

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

LEA Name: Mary McLeod Bethune Day Academy PCS

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LEA Type: Elementary

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Background and Purpose

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

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

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

¹Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.

²These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

³Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:

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

Regular Cleaning Schedule

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

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions. The school will use infrared forehead thermometers only.
- For all cleaning, sanitizing, and disinfecting products, MMBDA will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See [CDC's guidance for safe and correct application of disinfectants](#).
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- The Facilities Manager and the contracted cleaning vendor shall develop and implement a schedule for increased, routine cleaning, disinfection and sanitization. Daily, in the evening and on Wednesdays, the vendor will complete a deep cleaning of all places occupied by students, staff, visitors, and others.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games, and technology) will be limited and cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys shall not be used.
- Mats/cots and bedding are to be individually labeled and stored.
- Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.
- Bedding will be washable and laundered at the students' home at least weekly and shall be used only by that child.

- **Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.**
- **Playground structures will be included as part of routine cleaning (as defined in especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.**
- **Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished.**
- **The school will implement safe and correct storage for cleaning and disinfection products. Use the cleaning vendor to assist in creating a plan.**
- **No cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.**
- In the event a space in the school is used for an aerosol-generating procedure (e.g., tracheostomy suctioning), that room should be only occupied by the student or staff member engaged in the treatment.
- If tracheostomy suctioning is needed multiple times a day, schools should have wellventilated rooms dedicated for this purpose, ideally each assigned for exclusive use by a given student, and if possible with windows open.
- If assignment of a particular room to a particular student is not feasible, the room must be closed for 24 hours after the treatment to allow respiratory droplets to settle, then cleaned and disinfected prior to use by another individual.
- Schools are encouraged to work with families and the school nurse to identify opportunities to transition the schedule for tracheostomy suctioning to before or after school, if medically appropriate.
- Spaces in which oral or nebulized medication has been administered should undergo routine cleaning and disinfection.
- Students who receive nebulized treatments should be strongly encouraged to replace the nebulizer with oral inhalers whenever possible.
- If students cannot use or do not have access to an inhaler, schools are strongly encouraged to provide nebulized treatments outside, if feasible and weather permitting.
 - o Schools are encouraged to work with families and the school nurse to identify opportunities to transition the schedule for nebulized medication administration to before or after school, if medically appropriate.

In addition to these routine cleaning requirements, the following protocols apply in circumstances in which a student or staff member becomes ill.

- **Student or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:**
 - o Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.
 - o Once the room is vacated at the end of the day, perform deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.
 - o Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements.
 - o Student or staff member is confirmed to have COVID-19:
 - o If seven days or fewer have passed since the person who is sick used the facility, follow these steps:
 - o Close off areas used by the person who is sick. • Note: If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the

COVID-19 positive individual after the students and staff in those spaces leave for the day.

- o Open outside doors and windows to increase air circulation in the areas.
- o Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
- o Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas. o If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.
- o Staff conducting cleaning must adhere to PPE requirements.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean D = Disinfect S = Sanitize

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		C, D - Staff	S -Staff Vendor, evening	Deep Clean C,D,S Vendor	
Bathrooms	C, D - Staff		S -Staff Vendor, evening	Deep Clean C,D,S Vendor	
Door Knobs		D-Staff	S-Staff Vendor, evening	Deep Clean C,D,S Vendor	
Playground	C -Staff		D-Staff		
Hallway floors	C--staff	C--staff	C, D -C-- staff, Vendor, evening	Deep Clean C,D,S Vendor	
Windows				Deep Clean S-C--C-- staff endor	
Desks, Chairs, Mats	C, D -C--staff		S-C--staff Vendor, evening	Deep Clean C. D. S fendor	

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

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting. [Insert deep cleaning plan and standard to be performed by the vendor or in-house janitorial training and standards].

SCHOOL BUS CLEANING AND SANITIZATION

Buses are provided by the school for some students. In all cases, MMBDA school bus drivers will comply with and practice all safety actions and protocols as indicated for other staff (e.g., CLEANING, DISINFECTION, SANITATION; HYGIENE; NON-MEDICAL (CLOTH) FACE COVERINGS).

School buses will be sanitized before and after each use. Drivers shall practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). For the safety and health of all passengers, drivers, and monitors, MMBDA shall comply with CDC's recommendation and will ensure that:

For bus transit operators, potential sources of exposure include having close contact with a bus passenger with COVID-19, by contacting surfaces touched or handled by a person with COVID-19, or by touching your mouth, nose, or eyes.

- Limit close contact with others by maintaining a distance of at least 6 feet, when possible.
- Consider asking bus passengers to enter and exit the bus through rear entry doors.
- Request passengers avoid standing or sitting within 6 feet of the bus driver.
- Avoid touching surfaces often touched by bus passengers.
- Use gloves if required to touch surfaces contaminated by body fluids.
- Practice routine cleaning and disinfection of frequently touched surfaces, including surfaces in the driver cockpit commonly touched by the operator.
- Proper [hand hygiene](#) is an important infection control measure. Wash your hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.
- Key times to clean hands in general include:
 - Before, during, and after preparing food
 - Before eating food
 - After using the toilet
 - After blowing your nose, coughing, or sneezing
- Additional times to clean hands on the job include:
 - Before and after work shifts
 - Before and after work breaks

- After touching frequently touched surfaces, such as fareboxes and handrails
- After putting on, touching, or removing cloth face coverings
- Avoid touching your eyes, nose, or mouth.

Physical Changes to the Environment to Promote Social Distancing

Use of Space

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.
- No more than 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
 - Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).
 - Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
 - Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.
 - No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
 - Computer stations will be separated by plastic flexible screens.
- Communal-use spaces (such as staff break rooms, cafeteria, and playgrounds) will be closed. Communal-use spaces when not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.
 - multi-purpose room
 - Photocopier, cutting boards, book rooms, etc.
 - Playground, balls and recess equipment
 - Refrigerator, microwaves, etc. for staff
- Physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)
- Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.
- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This

area will be separate from the area used for routine healthcare.

- Place students head to toe during nap times.

Use of Hallway

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

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

Ventilation

Prior to reopening after any prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security. The school will install hepa filter air purifiers in all classrooms where windows are open. Window unit air conditioners equipped with hepa filtered will be used where available.

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>.

Student and Staff Schedule

Virtual - Phase 1:

- Students will be in instruction with their teacher(s) from 9:00 AM to 2:15 PM.
- Staff will be in instructional platforms with students from 9:00 AM to 2:15 PM. Teachers will work until 4:00 PM. Parent conferences, planning, PD, and office hours will be conducted from 2:30 to 4:00 PM.
- Administrators will work from 8:00 AM - 4:30 P.M.

Phase 2: Hybrid A/B Cohorts

- Students will be in instruction with their teacher(s) from 9:00 AM to 2:15 PM. Staff will be in instructional platforms with students from 9:00 AM to 2:15 PM. There will be no on-site school for

students on Wednesdays. Students will work asynchronously from home.

- **Teachers will work until 4:00 PM. Parent conferences, planning, PD, and office hours will be conducted from 2:30 to 4:00 PM. There will be no on-site school for teachers on Wednesdays. Each Wednesday, the school will be closed so that our vendor Teachers will participate asynchronously in professional development.**
- **Administrators will work from 8:00 AM - 4:30 P.M. There will be no on-site school for administrators on Wednesdays. Teachers will participate asynchronously in professional development.**
- **Staff will be in instructional platforms with students from 9:00 AM to 2:15 PM. Teachers will work until 4:00 PM. Parent conferences, planning, PD, and office hours will be conducted from 2:30 to 4:00 PM.**
- **Administrators will work from 8:00 AM - 4:30 P.M.**

Phase 3 - On-site

- **Students will report to school daily from 9:00-3:45 PM or 9:00 AM-5:00 PM depending upon grade level.**
- **Teachers will report to school from 8:30 AM-2:15 PM.**
- **Administrators will work from 8:300 AM-4:30 PM and extended time as needed.**

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. Parents of students will report to school on a designated day, per Supply/Equipment Schedule, to receive technology devices and school supplies. 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. laptops, tablets, 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. Technology items will be monitored using Jamf management software.

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

Sample list of items assigned to each student.

- **All classes: laptop or iPad, hotspot (if needed), pack of 10 no.2 pencils, a box of crayons, text books, etc.**
- **English: Reading books for independent, group, or class reading, notebook, etc.**
- **Science: via Internet**
- **Math: via Internet**
- **History/Social Studies: Reading and research materials via Internet**

- **Art:** colored pencils, paper, watercolors
- **Music:** instrument (if applicable)
- **Language:** textbook via Internet
- **PE/Health:** individual unit packets via Internet

Providing Personal Protective Equipment (PPE)

During Phase 2 of Hybrid Learning, Mary McLeod Bethune Day Academy shall provide a mask for every student and staff member. In addition, any individual participating in health screenings - teachers, office staff, security staff, bus monitors- shall have gloves and a face mask. For all personnel who interact with external visitors (e.g. mail carriers, family members), the school will provide a barrier made of flexible plastic. Students shall be provided with sterilized containers to hold their supplies and personal belongings.

Entering and Exiting School Building

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

- **Arrival and dismissal times are staggered to reduce peak student traffic in and out.**
- **Health screenings at each entry point are established to ensure for the safety and health of each individual entering the school..**
- **Use multiple doors, each with a screening station, for entry and exit.**
- **Ensuring safety and security of all entry and exit points used.**
- **Assigning entry and exit points to students by their group that are close to their first and last location of the day.**
- **Mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead. Correlate with the health screening section.**
- **Evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain).**
- **Evaluate safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic).**
- **Entry and exit points to avoid cross traffic at building access points will be made highly visible and communicated to staff, parents and students.**
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Daily Health Screening

Students, families, and staff are 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.

