVID-19 and test results are pending,
 - Employees who tested positive for COVID-19,
 - Employees who are a close contact of someone who tested positive for COVID-19,
 - Employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members

- Keep abreast of current law, which has amended both the DC Family and Medical Leave Act and the DC Sick Leave Law and created whole new categories of leave, like Declared Emergency Leave.
- Learn about and inform your employees about COVID-related leave provided through new federal law, the Families First Coronavirus Response Act (FFCRA) and all applicable District law relating to sick leave.

Exposure Reporting, Notifications, and Disinfection:

To ensure a clear and efficient process for communication, the school has identified Tramika Garris 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

Communication is to be completed, per DC Health directive and will include:

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

Communication will be done through emails and the school's LMS Schoology.

School will expect to receive guidance from DC Health on dismissals and other safety precautions in the event a known COVID-19 individual came in close contact with others at school.

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

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

- If seven days or fewer have passed since the person who is sick used the facility, Harmony DC will 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 will not be necessary. Harmony DC will continue routine cleaning and disinfection.

Distribution of Educational Materials:

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's resident. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

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

Harmony DC will assign the following items to each student.

- Chromebook, hotspot (if needed)
- Writing and drawing materials
- Weekly STEM activity kits
- Individual white boards, dry erase markers

Before and After Care and Extra-Curricular Activities:

Harmony DC runs its own before care and after school extended day program both of which are staffed by school teachers and administrators. School staff will follow the same policies and procedures that are followed during the day for the before and after care program.

School will not allow extra-curricular activities at this point.

Providing Personal Protective Equipment:

School will provide 3 reusable masks to students and employees. Disposable masks will also be available for those who might need one for the day. Health staff and cleaning staff will also be provided disposable gloves, aprons, face shields. Plastic sneeze guards will be installed at the daily health screening kiosks and front office.

Instructional Delivery Plan

- 5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21 school year.**
 - **Identify the instructional methods (e.g., 100 percent synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
 - **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from**

the teacher);

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

Harmony DC will have 180 days in the school calendar, a student will be expected to engage in the equivalent of 6 hours of learning, with synchronous breaks for lunch, “recess” and socializing.

Families enrolling in HARMONY DC PUBLIC CHARTER SCHOOL for the school year 2020-21 will participate in remote learning (asynchronous and synchronous) from August 31-November 6, 2020. Harmony DC PCS will assess reopening the building during this time. If students return to the building on November 9, 2020, they will do so in a cohort system which will include 1 teacher and up to 11 students with a special education teacher occasionally (if needed).

Remote learning delivery will include both synchronous and asynchronous instruction and may vary from grade to grade based on EL and Eureka curricula instructional requirements as they relate to CCSS, IEP’s, and data derived from assessments. Synchronous learning will include short live lessons delivered by content teachers as well as small group sessions with interventionists, teachers, and instructional assistants. Lessons will be delivered through ZOOM. Families will have access to teachers and instructional assistants through published office hours via ZOOM and telephone. Families will receive materials (such as packets and manipulatives) required to support both synchronous and asynchronous lessons.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Synchronous	Structured schedule of activities	Structured schedule of activities	Specials	Structured schedule of activities	Structured schedule of activities
Remote Asynchronous	Structured independent engagement activities	Structured independent engagement activities	Mon/Tues activities/assignments are due.	Structured independent engagement activities	Structured independent engagement activities

Personnel:

Homeroom Teacher: The homeroom teacher is the adult responsible for a group of students who, together, will be considered a “class.” Each day the homeroom teacher will see their class remotely. This adult will be the teacher of record for attendance and will also be the primary contact for families.

Content Teachers: Content teachers are content experts who are responsible for delivering content-rich differentiated instruction (remotely) to all learners.

Kindergarten and 1st grade teachers will provide both math and ELA instruction for the students in their homeroom.

Second through 5th grades are departmentalized (mathematics and ELA). Therefore each teacher will assume homeroom responsibilities for one grade level and will be the teacher of record in two specific content areas (math 2 and 3, math 4 and 5, ELA 2 and 3, and ELA 4 and 5).