In the event a staff member must take a student's temperature, Mary McLeod Bethune Day Academy will follow the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps

to eliminate or minimize exposures due to close contact with a person who has symptoms. MMBDA will use non-contact thermometers when conducting the daily health check.

Barrier/partition Controls

- 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 inspecting person's face stays behind the barrier at all times during the temperature check.
- Remove 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.
- There are times that a physical barrier will not be available, i.e, bus stops, other open areas. When physical barriers are not available, staff will maintain and conduct the theal screening check relying on the daily personal protective equipment that is available to all staff at all times.

Personal Protective Equipment

PPE can be used if a temperature check cannot be performed by a parent/guardian or barrier/partition controls cannot be implemented. CDC states that reliance on PPE is less effective and more difficult to implement because of PPE shortages and training requirements. If staff do not have experience in using PPE, the CDC has recommended sequences for donning and doffing PPE. To follow this option staff should:

- 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 PPE. This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.
- Take the individual's temperature.
- Remove and discard PPE.
- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Clean the thermometer following the directions below.
- Grouping

The goal of grouping is to reduce the mixing of groups as much as possible to reduce overall exposure. Student groupings would have common schedules and be assigned common entry/exit points which will help health screening know who is entering when and where. Students who are grouped ideally will remain in spaces together as teachers and services come to them, move through the building together, and use other facilities as a group separate from other groups.

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

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- In grades where students traditionally transition between classes, rotate teachers between classrooms, rather than students.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.
- Students with special needs and immunocompromised student groups with extra attention on how to keep them from mixing with other groups, if in the facility.

In School Dining including Hybrid periods of School.

School staff will prepare lunches, including plasticware, napkins, and seasonings, and will serve meals individually plated. Meals will be delivered to classrooms in closed containers, outside of the classroom. Teachers will receive the meals within 5 minutes of meals left outside of classroom doors.

- Staff must wash hands before and after preparing food, and after helping children to eat.
- Foodservice staff must follow all PPE requirements **All Students (PreK -8) will eat meals in the classroom to avoid mixing in the cafeteria.**
- Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible.
- All Students (PreK -8) will wash hands before and after eating, and may not share food, utensils, cups, or plates.

Meal Service during Virtual Learning and Wednesday Hybrid School Days.

MMBDA will prepare meals and serve students at school. Prior to the waiver and extension of the School lunch provisions, the School had developed a plan to deliver meals to enrolled students via our school bus routes and busstops. Since the USDA waiver has been extended until February 2021, the school will continue to prepare breakfast and lunches for any child to receive meals on the following days:

- Monday - for Monday and Tuesday breakfast and lunch - 9:00 to 12:30 p.m.
- Wednesday - 9:00 to 12:30 p.m.
- Thursday - for Thursday and Friday breakfast and lunch - 9:00 to 12:30 p.m.

Recess/Breaks (if applicable)

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between

students outside, including staggering groups and dividing space outside as needed.

Canceling, Eliminating Activities

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 (e.g., Choir or Band). (Note: if applicable, the promotion policy for High School may need to remove elective requirements for art/music due to this.)**
- **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.**

Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date prior to fully enrolling a student. If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening.

Non-medical (Cloth) Face-coverings

All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. We will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities.

Students and families are encouraged to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building. Students under the age of 4 will not be required to wear a face covering. Older children, adolescents and adult students will be required to wear face covering when in the hallways, bathrooms, or other communal spaces within the facility.

Instances when face coverings need to be worn:

- **Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.**

- While visitors to the school should be strictly limited, should a visitor need to enter they should wear a face covering on the school grounds and inside the school buildings at all times.
- Instances when face coverings do not need to be worn:
- 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.
- By children during naptime.
- Ensuring the safe use of clean cloth face coverings:
- Face masks will be provided to all staff and students. While the school prefers to provide the same kind/type of face covering, students and staff may bring multiple cloth face coverings with them.
- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and wash hands immediately after removing it.
- If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.

Hygiene

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.

School-wide Hygiene: The School will work with the janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment.

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).
- Electronic devices (e.g. computers, hotspots, iPad) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly. See Reopening Buildings section on ventilation.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).
- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced:

- **Ensure handwashing strategies 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 the recommended percent alcohol. (NOT METHANOL)**
- **Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.**
- **Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.**
- **Enforce a “you touch it, you take it” policy in classrooms and the lunchroom.**

High-risk Individuals

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be cleared by their medical provider before participating in on-site activities. 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 or Dismissal from On-site Learning

The School will adhere to the following exclusion and dismissal criteria:

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

- **The student or staff member has had a temperature of 100.4 degrees or higher,**
- **Any member of their household is confirmed to have COVID-19, or**
- **Any member of their household is awaiting COVID-19 test results.**
- **If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:**

- **72 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND**
- **at least 10 days after symptoms first appeared, whichever is later; OR**
- **per their healthcare provider following DC health instructions.**
- **If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.**

If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should seek guidance from their healthcare provider or DC Health.

Dismissal Criteria: 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, 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 and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.**
- **If a school staff member must take a student’s temperature at any point, they should follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).**

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Mary Bunn 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

Schools are to have communication protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

- **Notification to all staff and families in the event of change of school schedule,**

- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.

-

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 immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked [here](#):

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

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.

In this plan, the following assumptions are made:

- School will begin virtually (distant learning) on August 31, 2020.

- This plan addresses a fully virtual, a hybrid model of virtual and in-class, and a full in-person instructional model.
- Mary McLeod Bethune will be aligned with the hybrid model city-wide Cohort A/B schedule to facilitate coordination among schools and sectors. The schedule includes a group of students attending school in-person on Mondays and Tuesdays and another group attending school in-person on Thursdays and Fridays.
- For in-person learning, there should be no more than the maximum occupants per classroom according to Pre-Opening Guidance:
 - No more than 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
 - Phase 3 - Not provided at time of publication
 - Phase 4 - Not provided at time of publication
- School staff/students will comply with DC Health Guidance (including processing confirmed cases in the school).
- Certain students shall physically learn on-site for a period of time during the week (e.g., students who receive special education services, vulnerable students, children of essential workers). All students who will receive on-site services for student support will be identified based on need by MMBDA Administration.
- Certain students cannot physically learn on-site (e.g., immunocompromised students).
- Certain students will choose not to come to school due to health/safety concerns.
- This document is a model and supporting document. It was informed by national resources. Every school will need to adjust to meet the unique needs of their school and community.
- This plan also addresses a [Dual Language Immersion Instructional Plan](#) for the grades from Prek3 to 5th Grade.

DESCRIPTION:

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

The following options are available to families enrolling in Mary McLeod Bethune Day Academy PCS for school year 2020-21: We will be virtual for all students at the beginning of the year (August 31). When the school moves from a virtual to a hybrid model, families will have the opportunity to choose an of virtual or hybrid option (by a date to be determined) prior to moving from whole school virtual learning. On a quarterly basis and based on availability, families may change their option from Remote to On-Site or Hybrid via a quarterly learning survey.

Assessment and Promotion Policy

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

School Schedule Options

Phase 1 Virtual Only

Students will attend online instruction from Monday to Friday. All learning will be online. Students will engage in online, synchronous (live) and asynchronous (recorded videos, independent work, etc.) Students will have access to instructional materials for use at home during distance learning, including materials for Early Learning, Creative Arts, Music, Health and PE, Foreign Language, Music, and Special Education. Each student will receive instruction based on grade level and course of study.

Early Childhood will participate in learning that includes LIVE instruction, independent work with age-appropriate software, learning activities, and IB Units of Inquiry. Elementary School students will receive lessons daily in reading/English language arts and mathematics, and two lessons per week in science and social studies. Classes for health, physical education, music, and art will rotate daily and students will receive one lesson per week for each of these classes. Teacher planning time will take place daily.

Phase 2 Hybrid

Attend school in-person for two days per week, and attend school remotely using synchronous activities with a content teacher two days a week, and attend school using asynchronous learning one day a week. For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when in-person or through the use of photos.

Phase 3 On-site

This option will be available to all students when school reopens. In this option, the student will attend in-person synchronous learning four days a week and asynchronous learning one day a week. They will be under adult supervision five days a week.

Remote Synchronous

This option is for students who are immune compromised or who have a family member who is immune compromised or whose family would prefer that the child not attend school in-person. In this option, the students may experience learning from home four days a week via synchronous learning and one day a week with asynchronous learning. The learning may not require the student to be logged onto the computer but rather engaging in activities at the same time as their peers on-site.

Remote Asynchronous

For students who are unable to attend synchronous learning when remote. This type of learning allows for weekend learning, when families may be more able to support students. Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Synchronous/Asynchronous	Structured schedule of activities / Activities to be completed by end of school week	Structured schedule of activities / Activities to be completed by end of school week	Structured schedule of activities / Activities to be completed by end of school week	Structured schedule of activities / Activities to be completed by end of school week	Activities to be completed by end of school day with adult supervision
Hybrid A	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	Remote: asynchronous Activities to be completed by end of school day	Remote: synchronous with structured activities	Remote: synchronous with structured activities
Hybrid B	Remote: synchronous with structured activities	Remote: synchronous with structured activities	Remote: asynchronous Activities to be completed by end of school day	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities
On-site	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	Activities to be completed by end of school day with adult supervision	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision
Remote Synchronous	Structured schedule of activities	Structured schedule of activities	Activities to be completed by end of school day with adult supervision	Structured schedule of activities	Structured schedule of activities
Remote Asynchronous	Activities to be completed by end of school week	Activities to be completed by end of school week	Activities to be completed by end of week	Activities to be completed by end of school week	Activities to be completed by end of school week

Instruction

Personnel

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be identical. To achieve this goal, and for purposes of equity and logistics, we have divided the role of “teacher” into two roles: Community Leader and Content Teacher. Mary McLeod Bethune Day Academy has the great benefit of having two teachers in most classrooms, so it is assumed that most classrooms will have both a Community Leader and a Content Teacher, however; in some classrooms, the same person may assume both roles. Once the school transitions to offer 100% on-site learning, the students and teacher will have had plenty of opportunities to work together and build community. For our middle school grades, however, the Community Leader’s role will resemble a “house leader” or “homeroom teacher.” The content teacher may also be a homeroom teacher, responsible for providing oversight of a small cluster of students, but their content delivery would require them to have a larger caseload.

- **Community Leader (Teacher):** The community leader is the adult responsible for a group of students who, together, will be considered a “class.” Each day, the community leader will see some of their class on-site (the number depending on city guidance) and some remotely. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the “touchpoints” that will be used.

- **Content Teacher:** The teacher is the content area expert responsible for ensuring that students are learning. While a content teacher may also be a community leader, they may need to roam (physically and/or electronically) into other communities to provide content-rich instruction. The content teacher’s primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners. They will plan lessons that can be taught remotely and in-person. There may be times, for example, when the content teacher provides direct instruction to the students on-site and records the lesson or live-streams it to the students who are learning from a remote location.

- - **Engagement Specialist:** There is one engagement specialist assigned to FIVE classrooms (100 students). Engagement Specialists are currently the School Principals, Special Education Director, Instructional Coach, School Counselor, and Technology Administrator. These persons will monitor and support, and when in the building, will visit classrooms on a rotating basis to allow the community leader to take scheduled breaks throughout the day. For remote learners, the engagement specialists will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.

Learning Models

- **Synchronous learning with Content Teacher (SL w/CT):** When remote, this instruction is conducted via a platform in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: An LMS, Webinar or Meeting platform: Zoom, Teams, Google, GoGuardian, etc., or telephone. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.

- **Asynchronous learning with Content Teacher (ASL w/CT):** This instruction requires the teacher to prepare learning that can be accessed anytime, anywhere. The student would need access to a pre-

recorded lesson in which the teacher provides instruction. When learning on-site, this lesson could be provided by a community leader to minimize the circle of exposure. When remote, the lesson can be accessed by Google Classroom via laptop, and Class Dojo via tablet. Teachers will monitor students using GoGuardian software.

- **Synchronous learning without Content Teacher (SL w/o CT):** Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is “Guided Practice.” Tasks can involve completing an online activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task under the supervision of their community leader. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, LMS, or “chat”. If the community leader happens to also be the content teacher assigning the work, support can be provided in-person. If the community leader is not the content teacher, the content teacher may provide support in the same manner as for students learning remotely, per the school’s Technology Plan.
- **Asynchronous learning without Content Teacher (ASL w/o CT):** This instruction is individual or group work that can be done independently. The work would be at the student’s learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-site would have time allotted to complete this work while their community leader may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected daily/weekly and will be used to measure attendance. (See attendance policy for further details). The product of these work blocks are often referred to as “exit tickets” or “student reflections.” Regardless of the product, it may be collected through the LMS, by photographing the work, through a memo-log the student keeps, or by handing it into the cluster instructor to pass to the teacher, if they are different people.

Community Building

- **Synchronized community building with a Community Leader (SL w/CL):** Planned learning breaks to promote student socialization will be enhanced with the use of our Move This World, an interactive social emotional development curriculum, along with socializing during break and lunch times. Activities that can be done with the community leader or through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the students.
- **Asynchronized community building with a Community Leader (SL w/CL):** Adult-directed activities to build community, such as IB Units of Inquiry, group projects, partner-work, dual language development, and other opportunities for students both on-site and remote to connect with one another in informal ways.
- **Synchronized community building without a Community Leader (SL w/o CL):** Planned breaks will include activities students can choose to do with each other that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction. When on-site, the community leader would supervise for appropriate social distancing and other behavior. For remote learners, the school’s behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidences.

Asynchronized community building without a Community Leader (SL w/o CL): To accommodate arrival and dismissal, lunch periods, and other breaks for on-site community learners, each class will have a slightly different schedule. Students will be encouraged to socialize with classmates during the hour-long arrival block, lunch, and dismissal block when learning remotely. There will be a continuously growing database of school-approved and provided web-based

- games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that students may use at any time so long as they follow the school culture and behavior policy, including cyber bullying. The unstructured time with peers allows for a deepening affinity to the community.

Professional Development Plan

MMBDA provided professional development opportunities for its staff aligned with its Professional Development Plan, which was developed to address the goals of its Blended Learning Plan. During the Spring semester, teachers were provided professional development opportunities in the following areas including: LMS platforms like G Suite for Education, Zoom, GoGuardian, Khan Academy, Edulastic, and Class Dojo; Social-Emotional Development, Blended Learning, and Early Childhood Education. Additionally, all faculty were offered Google Certification Level 1 Training and Certification opportunities. A Special Education Boot Camp was held for the special education teachers to ensure that they were prepared to teach diverse learners in a remote setting. Components of the training included: Developing and Implementing Distance Learning Plans; Designing Authentic Assessment Measures and Digital Portfolios; Documenting Service Delivering in SEDs; Preparing for Virtual IEP Meetings; Progress Monitoring During Remote Learning; and Strengthening Instructional Service Delivery Through Virtual Accommodations and Modifications.

Over the summer, content teachers received remote synchronous training on a variety of topics including: Edulastic Enterprise provided by Edulastic and our technology administrators; iReady; Move this World; IB Units of Inquiry; Dual Language Instruction; Blended Learning; Attendance, Student Engagement, Planning, and Effective Communication in a virtual learning. The teachers also received remote asynchronous training on platforms and apps. The training will focus on content delivery and checking for understanding.

A comprehensive plan for the annual Professional Development Institute, which will be held in August has been developed with offerings including:

- **Edulastic implementation for formative assessments**
- **GoGuardian and Jamf monitoring software**
- **G Suite for Education**
- **Khan Academy Certification**
- **iReady**
- **Daily Health Checks and Employee Safety**
- **Enterprise System utilization**
- **Danielson Framework lesson planning and implementation**
- **Parent Engagement Strategies**
- **IB Category 1 and Category 2 training**
- **Child Find policy and implications for instruction for all**
- **Mandated reporter training**
- **First Aid training**
- **Dual Language instruction in synchronous and asynchronous environments**

For ongoing Professional Development throughout the year, all staff will receive weekly content specific or monitored-need professional development. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Teachers will also support one another and collaborate on Fridays. Staff will receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Future professional development will be planned based on the results of instruction and engagement analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Additionally, formal instruction will end each day by 2:15 p.m. and the teacher's work day will end at 4:00 p.m. Each day, teachers and community leaders will have access to the IT department, behavioral support specialist, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-site and remote.

Timely Intervention

By using a student support and engagement specialist (school counselor), the teacher will get weekly reports on each of their students to supplement information they are gleaning from formative assessments. When needed, the student engagement specialist will contact the family daily to determine if a student is disengaging and why. The student support and engagement specialist will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

Mary McLeod Bethune Day Academy PCS will be in operation for 180 days. The schedule will be based on a quarter system. Updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase will be made when necessary. All changes to school scheduling will occur on the planned quarter start dates except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

MMBDA will accommodate all families for the start of each quarter and adjust as best as possible throughout each quarter when the school reopens in a hybrid and on-site basis, parents will have the ability to complete a request, up-to two weeks prior to the beginning of a new school quarter, to request a change to their child's in-school or out-of school placement.

Consistent with our 2020/201 School Calendar, once a week/month, on Fridays, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

MMBDA values daily attendance, whether remote or in-person. The quality of teaching and learning is directly impacted on student:teacher:parent engagement. Every two weeks, or within 10 days, nonattendance or 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. Depending on the results, the student may be asked to change their schedule. If, when only a virtual environment, the parent engagement staff will reach out to parents first, and if there is not a change due to the school's internal process, outside agencies, i.e., behavioral health, truancy, and/or other pertinent agency, will be referred.

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

Example Classrooms

In School Learning

20 students:

Demographics:

- 3 students with disabilities,
- 3 English learners,
- 6 at-risk (including three who are homeless/housing insecure)

Hybrid In-School Learning

It is anticipated that at some point during the school year, as health and safety dictate, school will offer hybrid A/B cohort in school and remote learning:

- 13 (43%) will be Hybrid learners
 - 6 Hybrid-Group A (1 is an English learner)
 - 7 Hybrid-Group B (2 have a disability requiring modifications and aides)
- 5 (17%) On-site (2 have disability requiring modifications aides, 1 is an English learner)
- 12 Remote (40%) (1 has a disability requiring modifications, 1 is an English learner)

This elementary class is taught by a teacher who is immune compromised and cannot be safely in school with students. An instructional aide is assigned to be the community leader.