Instructional Assistants: Instructional assistants will provide support to content and homeroom teachers by assisting with behavior and instruction across the remote community, as well as working with students in small groups.

Interventionists: Math and reading interventionists are content experts who will provide students with high-quality instruction in small groups. Interventionists will collaborate with content teachers to develop plans to ensure the success of struggling students.

Learning Modes:

Synchronous learning with Content Teacher, Instructional Assistant, and Interventionist

Teachers will work face-to-face with students in live ZOOM sessions. Some sessions will also include an instructional assistant for instructional and behavioral support. Through this mode teachers will engage students in differentiated instruction as well as projects and instructional “games.” Students may ask questions and collaborate with other students when appropriate.

Students will meet synchronously with instructional assistants and content interventionists in small groups utilizing the ZOOM platform. Small groups will be developed based on data collected from various assessments and may be modified based on progress monitoring outcomes.

Asynchronous learning without Content Teacher

Content teachers will provide students with independent work both by utilizing education platforms such as ZEARN as well as creating assignments aligned with grade-level content. Students will have adequate time to complete assignments. Students Assignments will have due dates and teachers will be available during office hours to assist students in their completion. Please see the attendance policy for information regarding the completion of assignments and attendance.

Community Building:

Synchronized community building with a Community Leader

The daily schedule includes Community Time, time set aside at the beginning of the day for homeroom teachers and students to meet for group activities, conversations, and other community engagement activities. Interventionists and instructional assistants will also participate in beginning of the day activities. Each homeroom will meet live in their assigned ZOOM groups. Students may participate in “lunch bunch” style meetings with classmates and an adult staff member.

Asynchronized community building without a Community Leader

Teachers may plan activities for students who would like to participate in community building activities such as games, scavenger hunts, etc. that can be completed during recess and/or after school hours. Students will also be encouraged to participate in unstructured time with friends.

Professional Development:

Learning Platform

Prior to the first day of school, instructional staff will receive training on the virtual learning environment Schoology provided by the Schoology representatives. Training will focus on virtual class management, content delivery, and all other uses of the platform.

Wednesday Professional Development/Collaboration

Staff will receive professional development each Wednesday. The development will focus on assessing student learning, progress monitoring, troubleshooting IT issues, engagement, education best practice, and building community when remote.

Continuous Improvement:

Harmony DC PCS will be in operation for 180 days. 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 quarter and adjust as best as possible throughout a quarter.

Once a week on Wednesdays, the school will engage in a school-wide data analysis of student performance on formative assessments. The analysis will control for other variables to confirm that remote instruction is providing equitable results for student learning and growth.

Once a month, students, who have shown the least engagement whether by attendance or work product, will

be evaluated through a student support team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content.

Daily Schedule Components:

Remote Learning Schedule (*MTThF)

	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	
8:30	9:15	Community Time					
9:15	10:15	ELA	ELA Small Group	Math	ELA	ELA Small Group	Math
10:15	11:15	ELA Small Group	ELA	Math Small Group	ELA Small Group	ELA	Math Small Group
11:15	12:00	Lunch					
12:00	1:00	Math	Math	ELA	Math Small Group	Math	ELA
1:00	2:00	Math Small Group	Math Small Group	ELA Small Group	Math	Math Small Group	ELA Small Group
2:00	3:00	Office Hours for teachers					
		Independent Student Work					

Community Time (synchronous)

Students and teachers to meet with their homeroom teachers and other staff to participate in engagement activities as a class.

ELA and Math Blocks (synchronous)

Grade-level synchronous class meetings led by content teachers; instructional assistants may be in the virtual classroom with the teacher.

ELA and Math Small Groups

Teachers, interventionists, and instructional assistants will work with students in small groups, providing individualized instruction based on the academic recovery plan (math) and curriculum-prescribed interventions (ELA). Students who are not working in synchronous small groups will complete assignments independently.