DISTANCE LEARNING SCHEDULES

General Schedule

A. Assessment

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

Grade	PreK	K-2	3-5	6	7-8
Typical day of learning at home by grade level.	An Average of 60 minutes per day of live instruction in core content subjects in Spanish/English Dual Language Immersion	An Average of 2 hours per day per day of live instruction in core content subjects in Spanish/English Dual Language Immersion	An Average of 2-3 hours per day of live instruction in core content subjects in Spanish/English Dual Language Immersion	An Average of 3-4 hours per day per day of live instruction in core content subjects as well as Latin and Spanish using International Baccalaureate Primary Years Programme Units of Inquiry	An Average of 3-4 hours per day per day of live instruction in core content subjects as well as Latin and Spanish using a Project Based Learning Framework
Morning	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE
	Small Groups LIVE	ELA Small Groups LIVE	ELA Small Groups LIVE	ELA with Science - Small Group LIVE	ELA Small Group LIVE
	Snack and free activity with my teacher	Math LIVE	Math LIVE	ELA with Social Studies- Small Groups LIVE	ELA with Social Studies - Small Group LIVE
	Small Groups LIVE	Social Studies/Science LIVE	Social Studies/Science LIVE	Math Small Groups LIVE	Math Small Group LIVE
	Special (Art/Music/Movement)	Special Cohort A (Art/Music/Movement) Drop Everything and Read Cohort B	Specials (Art/Music/Movement)	Specials (Art/Music/Movement)	Math with Science - Small Group LIVE
BREAK	Lunch with Teacher	Lunch with Teacher	Lunch with Teacher	Lunch with Teacher	Lunch with Teacher
Afternoon	Drop Everything and Read	Special Cohort B (Art/Music/Movement) Drop Everything and Read Cohort A	Specials (Art/Music/Movement) Drop Everything and Read	Latin/Spanish Drop Everything and Read	Specials (Latin/Spanish/African American Studies)
	Intervention	Intervention	Intervention	Intervention	Intervention
	Parent Check-in	Parent Check-in	Parent Check-in	Parent Check-in	Parent Check-in
	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours
	Planning	Planning	Planning	Planning	Planning

Schedule for PreK classroom

Grade	PreK3/ PreK4 Schedule									
Day	Monday-Synchronous		Tuesday-Synchronous		Wednesday-Synchronous		Thursday-Synchronous		Friday-Asynchronous/Synchronous	
9:00	9:15	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	
9:15	9:45	ELA with Science Block Small Groups English/Spanish Break-Out Cohort A/Cohort B	ELA with Social Studies Block Small Groups English/Spanish Break-Out Cohort B/Cohort A	ELA with Science Block Small Groups English/Spanish Break-Out Cohort A/Cohort B	ELA with Social Studies Block Small Groups English/Spanish Break-Out Cohort B/Cohort A	ELA with Science Block Small Groups English/Spanish Break-Out Cohort A/Cohort B	ELA with Social Studies Block Small Groups English/Spanish Break-Out Cohort B/Cohort A	ELA with Science Block Small Groups English/Spanish Break-Out Cohort A/Cohort B	ELA with Social Studies Block Small Groups English/Spanish Break-Out Cohort B/Cohort A	IB Primary Years Programme Workshop LIVE with guided small group, and inquiry based instruction
9:45	10:00	Break	Break	Break	Break	Break	Break	Break	Break	
10:00	10:30	Math Block Small Groups English/Spanish Break-Out Cohort A/Cohort B	Math Block Small Groups English/Spanish Break-Out Cohort B/Cohort A	Math Block Small Groups English/Spanish Break-Out Cohort A/Cohort B	Math Block Small Groups English/Spanish Break-Out Cohort B/Cohort A	Math Block Small Groups English/Spanish Break-Out Cohort A/Cohort B	Math Block Small Groups English/Spanish Break-Out Cohort B/Cohort A	Math Block Small Groups English/Spanish Break-Out Cohort A/Cohort B	Math Block Small Groups English/Spanish Break-Out Cohort B/Cohort A	
10:30	11:00	Special (Art/Music/Creative Movt)	Special (Art/Music/Creative Movt)	Special (Art/Music/Creative Movt)	Special (Art/Music/Creative Movt)	Special (Art/Music/Creative Movt)	Special (Art/Music/Creative Movt)	Special (Art/Music/Creative Movt)	Special (Art/Music/Creative Movt)	Asynchronous Instructional Activity
11:00	11:30	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Parent)
12:30	1:00	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time	Rest Time with Parent
1:00	1:15	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read with Parent
1:15	2:00	Intervention	Parent Check in	Intervention	Parent Check in	Intervention	Parent Check in	Intervention	Parent Check in	Reflection with Parent
2:00	3:00	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher Professional Development
3:00	4:00	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Teacher Grade Level Meetings

Schedule K-2 Classroom

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

i-Ready-Curriculum Associates ; Other (identify vendor)

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

Assessments and Assessment Integrity

Grade		Kindergarten through Second Grade Schedule									
Day		Monday-Synchronous	Tuesday-Synchronous	Wednesday-Synchronous	Thursday-Synchronous	Friday-Asynchronous/Synchronous					
9:00	9:15	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting					
		ELA Block	ELA Block	ELA Block	ELA Block	IB Primary Years Programme Workshop LIVE with guided small group, and inquiry based instruction					
9:15	9:45	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B						
9:45	10:15	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A						
10:15	10:30	Break	Break	Break	Break						
		Math/ Science Block	Math / Social Studies Block	Math/Science Block	Math/Social Studies Block	Asynchronous Instructional Activity					
10:30	11:00	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B						
11:00	11:30	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A						
		Special (Art/Music/Movement) Cohort A	Special (Art/Music/Movement) Cohort A	Special (Art/Music/Movement) Cohort A	Special (Art/Music/Movement) Cohort A						
11:30	12:00	Drop Everything and Read Cohort B	Drop Everything and Read Cohort B	Drop Everything and Read Cohort B	Drop Everything and Read Cohort B						
12:00	12:30	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Parent)					
		Special (Art/Music/Movement) Cohort B	Special (Art/Music/Movement) Cohort B	Special (Art/Music/Movement) Cohort B	Special (Art/Music/Movement) Cohort B	Drop Everything and Read/ Parent					
12:30	1:00	Drop Everything and Read Cohort A	Drop Everything and Read Cohort A	Drop Everything and Read Cohort A	Drop Everything and Read Cohort A						
1:00	2:00	Intervention	Parent Check-in	Intervention	Parent Check-in	Intervention	Parent Check-in	Intervention	Parent Check-in	Reflection with Parent	Check in with Parent
2:00	3:00	Teacher's Office Hours		Teacher's Office Hours		Teacher's Office Hours		Teacher's Office Hours		Teacher Professional Development	
3:00	4:00	Planning		Planning		Planning		Planning		Teacher Grade Level Meetings	

Schedule 3-4 Classroom

Grade		Third Through Fourth Grade Schedule									
Day		Monday-Synchronous	Tuesday-Synchronous	Wednesday-Synchronous	Thursday-Synchronous	Friday-Asynchronous/Synchronous					
9:00	9:15	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting					
		ELA Block	ELA Block	ELA Block	ELA Block	IB Primary Years Programme Workshop LIVE with guided small group, and inquiry based instruction					
9:15	9:45	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B						
9:45	10:15	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A						
10:15	10:30	Break	Break	Break	Break						
		Math/ Science Block	Math/Social Studies Block	Math/ Social Studies Block	Math/ Studies Block	Asynchronous Instructional Activity: Writing Across the Curriculum					
10:30	11:00	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B						
11:00	11:30	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	iReady with Parent					
11:30	12:00	Special (Art, Music, PE/Movement)	Special (Art, Music, PE/Movement)	Special (Art, Music, PE/Movement)	Special (Art, Music, PE/Movement)	Movement with Parent					
12:00	12:30	Lunch with Teacher	Lunch with Teacher	Lunch with Teacher	Lunch with Teacher	Lunch with Parent					
12:30	1:00	Special (Art, Music, PE/Movement)	Special (Art, Music, PE/Movement)	Special (Art, Music, PE/Movement)	Special (Art, Music, PE/Movement)	Music with Parent					
1:00	1:30	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read w/Parent					
1:30	2:15	Intervention	Parent Check-in	Intervention	Parent Check-in	Intervention	Parent Check-in	Intervention	Parent Check-in	Reflection with Parent	Check in with Parent
2:15	3:00	Teacher's Office Hours		Teacher's Office Hours		Teacher's Office Hours		Teacher's Office Hours		Teacher Professional Development	
3:00	4:00	Planning		Planning		Planning		Planning		Teacher Grade Level Meetings	

Schedule 5 Classroom

Mary McLeod Bethune Day Academy PCS has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments. The school will use GoGuardian, which provides student screen monitoring to maintain assessment integrity.

All assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the Internet, books, and/or other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. Students may also be asked to identify

Grade		Fifth Grade Schedule					
Day		Monday-Synchronous	Tuesday-Synchronous	Wednesday-Synchronous	Thursday-Synchronous	Friday-Asynchronous/Synchronous	
9:00	9:15	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	
9:15	9:45	ELA Block	ELA Block	ELA Block	ELA Block	IB Primary Years Programme Workshop LIVE with guided small group, and inquiry based instruction	
		Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B		
9:45	10:15	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A		
10:15	10:30	Break	Break	Break	Break		
10:30	11:00	Math/ Science Block	Math/Social Studies Block	Math/ Social Studies Block	Math/ Studies Block		Asynchronous Instructional Activity: Writing Across the Curriculum
		Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B	Small Groups English/Spanish Break-Out Cohort A/Cohort B		
11:00	11:30	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	Small Groups English/Spanish Break-Out Cohort B/Cohort A	iReady with Parent	
11:30	12:00	Special: Art	Special: Music	Special: Art	Special: Music	Movement with Parent	
12:00	12:30	Lunch with Teacher	Lunch with Teacher	Lunch with Teacher	Lunch with Teacher	Lunch with Parent	
12:30	1:00	Latin	Special: Movement	Latin	Special: Movement	Music with Parent	
1:00	1:30	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read w/Parent	
1:30	2:15	Intervention	Parent Check-in	Intervention	Parent Check-in	Reflection with Parent	Check in with Parent
2:15	3:00	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher Professional Development	
3:00	4:00	Planning	Planning	Planning	Planning	Teacher Grade Level Meetings	

Schedule 6 Classroom

Grade		Sixth Grade Schedule					
Day		Monday-Synchronous	Tuesday-Synchronous	Wednesday-Synchronous	Thursday-Synchronous	Friday-Asynchronous/Synchronous	
9:00	9:15	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	Mindfulness Morning Meeting	
9:15	10:20	ELA with Science Block	ELA with Social Studies Block	ELA with Science Block	ELA with Social Studies Block	IB Primary Years Programme Workshop LIVE with small group, guided, and inquiry based instruction	
		Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction		
10:20	10:30	Break	Break	Break	Break		
10:30	11:30	Math Block	Math Block	Math Block	Math Block		Asynchronous Instructional Activity: Writing Across the Curriculum
		Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction		
10:30	11:00	Special: Art	Special: Music	Special: PE/Movement	Special: Music		
11:30	12:00	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Teacher)	Lunch (W/Parent)	
12:30	1:00	Spanish	Latin	Spanish	Latin	i-Ready with Parent	
1:00	1:30	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read with Parent	
1:30	2:15	Intervention	Parent Check-in	Intervention	Parent Check-in	Reflection with Parent	Check in with Parent
2:15	3:00	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher Professional Development	
3:00	4:00	Planning	Planning	Planning	Planning	Teacher Grade Level Meetings	