Throughout and after the instructional day, students may participate in asynchronous instructional interactions and activities such as emails and online discussions as well as instructional platforms (i.e. ZEARN, iReady). Instruction will be varied by grade level.

Wednesdays are reserved for professional development, collaboration, behavior, academic, and engagement intervention support plan development, and planning. Students will participate in synchronous learning with specials teachers.

Teachers will be available one hour after instructional time to assist students with independent assignments and communicate with families. Teachers may utilize ZOOM for face-to-face meetings or by phone.

Time	Activity	Staff	Mode
	Community Time		
8:30-9:15 a.m.	Students check in with the homeroom teacher and staff to set the tone for the rest of the day and engage in community building activities.	Homeroom teacher and additional staff member	synchronous via ZOOM
	ELA Whole Group		
9:15-10:15 a.m.	20 minutes of synchronous 20 minutes of independent work 10 minute skills block video	Content Teacher & Instructional Assistant	synchronous via ZOOM
	ELA Small Group Block		
10:15-11:15 a.m.	Within this block, teachers, interventionists,	Content Teacher, Instructional Assistant, and Interventionist	synchronous (via ZOOM) and asynchronous

and instructional assistants will work with small groups for 20 minute sessions (synchronous via ZOOM). Students who are not working with a teacher will complete independent work (asynchronous) related to intervention lessons.

11:15-12:00 p.m.	Lunch and Recess	Varies - Students may participate in “lunch bunch” with staff (homeroom teacher, school counselor, interventionist, etc.) or eat with families.	Asynchronous or synchronous
12:00-1:00 p.m.	<p>Math Whole Group (times are approximate and depend on grade level)</p> <p>20 minute lessons</p> <p>15-20 minutes of guided practice</p> <p>15 minutes of independent practice</p> <p>5 - 10 minutes of closure activity/exit ticket</p>	Content Teacher and Instructional Assistant	Asynchronous and synchronous
1:00-2:00 p.m.	<p>Math Small Group</p> <p>Students will work with teachers/interventionists/instructional assistants in small groups for 25-30 minutes. Students who are not working with a teacher will complete work independently (ZEARN, digitized assignments, etc.)</p>	Teacher, Interventionist, and Instructional Assistant	synchronous (via ZOOM), asynchronous
2:00-3:00 p.m.	<p>Office Hours/Student Independent Work</p> <p>During this time, families have access to staff via ZOOM or telephone to discuss progress, help students with assignments, etc.</p>	Teachers and Interventionists	<p>Zoom</p> <p>Telephone</p> <p>Email</p> <p>Teachers will be flexible concerning the mode of communication</p>

Assessment and Promotion Policy

A. Assessment

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

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

Achievement Network (ANet) ; NWEA-MAP

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

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

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Remote - synchronous and Remote - asynchronous	Interventions and supports (could be a combined narrative across grade bands)
Third through 5th Grade	ELA	September	remote -asynchronous	This assessment will help determine how to place students in small groups as well as inform teachers and interventions of recovery efforts; Teachers will utilize data to develop instructional next steps for students (planning differentiation, etc.)
	ANet Diagnostic Assessment	February		
Kindergarten through 5th Grade	Math and ELA NWEA	Fall (September)	remote asynchronous assessment	This assessment will be used to monitor student growth throughout the year and to help teachers plan and group students for small group intervention.
		Winter (January)	administered online through NWEA's platform	
		Spring(May)		
Third through 5th	Math	September	remote asynchronous assessments	This assessment will help determine how to place students in small
	ANET Diagnostic	February	administered online	

			through the ANET platform	groups as well as inform teachers and interventions of recovery efforts; Teachers will utilize data to develop instructional next steps for students (planning differentiation, etc.)
Kindergarten through 2nd	ELA	Fall (September)	remote synchronous assessment - administered virtually by teachers, interventionists, and other support staff one-on-one via ZOOM	This assessment will help determine how to place students in small groups; Teachers will utilize data to develop instructional next steps for students (planning differentiation, etc.)
	EL Education Skills Benchmark Assessment	Winter (January)		
		Spring (May)		
Kindergarten through 5th	ELA	Progress Monitoring every 5 - 6 weeks	remote synchronous assessment - administered virtually by teachers, interventionists, and other support staff one-on-one via ZOOM	Informs instructional decisions regarding reading comprehension and fluency; Teachers will use data to develop instructional next steps for students (planning, differentiation, etc.)
	Fountas and Pinnell Reading Level	Benchmarks Fall (September)		
	Running Record	Winter (January) Spring (May)		