Schedule 7 Classroom

Grade		Seventh Grade Schedule				
Day		Monday-Synchronous (A Day)	Tuesday-Synchronous (B Day)	Wednesday-Synchronous (A Day)	Thursday-Synchronous (B Day)	Friday-Asynchronous/Synchronous
9:00	9:15	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE
9:15	10:45	Math Block	Math Block with Science Block	Math Block	Math Block with Science Block	Project Based Learning (Teacher Guided Project Work)
		Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	
10:45	11:00	Break	Break	Break	Break	
11:00	12:30	ELA	ELA with Social Studies Block	ELA	ELA with Social Studies Block	
		Indep/Small Group Instruction	Indep/Small Group Instruction	Indep/Small Group Instruction	Indep/Small Group Instruction	
12:30	1:00 PM	Lunch (w/Teacher)	Lunch (w/Teacher)	Lunch (w/Teacher)	Lunch (w/Teacher)	Lunch (W/Parent)
1:00 PM	1:45 PM	Special (Spanish)	Special (Latin)	Special (Af Am)	Special (Art)	Special (Music)
1:45 PM	2:15 PM	Intervention	Parent Check-in	Intervention	Parent Check-in	Asynchronous Instructional Activity: Writing Across the Curriculum
2:15 PM	3:00 PM	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher PD
3:00 PM	4:00 PM	Planning	Planning	Planning	Planning	Teacher Grade Level Meetings

Schedule 8 Classroom

which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

Grade		Eighth Grade Schedule						
Day		Monday-Synchronous (A Day)	Tuesday-Synchronous (B Day)	Wednesday-Synchronous (A Day)	Thursday-Synchronous (B Day)	Friday-Asynchronous/Synchronous		
9:00	9:15	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE	Mindfulness Morning Meeting LIVE		
9:15	10:45	ELA	ELA with Social Studies Block	ELA	ELA with Social Studies Block	Project Based Learning (Teacher Guided Project Work)		
		Indep/Small Group Instruction	Indep/Small Group Instruction	Indep/Small Group Instruction	Indep/Small Group Instruction			
10:45	11:00	Break	Break	Break	Break			
		Math Block	Math Block with Science Block	Math Block	Math Block with Science Block			
11:00	12:30	Indep/Small Group Instruction	Indep/Small Group Instruction	Indep/Small Group Instruction	Indep/Small Group Instruction			
12:30	1:00 PM	Lunch (w/Teacher)	Lunch (w/Teacher)	Lunch (w/Teacher)	Lunch (w/Teacher)	Lunch (w/Parent)		
1:00 PM	1:45 PM	Special (Music)	Special (Art)	Special (Spanish)	Special (Latin)	Special (Af Am)		
1:45 PM	2:15 PM	Intervention	Parent Check-in	Intervention	Parent Check-in	Intervention	Parent Check-in	Asynchronous Instructional Activity: Writing Across the Curriculum
2:15 PM	3:00 PM	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher's Office Hours	Teacher Professional Development		
3:00 PM	4:00 PM	Planning	Planning	Planning	Planning	Teacher Grade Level Meetings		

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Virtual- Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports
Pre-K	Teaching Strategies GOLD	November February May	Through pictures, videos, synchronous and asynchronous work and observations.	
K-2nd Grade	iReady	BOY (Sep), MOY (Jan), EOY (May)	<p>Virtual and Remote synchronous: GoGuardian, screen freezing and video monitoring by proctors.</p> <p>Hybrid:</p> <p>At school: On-site testing will be following the social distancing group protocol; and accommodations will be made on student's needs. At home: the students will use GoGuardian, screen freezing and video monitoring by proctors.</p> <p>On-site:</p> <p>On-site testing will be following the social</p>	

**distancing group protocol;
and accommodations will be
made on student's needs.**

Remote Asynchronous:

**No formal assessment will
be given to students.**

**Virtual and Remote
synchronous:
GoGuardian,screen freezing
and video monitoring by
proctors.**

Hybrid:

**At school: On-site testing
will be following the social
distancing group protocol;
and accommodations will be
made on student's needs. At
home: the students will use
GoGuardian, screen
freezing and video
monitoring by proctors.**

3rd-8th Grade iReady

BOY (Sep)

On-site:

**On-site testing will be
following the social
distancing group protocol;
and accommodations will be
made on student's needs.**

Remote Asynchronous:

**No formal assessment will
be given to students.**

**Virtual and Remote
synchronous:
GoGuardian,screen freezing
and video monitoring by
proctors.**

Hybrid:

**At school: On-site testing
will be following the social
distancing group protocol;
and accommodations will be
made on student's needs. At
home: the students will use**

K-8th Grade Edulastic

every 8 weeks

GoGuardian, screen freezing and video monitoring by proctors.

On-site:

On-site testing will be following the social distancing group protocol; and accommodations will be made on student's needs.

Remote Asynchronous:

No formal assessment will be given to students.

Career Readiness
Portfolio Based assessments that are aligned with students IEP goals.
Updated weekly.

This will be individualized based on the needs of the student.

Assessments will be a combination of remote synchronous and on site assessment with groups of 3 students or less.

All students will receive support and accommodations outlined in their individualized education programs.

On-site

Hybrid and Every Day

- GoGuardian will assist with monitoring all assessments.**

Remote

synchronous and asynchronous

PK

All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students and document student growth/needs using the Teaching Strategies Gold assessment instrument.

For students who are unable to attend school in-person, time will be allocated once every # weeks for the content teacher to conduct a virtual session:

Teaching Strategies Gold assessments will be used to assess student growth and need. These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.

K-2

All assessments will be done when the student is on-site by the content teacher.

For students who are unable to attend school in-person, time will be allocated once every # weeks for the content teacher to conduct a virtual session:

K-2 assessment used will be I-Ready for reading and math.

K-2 assessment used will be I-Ready for reading and math.

These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.

Assessments are chosen to determine learning as well as collaboration and work skills.

To encourage in-person time to focus on learning and social-emotional growth, all assessments will take place when students are learning remotely except for those students who are in-person every day. They will be conducted on-site, under adult supervision.

The following assessments offer on-line versions or can be conducted remotely without a proctor. One or more will be used for each learning unit. For each subject area, teachers will administer the following forms of assessment:

3-5 For each subject area, teachers will administer the following forms of assessment:

- Essays
- Math problems
- Teacher-created unit assessments
- Edulastic assessments
- IB authentic assessments

- Essays
- Book reports
- Short answer
- Teacher-created unit assessments
- Edulastic assessments
- IB authentic assessments

During on-site learning, students will take assessments.

During on-site learning, students will take assessments.

- 6-8**
- Essays
 - Short Answer
 - Book reports
 - Math Equations with work attached
 - Lab reports
 - Research assignments, including conducting on-line research
 - Reading comprehension assessments
 - Edulastic assessments
 - IB authentic assessments

- Essays
- Short Answer
- Book reports
- Math Equations with work attached
- Lab reports
- Research assignments, including conducting on-line research
- Reading comprehension assessments
- Edulastic assessments
- IB authentic assessments
-

All assessments administered on-site will be taken under adult supervision.

All assessments submitted via Enterprise the secure portal provided by the school,

With each assignment, students will complete a self-assessment, identifying how they approached the assessment, who they sought for help, and where they searched for help.

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 continue to take all general and elective courses offered throughout the year with accommodations made so that they will have exposure to Art, Music, Physical Education, Latin, Spanish, and African American Studies in a virtual and hybrid classroom setting.

Promotion

There are no changes to the promotion policy: [MMBDA Parents and Students Handbook](#)

8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.
9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:
- Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
 - LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.

- Option A: The LEA is using a learning management system (LMS) for distance learning.
- How is the student's presence authenticated daily using the LMS?
 - What constitutes sufficient engagement in the LMS for the student to be marked present?

Specifically, MMBDA shall:

- Present, tardy, and absent (excused and unexcused) attendance status must be maintained each day for every student enrolled in the school for the current school year in accordance with DC law
- Distinguish between full and partial day attendance when reporting present and absent attendance statuses.

- **Upload attendance data into Powerschool daily. Then, for any given month that students are enrolled in school, attendance data must be submitted to DC PCSB’s established data system by five business days after the start of the next month.**

Daily attendance will be recorded for all students in compliance with DC PCSB and OSSE Guidelines. Weekly attendance will be collected via PowerSchool, and monthly attendance will be reported to DCPCSB within five business days after the start of the next month. Onsite attendance will be collected and recorded in PowerSchool on a weekly basis. Student attendance will be collected in the following manner:

- **Students who attend the entire day will be marked as “Full Day Present”**
- **Students who attend only a portion of the day will be marked as “Partial Day Present”**
- **Students who are absent will be marked as either “Excused Absent” or “Unexcused Absent”.**
- **The use of new codes in PowerSchool may be used to comply with the revised Attendance Reporting Requirements including:**
 - **SFDP=In School Full Day Present**
 - **SPDP=In School Part Day Present**
 - **SEA= In School Excused Absent**
 - **SUEA=In School Unexcused Absent**
- **Parents who are seeking Excused Absences will provide relevant supporting documentation. All absences must be recorded as unexcused unless the parent, guardian, or other person who has custody or control of a minor student provides the school with a valid excuse for the minor’s absence within five school days of returning to school, in accordance with DC Code § 38-203(c)(2).**
- **Per DC Guidance, the following circumstances once sufficiently documented may be considered as an Excused Absence:**
 - **Illness or other bona fide medical cause experienced by the student**
- **Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;**
- **Death in the student’s family;**
- **Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;**
- **Observance of a religious holiday;**
- **Lawful suspension or exclusion from school by school authorities;**
- **Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;**
- **Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student;**

- Medical or dental appointments for the student;
- Absences to allow students to visit their parent or a legal guardian, who is in the military; immediately before, during, or after deployment; and
- An emergency or other circumstances approved by an educational institution.

DISTANCE LEARNING ATTENDANCE

Attendance in distance learning will be collected through a combination of both student attendance and engagement. Attendance data will be collected through both synchronous and asynchronous student participation. Asynchronous student participation will be measured by student participation in the Google Classroom for students in grades K to 8, and in Class DoJo for students in grades PreK. Synchronous student attendance will be collected through students attendance in live instructional sessions via Zoom, Google Meet, GoGuardian, or Webex.

- Attendance will be collected on a daily basis and uploaded into PowerSchool weekly and then reported to the DCPCSB on a monthly basis.
- MMBDA will be monitoring both student attendance and engagement in Distance Education. Student and Parent Conferences will be held to promote improved student engagement in distance education sessions. Parent Teacher Conferences and mentoring will also be utilized to ensure that students are not only present, but actively engaged in the remote learning process.
- Students in grades 2-8 are expected to log into their synchronous and asynchronous classrooms on a daily basis and at least make a post that responds to an instructional staff member and/or fellow student scholar.
- Teachers will collect evidence of educational engagement on a daily basis in order for a student to be marked as Remote Present Full Day.
- The designation of new codes in PowerSchool may be used to comply with the revised Attendance Policy.
 - RPF=Remote Present Full Day
 - RPPD=Remote Present Part Day
 - RUEA= Remote Unexcused Absent
 - REA=Remote Excused Absent

Touchpoints that (Mary McLeod Bethune Day Academy PCS) will use, include the following methods:

- Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- Direct ‘face-to-face’ online contact through class Zoom, Google Voice, GoGuardian, etc.
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work
- Completed assignments uploaded to secure folder within school’s system (e.g. Egnyte, Dropbox, Google) from daily activity (>50% complete will be considered present, regardless of accuracy)
- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.

- Option B: The LEA is not using a learning management system (LMS) for distance learning.
 - What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
 - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
 - What constitutes evidence of education engagement daily for the student to be marked present?

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

Attendance Monitoring and Reporting

Mary McLeod Bethune Day Academy PCS will take the following steps to track student attendance:

- **Teachers responsible for daily attendance for students on-site will follow existing attendance protocols.**
- **Teachers responsible for daily attendance for remote learning students**
 - **Submit attendance daily into Powerschool**
 - **Attendance monitors will contact parents of students not present in the virtual classroom**

Mary McLeod Bethune Day Academy PCS will take the following actions to address absences:

- **Teachers and counseling staff will be assigned cohorts of students for case management and mentoring to promote student attendance and engagement**
- **As a Tier One Intervention, teachers will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.**
- **Tier Two Attendance Interventions including: phone calls, texts, emails, robocalls, letters, and contactless drive-by home visits will be implemented by School Administration.**
- **Students with attendance issues will be referred to the Student Support Team for research based interventions designed to re-engage students and their families. Such interventions include: attendance contracts, attendance monitoring with incentives, virtual student conferences, virtual parent conferences. Efforts to collaborate with community based organizations will also be utilized as an outreach method. Support from the following community based organizations may be utilized: Show Up, Stand Out, Collaborative Solutions for Communities, East River Family Strengthening Collaborative, Edgewood/Brookland Family Support Collaborative, Georgia Avenue Family Support Collaborative, and the Far Southeast Family Strengthening Collaborative.**
- **If the student receives special education services, then an MDT Meeting will be held to discuss the students attendance and impact on learning. If the student is an English Language Learner, then the EL Coordinator will be contacted to consult with and support the family.**
- **MMBDA will follow the guidelines articulated on 4/13/2020 by the DC Child and Family Services, which describe the procedure and plan of action for students that have not been able to be reached by an LEA. For children ages 0-4 and youth ages 14-18 for whom there are contact concerns, the school will call the Child Protection Services Hotline at 202-671-7233. Following the 10th school day of**

consistent outreach attempts, if schools are not successful in reaching a student (ages 5-13) or family, they will complete the revised CFSA Reporting Form and contact Joseph Osiecki at DCCFSA for followup support and assistance.

Attendance Touchpoints by Learning Type

	On-site synchronous	On-site asynchronous	Remote synchronous	Remote asynchronous
Present	Present: Student attends school for >80% of the school day.	Present: Student attends school for >80% of the school day.	Present Remote: Student presence is detected throughout school day's activities (A) captured in LMS	Present Remote: Student responds to email AND fully or partially completes >50% of the day's assignments.
	OR Attends <80% of school day on-site AND is remote learning for the remainder of the school day.	OR Attends <80% of school day on-site AND all assignments due for the day are completed.	(B) participates by one or more of the following touchpoints: <ul style="list-style-type: none"> • is "seen" in virtual classroom, • submits exit ticket • participates in group activities • participates in community building activities(games, etc.) • Submits photo of student work • Submits video of activity (e.g. PE, music) • Saves student work in file, showing some progress • Parent/guardian responds to survey • Responds to documented contact(s) from community leader, engagement 	Student logs in to LMS and fully or partially completes >50% of the day's assignments. Student responds to documented contact(s) from community leader, engagement specialist, and/or content teacher.

specialist and/or
content teacher

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

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

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

All students who are learning remotely will receive the following:

- An email and/or video with a list of the day's assignments and expectations
- An email if not present by 11:00am during a school day (engagement specialist and parent/guardian copied, if applicable).
- A call from the engagement specialist following up on email to the student.
- A call from the engagement specialist to family, if applicable.
- A robo call to the family notifying them of the student's absence from school, if applicable.

Collecting and Reporting System

The school will log all contacts with a student and family using PowerSchool (e.g. shared folder, Student

Information System notes page). For students who are marked “absent”, the school’s in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Whole Student Support

A. Student Support

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

Whole Student Support Plan

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Student Support

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

- **Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons. All classrooms will participate daily with our interactive mindfulness curriculum, Move the World.**
- **Teachers and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support. Students will complete a SEL assessment three times during the school year from XSELabs to assess student social emotional health.**
- **The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through the GoGuardian.**
- **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.**
- **The mental health team will make referrals to neighborhood [Family and Support Collaboratives](#) for**

families in need of additional social-emotional and mental health support.

Because of the nature of the pandemic upon the lives of our students and families, Social Emotional Learning is one of the key priorities for the upcoming school year. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. MMBDA recognizes the work of Collaborative for Academic, Social,

and Emotional Learning (CASEL) as an important resource in promoting social emotional learning. CASEL's Social Emotional Framework recognizing five core SEL Competencies which are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. We are using a SEL assessment by XSelLab to assess students' social and emotional concerns. Results of this assessment will assist us in providing individual support to students and their families. MMBDA is committed to providing a systemic approach to Social Emotional Learning, which intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.

MMBDA, has through its Strategic Planning Process, designed a Comprehensive Approach to enhancing its Trauma Informed School Culture as well as extending its Social Emotional Programs and Offerings to support students and their families both in

school and at home. Research has shown the positive impact of social emotional learning on student academic achievement and student behavior. We are using a SEL assessment by XSelLab to assess students' social and emotional concerns. Results of this assessment will assist us in providing individual support to students and their families.

As a partner with Move This World, we have supported our students in the learning of techniques to process and manage emotions as well as learning essential social skills. Our students have been supported in the areas of: goal setting, stress management, problem solving and expressing themselves authentically and appropriately. MMBDA Teachers have used Move This World for the past several years as a tool to getting the day started off in a positive and productive manner for our students.

Monitoring of Student Behavior

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

- **School staff will continue to track student participation and engagement with GoGuardian according to the policies outlined in the student handbook.**
- **Grades/attendance will be reported to families as per the school handbook**
- **Teachers will communicate concerns with families by phone, email, text or using the LMS.**

Communication with Families

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

Modifications to Distance Learning

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

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

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

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

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

If students engage in cyberbullying or display/share inappropriate images on Google Classroom :

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

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

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

Academic Interventions strategies for students who have lost the most learning due to COVID-19

MMBDA will closely monitor student academic performance during the virtual learning, hybrid, and when students return to school. Intervention strategies and activities have been built into the daily schedule. As well, a student support program for identified students has been planned to support and ameliorate the effects of missed opportunity, distance learning challenges, and the need for smaller group and learning loss. Specifically, the following have been planned for implementation:

- Daily schedules for all classroom teachers provides for 2.5 hour "intervention" period. During this time, teachers can meet with individual students or small groups to provide additional needed instruction. Teachers also use this time to confer with parents regarding student needs/progress.
- All students in grades K-8 were administered I-Ready reading and math tests to determine baseline scales to determine academic levels and scaffolding supports needed. Students are monitored through classroom assignments, benchmark assessments, and classroom (virtual) observations of students completing assignments using JAMF, Go Guardian and student Chats. Using these tools, students may be identified for support using the SST Tiered model.
- MMBDA uses the Tier 1, Tier 2 and Tier 3 system for intervention, based on SST implementation. 10% of special education case managers duty time can be used to support non-SPED students in need of intervention. This can be accomplished through teacher consultancy/collaboration or through direct teaching to identified students.
- Beginning the second advisory (November 9, 2020), the Student Support Program will begin in school at the Brookland campus. Students identified by the teacher and administration, with support from the parent; will come to school two days per week for a minimum of 90 minutes to receive additional intervention supports, SEL activities and nutrition. Special education students, EL learners and other identified students will participate. Classroom teachers, support staff will serve students in supporting asynchronous and virtual synchronous instruction.
- Counseling is available to parents, students, and staff as needed to support healthy environments for academic success.