Harmony DC PCS has adopted an 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 guide students on assessments and how the Internet and other resources may be used during assessments.

B. Promotion and Graduation

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

Students will receive grades for ELA and Math only. Specials classes will also be provided, but they will not be a part of the grading.

Harmony DC will keep its grading policy. Kindergarten students will have a standard-based grading, and 1st through 5th grade students will have a numerical and letter based grading.

Standards for Promotion

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course or grade level. To earn credit, a student must demonstrate mastery on grade-level standards and meet the school's requirements for attendance. In addition, students at certain grade levels – with limited exceptions – will be required to pass state-mandated assessment tests as a further requirement for promotion.

Promotion of Students in Grades K-2

A Student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.”

Kindergarten and First Grade Promotion

For students in kindergarten and first grade, promotion to the next grade shall be based on the following:

- Evidence of satisfactory progress with an emphasis on Language Arts, Mathematics, and either Science or Social Studies.
- Evidence for promotion includes assessment of the student's reading level, phonics assessment, district curriculum assessments, information from the student's daily work or portfolio, anecdotal records, and checklists.

Second Grade Promotion

For students in second grade, promotion to the next grade level shall be based on the following:

- A cumulative average of 70 based upon course-level, grade-level standards for all subject areas. For core subjects including reading language arts, math, science and social studies, students must maintain an end of the year average of 70 or higher for promotion.
- Reading at or above current grade level according to NWEA MAP, mClass and/or other reading assessments.

Promotion of Students in Grades 3-5

Students in grades 3–5 may be promoted to the next grade level if the following conditions have been satisfied:

- The student must have maintained an average of at least 70% on a scale of 100 for the school year.
- The student must have maintained a yearly average of 70% in English, Mathematics, Social Studies and Science.
- The student must have satisfied the minimum requirements in all subject area tests.
- The student must have attended at least 90% of classes throughout the year. More than nine unexcused absences within one semester will result in failing. There will be no make-up examination for unexcused absences.

If a student receives a failing grade, the Grade Placement Committee will decide on the promotion. This committee will consist of the Principal or designee, the subject teachers, and the parent. A decision to promote a student to the next grade level must be unanimous. If the decision is not unanimous, the student will be retained at his or her current grade level.

Retention Process

Students in danger of consideration for retention will receive a written request for a mandatory conference in April or May. During the conference, teachers will communicate the needs of the child and give parents strategies to help their child at home. These students will be referred to the Grade Placement Committee. The committee will review

all final assessment data, parent conference information and will make a decision for retention, promotion or placement of the child. The Grade Placement Committee will make the final decision the last two weeks of school.

Kindergarten Retention

In kindergarten, retention shall be considered only in unusual circumstances and with the approval of the student's parents.

A written recommendation for retention, including suggestions for assistance for the student shall be created and signed by the student's teacher, parent, and the principal.

Grade Placement Committee for Grades K-2

Harmony DC will establish a committee to review cases of grade placement and retention. This committee shall include the Principal or his/her designee, classroom teacher, and one teacher from the next grade level. Other faculty members such as Reading specialist, Special Education coordinator and teachers may attend. This committee will meet to make recommendations for any students who fail to meet the promotion criteria. Student record items for review may include the following: report card grades, assessment tools including any evaluations, benchmark exams, NWEA MPG, mClass, or other Reading Assessment, standardized test scores, etc., the parent/guardian shall make the final decision.