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.

Expectations for Student Behavior:

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.

Behavior Policy for Remote/Distance Learning

- **Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards.**
- **Students must follow all classroom and school expectations for using audio and video during classroom meeting times.**
- **Students must mute their microphones when they are not speaking and while others are speaking.**
- **Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.**
- **Students must follow the same rules for whole group class meetings while in breakout rooms.**
- **Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.**
- **Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.**
- **Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.**
- **Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.**
- **Students must report all instances of cyberbullying to school staff immediately.**
- **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,**

Communication and Student Engagement

Logging into the Google Classroom Daily

announcements or to submit assignments.

- **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.**

Student Work

- **Students must submit their own work and provide citations for work created by others.**
- **Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.**
- **Students must treat all school and personal electronic devices with care.**
- **Students must keep food and drinks away from the equipment.**

Taking Care of Physical 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.**

When students are excluded from synchronous distance learning because of behavior, the following actions will be taken to ensure that students receive continuous access to learning:

Ensuring that students who are excluded from distance learning have access to missed work.

- **Parents, staff, and administration will meet to discuss student's behavior and the prescribed consequences to the action. Parents will sign disciplinary action and will agree to modifications to synchronous to asynchronous assignment fulfillment.**
- **It is expected that the student will continue to go to the Google classroom to receive assignments. Teachers will be available daily from 2:30 to 4:00 p.m. for conferencing and assistance in class assignments. Recorded Zoom meetings and instruction will be available to students asynchronously.**

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](#).

Plan to Serve Students Receiving Special Education Services

Compliance with IDEA

MMBDA is committed to complying with IDEA to ensure that students receive a Free and Appropriate Public Education during the upcoming school year in all delivery formats including: virtual, hybrid, and onsite. The plan to serve students receiving special education services is aligned with the following key components of IDEA:

Plan to Serve Students Receiving Special Education Services

Compliance with IDEA

MMBDA is committed to complying with IDEA to ensure that students receive a Free and Appropriate Public Education during the upcoming school year in all delivery formats including: virtual, hybrid, and onsite. The plan to serve students receiving special education services is aligned with the following key components of IDEA:

- BrainPop
- Khan Academy
- ABC Mouse
- Readworks

During Phase I: Virtual Instruction, families of students receiving special education services will receive a Prior Written Notice that fully describes how services will be provided. Students with IEPs are assigned case managers who serve as the student's primary point of contact. Case Managers ensure that the student's instructional program is delivered in all courses for which the student is enrolled.

Students will receive specialized instruction in Reading, Math, and Written Language through a combination of inclusion, push-in supports, and pullout supports provided by highly qualified teachers. Special education students will receive access to grade level standards using the Engage NY Curriculum and the Creative Curriculum. Students will continue to receive related services through a combination of synchronous and asynchronous supports. Students are provided instruction in their least restrictive environment. General education supports are provided both in both synchronous and asynchronous formats. Special education

push in and pull out services are provided in asynchronously using several Google Classrooms. Pull out supports are provided in the Extra Support Classroom for Digital Scholars. Students modifications are provided through the use of individualized groupings, assignments, and announcements. Synchronously using Zoom and the breakout feature in Zoom, students receive both push in and pull out supports.

Related service providers use Google Classroom for asynchronous sessions. The classrooms are entitled Virtual Counseling, Virtual Speech Services, and Virtual Occupational Therapy. In addition to asynchronous sessions, synchronous sessions

using Zoom and Webex will continue to be held. Students also received supplies that they need to be actively engaged in their virtual related service sessions.

Each student receiving special education services has a Distance Learning Plan that bridges the gap between remote learning and the student's IEP. The Distance Learning Plans describe the services to be provided for the purpose of ensuring that each student is able to access remote learning to the maximum extent possible. The Distance Learning Plans also contain recommendations for families to enable them to help their children navigate the educational technology needed to access instruction remotely.

Professional Development

Special Education Teachers participated in a Boot Camp in the Spring which provided training in the following areas: Conducting Virtual MDT Meetings, Documenting Related Services in SEDS, Instructional Supports for Students with Disabilities, How to Collect and Showcase Progress Monitoring Data through the Completion of IEP Progress Reports, Collecting Formative Assessment Data in Digital Portfolios. Ongoing professional development be held virtually and workshop topics will include: Promoting PBIS Behaviors for Diverse Learners; Tools to Decrease Anxiety for Diverse Learners; Formative Assessment Strategies for Special Populations; Creative Inclusive Lessons in Distance Learning; Applying the Danielson Framework to Special Education; Providing Distance Learning Instruction to Students with Disabilities, and Teaching English Language Learners in Distance Education.

Parent Collaboration

MMBDA utilizes High Leverage Practices in Collaboration including: collaborating with professionals to increase student success; organizing and facilitating effective meetings with professionals and families; and collaborating with families to support student learning and secure needed services. MMBDA partners with family members with

disabilities to support them in being able to access distance education content through a variety of mechanisms including:

- parent training sessions
- parent technical assistance sessions
- parent orientations
- video tutorials
- emails and telephone conferences

Transparent communication with families will continue to be provided. Special Populations Newsletters have been created to share resources with parents with regard to ensuring that students with disabilities could access distance education. Please see the links below to access the Newsletters. This was the first edition of the newsletter: <https://www.smores.com/6fneg>. This edition of the newsletter was devoted to Transition <https://www.smores.com/1p0n5>.

Assessment and Feedback

MMBDA will utilize High Leverage Practices for Assessment including: use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs; interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs; and Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. Students with disabilities will receive the following school-based assessments: IReady, Edulastic to determine the nature and severity of the impact of learning loss. Special education students turning 14 and older will receive Transition Assessments relating to Education, Employment and Independent Living Skills.

As an authentic assessment measure, students receiving special education services were provided with Digital Portfolios using Google Sites. Students digital portfolios contained many of the following items: formative assessment data from iReady and Edulastic; capstone projects from IB Units of Inquiry; Project Based Learning Assignments; and student presentations. Digital portfolios were updated during the ESY Program, and will continue to be utilized in the upcoming school year to demonstrate mastery of grade level standards. Case Managers conduct ongoing progress monitoring virtually and collect evidence of student mastery. Through the issuance of quarterly IEP Progress Reports, case managers provide feedback on student work and progress towards the mastery of identified IEP goals and objectives.

Homeless Student Services

MMBDA complies with the reauthorization of the Elementary and Secondary Education Act ("ESEA"), as amended by the Every Student Succeeds Act ("ESSA")² on Dec. 10, 2015 through its delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

MMBDA will promote school stability for children in foster care, including joint collaboration and decision making between education agencies and the child welfare partner, which in the District is the Child and Family Service Agency (CFSA). Our Designated Point of Contact is Allison Davis, our School Counselor, who serves as our foster care liaison. Some of her duties include:

- ○ Liaising with the CFSA POC on the implementation of the Title I provisions; Providing input to CFSA on the best interest determination following a child's entry to foster care or change in foster placement;
- ○ Documenting the best interest determination;

Facilitating the transfer of records and immediate enrollment;

- ○ Facilitating data sharing with CFSA, consistent with the Family Educational Rights and Privacy Act ("FERPA") and other privacy protocols;
- ○ Developing and coordinating local transportation procedures;
- ○ Helping to resolve best interest determination and transportation cost disputes with CFSA;

- **Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.**
- **Ensuring that children in foster care are enrolled in and regularly attending school;**
- ◦ **collaborating with CFSA to provide transportation for students experiencing homelessness**

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.**

Plan to Serve English Language Learners

English Language Learner Program Model

MMBDA will provide full and equitable access to all educational programs. In the Fall, new students will be screened using the provisional method and record the results as “Provisional EL” (PEL) or “Provisional Not EL” (PNEL) in the LEA’s student information system (SIS). EL services will be provided via distance learning.

Every EL Learner has an English Language Learner Plan that contains student data, recommended accommodations/modifications, and teaching strategies. Examples include extended time, graphical supports, and online dictionaries. Numerous educational technology features will be leveraged as accommodations that provide ELs access to grade level content. Examples include general education classes, extended time, graphical support, online dictionaries EL, specials/enrichment, and special education teachers, as well as related service providers, school leaders and parents, will collaborate on effective uses of technology to provide equitable access to

grade-level content. English Language Learner Support Team meetings will be convened with families and teachers in order to collaborative plan additional support services to address some of the potential barriers that may exist during remote learning. Students will be screened to determine whether any regression occurred as a result of COVID 19 School Closures in the Spring.

Language Instruction

MMBDA will be implementing the 2020 WIDA English Language Development Standards. The ELD Standards serve as a resource for planning and implementing language instruction and assessment for multilingual learners as they learn academic content. Educators will use the standards to:

- Promote and guide students' English language development
- Aid in the development of curriculum, instruction and assessment
- Encourage and maximize the use of multiple language resources in the classroom
- Support and frame the collaboration among educators of multilingual learners and instructional teams who serve them to ensure educational equity for all students

The WIDA ELD Standards work along with content standards to ensure students engage in the learning of the content standards as they continue to develop English. The Standards provide educators with a connection between language development and academic content. The Standards are:

- Standard 1 – Social and Instructional Language
- Standard 2 – Language of Language Arts
- Standard 3 – Language of Mathematics
- Standard 4 – Language of Science
- Standard 5 – Language of Social Studies

MMBDA will use multiple data sources to develop English language proficiency goals for each EL student. These goals will be contained in students' English Language Learner Plans. and then determine EL program placement and services to support progress towards those goals. EL, general education, specials/enrichment, and special education teachers, as well as related service providers, school leaders and parents, will be collaborating and coordinating to meet the needs of ELs. Parents will be integral partners in the education process. MMBDA includes communications with families' using their preferred language of communication. MMBDA provides written translation and oral interpretation helps ensure meaningful communication with families. demonstrating our value linguistic and cultural backgrounds.