Grade Placement Committee for Grades 3-5

Harmony DC Public Charter School will establish a committee to review cases of grade placement and retention. This committee shall include the Principal or his/her designee, classroom teacher, one teacher from the next grade level, and parent or guardian. Other faculty members such as Reading specialist, and teachers may attend. This committee will meet to make recommendations for any students who fail to meet the promotion criteria. Student record items for review may include the following: report card grades, assessment tools including any evaluations, benchmark exams, NWEA MAP, or other assessments, standardized test scores, etc. The GPC will make the final decision.

- 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.**

N/A

- 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.

Option B: The LEA is not 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?

Student presence will be authenticated through school LMS (Schoology). Students need to go to Schoology for their synchronous and asynchronous learning.

Here's how Harmony DC will track student attendance:

- 1. LMS authentication**
- 2. Attending daily live sessions**
- 3. Completing all or part of the daily assignments**

Teachers will take attendance based on LMS login and Zoom session participation in the morning. This will be the first touchpoint. Engagement specialist and attendance coordinator will send robocalls to parents of students who are absent for the morning sessions.

Engagement specialist will check LMS authentication of students who were absent in the morning to determine as to whether they participate in the lessons in the afternoon.

If a student is identified as absent (no show up for live lessons and no LMS authentication) by 2:00 pm, engagement specialist will call/email parents of these students to remind them of daily attendance/engagement expectations.

Students have time until 11:59 pm to complete and submit their assignments in order to be counted present if they fail to join live sessions.

Students will be marked absent at the end of the day (4 pm) if they do not participate in live lessons or complete daily assignments. Engagement specialists will check these students' LMS activity on the next day and make necessary changes on students' attendance status if they complete required assignments by 11:59 pm for the day they were marked absent.

While students are required to participate in live lessons or complete assignments every day in order to be counted present, they will be given more time to complete assignments for grading purposes. Assignments that are completed in a reasonable time will also be counted for engagement and grading.

Attendance coordinator will provide daily attendance reports to the attendance administrator who will track attendance trends, absence and tardiness counts for each student, and provide reports to other administrators.

Attendance coordinator will be responsible for parent letters for chronic absenteeism and referrals to CFSA. Student Support Team will discuss interventions for students with chronic absenteeism.

Daily attendance and engagement expectations will be explained to parents at parent trainings, including daily schedule, daily activities, and live session expectations.

- 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?

Harmony DC will take attendance starting from the first live session using a Google Spreadsheet. Teachers will update this spreadsheet during their second lesson. After this point, attendance coordinator and engagement specialist will take over the control of the spreadsheet. Robocalls, emails, and LMS notifications will be used to remind parents of the daily attendance requirements.

Attendance coordinator will do attendance entries based on the morning engagement activities. Engagement specialist will monitor student attendance on LMS and make final changes to the spreadsheet based on live lesson attendance, LMS authentication, and activity completion by 4 pm. Attendance coordinator will finalize student attendance for the day on school SIS at this time.

On the next day engagement coordinator will check LMS for student work for the previous day and make one final update on attendance spreadsheet. Attendance coordinator will update student attendance status on Eschoolplus for the previous day.

Attendance spreadsheet will be locked daily after final changes are done by the engagement specialist on the next day by 10:00 am. This spreadsheet will be made available to auditors in the event of an audit of attendance records.

Attendance coordinator will accept parents or doctor notes to change unexcused absences to excused absences. This change will be done only on Eschoolplus. The notes will be kept on Attendance Notes folder.

Whole Student Support

A. Student Support

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

Harmony will continue to provide support and access for students' social-emotional needs and mental health by providing strategies and support for students and families.

Harmony will identify students who have lost the most learning due to COVID-19 by following individualized educational plans, 504 plans, and utilizing existing assessment data, baseline data, teacher, parent, and staff referrals.

Harmony will provide academic intervention to students who have lost the most learning due to COVID-19 by following existing individualized educational plans, and continuing academic intervention for these identified populations.

School will provide following for social-emotional well-being of students:

- **In class readings, lessons, and games focused on social emotional learning about feelings.**
- **Small social emotional groups.**
- **Virtual events (virtual lunch bunch, virtual field trips)**
- **Mindfulness Lessons, Organizational skill lessons, Career lessons**
- **Offer responsive services virtually.(One on One Live Zoom Sessions, Crisis Intervention)**
- **Continue to serve as a resource for healthcare resources, transitional housing, food and clothing resources.**
- **School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.**
- **The mental health team will create tele-health options for students to call and schedule sessions with school counselors.**

School will share its Whole Student Support plan with parents at the parent training prior to the first day of school. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via the LMS. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

School will administer diagnostics assessments to identify the instructional gaps students developed due to school closures in the spring. Based on the diagnostic results students will be grouped to provide small group instruction. Students' progress will be monitored throughout the year using unit assessments, observations, progress reports, and etc.

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.

Expected behavior for students who are learning remotely 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.

Parents will be asked to ensure that their children attend live sessions on time and keep up with assignments.

Parents will be asked to ensure that students have breakfast and lunch in the assigned time period.

Children should be dressed appropriately for live classes.(Shirt, School Shirt, and Jeans or Khakis are OK.)

Students are expected to engage in lessons just like attending in-person learning.

Students will keep their cameras on and engage with the teacher and their peers.

Students should be ready to participate in class activities and discussions at all times.

Grading will be consistent with the practices used in all face-to-face learning.

Camera On

The student's camera must remain on during class times.

The student must maintain school-appropriate behavior even though they are at home.

Students must be dressed appropriately for class (Shirt, School Shirt, and Jeans or Khakis are OK).

Only the student must be visible (no friends or siblings).

Mic Off

Computer microphone must be off unless specifically instructed by the teacher. This ensures there is no background noise or outside distraction.

Communicate Through Chat

Students are expected to interact through the Zoom chat function.

Students must show up on time.

Students must use appropriate and respectful language at all times.

Use tools such as “raising your hand” (available in Zoom) and the chat feature if you have a question or want to answer a question.

Quiet Place

Remove distractions, such as going where there’s less background noise and turning off your phone.

Use headphones, if possible, for increased privacy and better speaker and microphone quality.

Put your phone on silent.

Select a good location with a power supply.

Materials Ready

Have all required materials for class (Books, Paper, Markers, etc..) nearby before the session begins.

Mind On

Be ready to engage in learning.

Students can be called to answer a question or join a discussion anytime.

In addition; students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. Students must report all instances of cyberbullying to school staff immediately.

Schoology

Students must keep their username and passwords in a safe place and must not share them with other students.

Students must log into the LMS using their own log-in information.

Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.

Student Work

Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.

Students must submit their own work.

Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.

Technology Equipment

Students must treat all school and personal electronic devices with care.

Students must keep food and drinks away from the equipment.

Students must keep devices out of extremely cold or hot areas.

Students must hold and carry computers properly.

Students must report any damage to school equipment as soon as possible.

Parents of students who do not follow the rules and expectations as set forth in the policy will be notified immediately. Students and parents will be explained the expectations of distance learning and expected to observe rules. If students continue to engage in similar behavior, they will be excluded from synchronous instruction for a number of days, but students will still be able to continue their asynchronous learning. Parents will be notified immediately about this action and duration of their exclusion.

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](#).

At Harmony DC PCS - School of Excellence the Special Education department is working in collaboration with families to establish agreed upon extended timelines for both initial evaluations and reevaluations and subsequent determinations as needed. If in person Evaluations/Reevaluations during distance learning are impossible we will use an analysis of already existing data from various formal and informal data sources such as assessment data, classroom data, and parent interviews. When schools reopen to normal operations we will be able to begin in person evaluations as needed to complete determinations that may need additional information to finalize. All IEP reviews will be on normal schedule, but still may be subject to LEA and family agreement to reasonable date moves as deemed necessary by both parties. Delivered services will be documented through SEDs (Special Education Database System) for services provided.

To help support family members with disabilities in support of their student's learning the family members with learning related disabilities will be given the option to have technology support added to their student's IEP as a related service to better help their student during hybrid and virtual learning. Along with this option family members with disabilities will also have the option to have accessibility features such as text to speech read-aloud, screen magnification and more preset for their technology as needed. Along with this LEA staff members will to their best ability make edits to materials to assure that both students and staff members are able to access them in a manner that makes learning and the supporting of learning possible.

As a continuation of the distance learning started during SY2019-2020 Harmony will provide related services through teletherapy provided by ETES. Families and providers with LEA support will be able to find times that work for all parties and provide services in manner that is in line with IEP provisions while at distance. When a student is unable to participate the attempted services will be documented in SEDs with the LEA being informed. If the related service is continuously unable to be completed (2 or more consecutive occurrences) the LEA will communicate with each party to assure that services resume. To also assure that services are met, pre-session activities such as review games will be recommended to help all parties flow into service activities more effectively.

As stated in an earlier section parents will have the option of having their child's IEP amended to have technology support services added so that they can learn more skills to help them with technology such as the Google Classroom platform, Google Meet and any related issues that may arise. To also help with parent training to support related services our service providers have begun to use programming during distance learning in SY2019-2020 that was parent facing including at home activities that parents and students could work on together to make those related service times valuable for all parties involved.

Once school operations return to normal within a quarter timeline all students who have IEPs will have meetings to determine if and the amount of regression that has occurred during distance learning. The data points that will determine regression will be a combination of IEP goal monitoring as seen through progress reports, school wide assessment data, and assessment of services these students received during distance learning due to COVID-19. Once these meetings have occurred the school IEP team will determine the proper recovery plan as needed. These plans may or may not include compensatory services that may include increase of services delivered in the school building for a set duration or possibly services that may occur outside of school operations. All recovery plans will be presented to family members and begin once agreed upon by both LEA and families.

When students return to the school building school wide assessments to determine regression will occur for all students and not just students with disabilities. However, prior to those school wide assessments students with IEP's will be assessed on their current IEP goals to the best manner possible through distance education. This will be used to not only measure regression, but also to measure effectiveness of distance learning.

To support MKV students or wards of DC with recovery services the effort to deliver these services first in the school environment will be the first option. If this is not logistically possible then the LEA will work with the students case manager/social worker to assure that these recover services that must be delivered outside of school are both easily accessible (If a technology issue offer in person services/If an issue of not having a space to work find a suitable space such as library/If an issue of timing offer shorter more frequent sessions) and easy to support by having clear consistent communication to make sure sessions can be attended as well as completed.

Our goal at Harmony is to make sure that students with disabilities (IEP or 504) are able to return to normal school operations and continue to grow with the support that they need whether that be continued support or new supports. Our goal is also to make sure that families are able to support the learning of their students in the manner most fitting to that individual student so that they have the best possible opportunities for success.

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

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

Harmony DC has a very small EL population (1-2%). Students will receive their language instruction daily or weekly based on their Individualized Learning Plans. Similar to general education students, English Learners will receive both synchronous and asynchronous education on school's LMS, Schoology. Live sessions will be held on Zoom. ELA teacher for the EL student's class will provide language instruction to the student in one-on-one sessions or in small groups.

Synchronous learning will allow focus on oral language skill development through social cues and modeling, interaction with peers and teachers, and more student-to-student interaction than only student-to-teacher.

Asynchronous learning will facilitate a focus on literacy development, time to process content and respond, and time to translate words and phrases.

Harmony DC will create Individualized Learning Plans using WIDA Can Do descriptors. Content goals will tell students what they will be learning. Language goals will tell students how they will utilize language to learn it.

School will communicate content and language goals in multiple ways.

General education and EL teacher will have weekly common lesson planning times. Student groups will be thoughtfully designed using variety of strategies. Schoology offers many engagement tools. Teachers will be trained to use these tools to make their language instruction more engaging.

Teachers will access student's prior knowledge using surveys for interest areas and with diagnostic assessments. This will help teachers to know the areas students have interests and prior knowledge. Teachers will focus on speaking and writing about the content to increase comprehension.

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.**

Harmony DC will provide a Chromebook to all of the students in Kindergarten through 5th Grade. Wifi hotspots will be provided to the families without consistent internet connection at home.

Staff members will receive a laptop and an iPad to use for distance learning. Teachers will also receive a document camera.

School will use Schoology as its LMS. All of the assignments will be posted in Schoology. School will create student accounts, login information, and passwords and will provide these information to parents prior to the start of school.

Schoology will be able to work as a single sign-on platform to allow students access other school provided software. In the case that some software is not available for single sign-on, students' school email accounts will be used for authentication to these software.

Staff will receive their training on the new LMS (Schoology) in the week of August 17. They will be provided with training by the vendor representative. Teachers will have enough time to spend time on the new LMS, create lessons, record videos, and etc.

Students and parents will receive training to use the new platform (Schoology) in the week of August 24. Training sessions will be recorded and made available for parents to access later.

All students will receive a Chromebook. School will survey all parents, including returning and new, and to assess the need for wifi hotspots. School has enough wifi hotspots to meet the needs of 10% of its students. If more hotspots are needed, the school will purchase more.

Parents will sign a contract to take responsibility for the device. Parents will be asked to pay a certain portion of the cost of the device, if the device is lost, misplaced or stolen, or it is damaged due to misuse.

School will preload all of the software students will need for remote learning. Students and parents will not be allowed to download and install new software. If a software is needed, the school will be able to push it through the monitoring software.

School will use GoGuardian to monitor and control devices. Students will be allowed to go to certain websites needed for their remote learning. All other websites will be blocked. Chromebooks will be unavailable for use between 12 am - 7 am through a protocol pushed via GoGuardian.

School's technology team will be available to help students and parents with technology issues. Parents will be able to contact the helpdesk at ithelpdesk@harmonydc.org.

School will provide recorded training as to how to troubleshoot minor issues on Chromebooks. Helpdesk will be able to help parents via Zoom to troubleshoot problems.

School's technology policy will be applied to all grades in the same manner.

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).

Harmony DC PCS website at all times will be the location for general information about the school as well as specific details on the planned or emergency school closures, program offerings, staff, and typical school operations details (menus, activities calendars). This information will be available to families 24 hours, 7 days a week.

www.harmonydc.org/learn will hold all necessary information regarding online learning, operating status, COVID-19 response, reopening plans, student schedules, important dates, technology information, school meal information, and etc.

School will also share new updates on its Twitter account (<https://twitter.com/HarmonyDCPCS>), Facebook

account (<https://www.facebook.com/HarmonyDC>), and via LMS (Schoology notifications).

LMS: A link to the learning management system (Schoology) 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.

Teachers will have office hours every day.

Teachers will schedule weekly meeting with all parents

School will send weekly newsletters.

Harmony DC teachers will set up Greet&Meet online meetings with all of their students one-on-one before the start of school and introduce themselves to students and parents.

Harmony DC will provide trainings to all parents and students in the week of August 24 with two overall parent/student training and individual or cohort based trainings on school's new LMS (Schoology). This training will also include learning models (synchronous and asynchronous), daily schedule, daily activities, attendance, engagement, technology pickup, technology usage expectations, zoom session expectations, independent work expectations, homework policy, grading policy, IT helpdesk, and etc.

Trainings will be recorded and shared with all parents and students through LMS and Youtube channel for later access.

Harmony DC will set up one-on-one meetings with at least one of the students' teachers weekly. These meetings will play an important role for two-way communication and feedback. School will also send quarterly surveys to gauge parent and student satisfaction. Engagement specialist will contact parents of students who are absent, tardy, or do not turn in daily assignments.

Students will be given grades, and parents will access grades using parent portal on Schoology or on ESchoolplus. Progress reports and quarterly report cards will be emailed to parents and will be available on Eschoolplus parent portal.

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: Harmony DC Public Charter School

LEA Leader Name: Evren Culha

Date: 10-05-2020 10:24 AM