Guided Language Acquisition Design is an instructional approach that incorporates a variety of strategies to support bilingual students in simultaneously learning content and acquiring language. Project GLAD is grounded in research related to second language acquisition and sheltered instruction. Teachers will be using the 35 Project GLAD Instructional Strategies including: Standards, Scouts, Literacy Awards, T-Graph, Team Points, Personal Interactions, 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Chart, Cognitive Content Dictionary, Graphic Organizers, Pictorial Input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, StoryMaps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writer's Workshop, Learning Logs, Interactive Journals, Portfolios, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading, and Home/School Connections.

The following technologies will be used to support translation services: Class Dojo

- - Translate App
 - Remind App
 - Talking Points App

The following technologies may be used as supplemental instructional materials:

- - Brain Pop EL
 - EPIC in English and Spanish
 - Newsela
 - Readworks
 - Unite for Literacy
 - Reading A to Z

MMBDA will provide asynchronous instructional services through a Google Classroom entitled Extra Support for Global Scholars. Standards based language instruction will be provided to support students in learning English in both their content and extra support classrooms. Student data will be disaggregated to track and monitor student engagement and attendance. Students will receive instruction aligned with their English Language Learner Plans. Teachers will be provided training and support in effective instructional methods and strategies. Ongoing Feedback will be provided to students via student conferences. Ongoing Feedback will be provided to parents via parent teacher conferences.

Technology Policy

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

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

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

Per DC PCSB requirement, Mary McLeod Bethune Day Academy PCS will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below. We are providing a 1:1 technology distribution where all students PreK3-8th grade will receive a device based on their grade level.

Equipment

Students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device. MMBDA will review the inventory of equipment previously assigned to returning

students and ensure that the equipment is in working order. For new families joining the school community, an [MMBDA Technology Readiness Form Needs Survey](#) will be completed to assess student need. The survey reviews the following measures:

- Internet availability and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: laptop or tablet
- When school reopens, students will have the option of using a smartphone as a learning device.

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

All eligible students are able to receive the following equipment based on completion of the MMBDA Student Technology Acceptable Use and Safety Agreement form, MMBDA Technology Readiness Survey, and decision of the Instructional Technology Administrator:

Device	PK3-PK4	K-2	3-8
Laptop			X
Hotspot	X	X	X
Tablet	X	X	
Calculator (as needed)		X (3rd-4th only)	X
Headphones	X	X	X

Parent Device Pick-Up Dates

Parents will be responsible for picking up devices for students on the dates listed below. They must have received approval from the technology administrator prior to pick-up, submitted MMBDA Student Technology Acceptable Use and Safety form, and have an acceptable form of I.D. Pick-up times are between 9AM-12PM. Parents must schedule appointments.

Dates

August 21 and 24: PreK3-2nd Grade

August 25-26: 1st-4th Grade

August 27-28: 5th-8th

August 28: Additional Day for All Missed Appointments

Software

We have completed a software inventory and determined which programs provide an optimal blended learning experience. All students will have access to the following software listed in the table using school-created log-in and passwords based on their grade levels. At no time will anyone outside of the school's community be able to access the software.

Software	PK3-PK4	K-5	6-8
Google Classroom		X	X
ClassDojo	X		
iReady		X	X
EduLastic		X	X
PowerSchool		X	X
Teaching Strategies Gold	X		
Gmail		X	X

Technology Training

Training videos and demonstrations will be provided for each device and software for students and families regarding proper use and care. Each student will be required to watch an MMBDA Digital Citizenship video about Internet safety. Technical support will be provided by completion of the attached Google Form by parents, students and teachers: Technical Support Form (link will be provided [HERE](#)).

Parent and Student Training LIVE Group Information Sessions

All training will be provided remotely. Accommodations will be made to offer individual training on-site by appointment, following CDC social distancing guidance if deemed necessary. Links for online training will be provided through the website, email, and text message. All sessions will be recorded and posted on the

website.

August 25 and 27: ClassDojo/Teaching Strategies Gold- 10AM (PreK3-PreK4)

PowerSchool- 11AM (1st-8th Grade)

Google Classroom/Gmail: 12PM (Kindergarten-8th Grade)

August 26 and 28: iReady- 10AM (Kindergarten-8th Grade)

Edulastic- 11AM (Kindergarten-8th Grade)

Technology FAQs (Frequently Asked Questions)

- **How will families return broken equipment?**
 - **Parents must complete the Technical Support Form (Link will be posted here). The IT Administrator will contact parents regarding next steps.**
- **How will families check out “loaner” equipment?**
 - **Parents will schedule appointments to pick devices using the following schedule:**
 - **August 21 and 24: PreK3-Kindergarten**
 - **August 25-26: 1st-4th Grade**
 - **August 27-28: 5th-8th**
 - **August 28: Additional Day for Missed Appointments**
- **What is the accountability if equipment fails due to misuse?**
 - **Parents and students must sign the MMBDA Student Technology Acceptable Use and Safety Form. Misuse of devices and software will be handled by the administrative team based on the PBIS model listed in the student handbook.**
- **How will you identify if there is an equipment and/or software malfunction?**
 - **In most cases, the IT Administrator can access and troubleshoot the device and software via online Zoom conference. If the device needs to be repaired at the school, individual appointments will be made to offer assistance following CDC social distancing guidance if deemed necessary.**
- **How will student passwords be safeguarded? What is the process for getting access if “locked out” of software?**
 - **The IT administrator has access to all student and parent login information. They can be changed and locked to remain the same throughout the year. If there is a security issue, the parent and student will be notified by the IT administrator.**
- **What training will be provided throughout the year to families with repeat or severe issues with equipment or software?**
 - **The IT Administrator will host monthly parent tech workshops online to address student and parent concerns with equipment and software. The initial workshops are listed above.**

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).**

1. General School Wide Communication

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

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

Website

Mary McLeod Bethune Day Academy PCS, an IB World School's website at all times will be the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, etc). This information will be available to families 24 hours, 7 days a week. www.mmbethune.org

Contact Information: Current and prospective students will be able to find all information on how to contact school administration and staff. [Staff Directory](#)

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

Food Programs: In accordance to OSSE guidelines, all required information about MMBDA's food program

will be available to families on a monthly basis.

[MMBDA Meal Menu](#)

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

[MMBDA Homepage](#)

Student Learning: A link to the learning management system (LMS), [Teaching Strategies Gold](#) and [PowerSchool](#) 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.

Distance Learning Platforms

[ClassDojo](#) (PreK3-PreK4)

[Google Classroom](#) (Kindergarten-8th grade)

Social Media

Mary McLeod Bethune Day Academy PCS, an IB World School, has social media channels including Facebook, Twitter, and Instagram. These channels will be used daily to build broad awareness of MMBDA, engage the broader DC community (and country) in the great success of our students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

Facebook: <https://www.facebook.com/MMBDAPCS/>

Instagram: <https://www.instagram.com/mmbdapcs/?hl=en>

Twitter: <https://twitter.com/mmbdapcs?lang=en>

Direct to Family

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

Parent Orientation

Mary McLeod Bethune Day Academy will host two live Parent Orientations on August 26th and August 27th, 2020 for all families. The Zoom sessions will be recorded and available for viewing if parents are unable to attend the live orientation. The orientation will provide parents the opportunity to hear from the principals and meet the

classroom teachers. Rules, process, practices and an overall detailed description of virtual learning will be provided to parents. In addition, each classroom teacher shall provide a welcome letter to parents and an invitation to their child's virtual classroom. Parents will receive class syllabi and weekly/daily assignments and focus areas in the Google Classroom and through the teachers' website teacher page in the web site Staff Directory.

II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

Mary McLeod Bethune Day Academy PCS has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to

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

Trainings

Before the school year begins and at regular intervals across the year, MMBDA will provide virtual and individual in-person training by appointment only to support families in navigating the continuous learning plan of our school. These trainings will include, but are not limited to:

- **troubleshooting your device at home**
- **Accessing MMBDA's distance learning platform and materials; and**
- **navigating the learning management system.**

Parent and Student Training LIVE Group Information Sessions

All training will be provided remotely. Accommodations will be made to offer individual training on-site by appointment, following CDC social distancing guidance if deemed necessary. Links for online training will be provided through the website, email, and text message. All sessions will be recorded and posted on the website. www.mmbethune.org

Continual Improvement

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

Resources

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

III. CORONAVIRUS PREVENTION COMMUNICATION

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx

students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.

Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact, Ms. Mary Bunn at m.bunn@mmbethune.org within 24 hours of the household member's diagnosis.

In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed through this [online form](#). ([link form](#))

Trainings

To prevent the spread of coronavirus, Mary McLeod Bethune Day Academy PCS will offer training for students, staff, and families. Topics may include:

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

Signage and Resources

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

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

As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on Mary McLeod Bethune Day Academy PCS website.

MMBDA's Family Engagement Policy is based upon effective practices for engagement and communication. MMBDA models the REAL Family Engagement Tool developed by the Flamboyant Foundation for our family engagement strategies. Family Engagement is built upon relationships, experiences, and partnerships. Our teachers build relationships on trust and ongoing communication. Our teachers create meaningful connections with our families and formulate academic and social emotional partnerships with students and their families. MMBDA also model the Strategies to Engage Unreached Families developed by the

Flamboyant Foundation as a resource in its plan to partner with families communicate about continuous learning and school operations. Strategic Communication coupled with Virtual Engagement strategies are used as methods of outreach. We partner with Community Based Agencies such as One Common Unity, collaborate with other students, and conduct outreach to trusted adults and extended family members. We also mail out Reengagement Letters to students and their families with the hope of having our scholars become more reconnected with instruction. MMBDA uses a variety of approaches to engage unreached families. A team of individuals assigned to parent outreach and communication utilizes telephone contacts of the students, families, and emergency contacts. We maintain extensive attendance and communication logs and share the information with our instructional team. Our communication plan is comprehensive, two way, proactive and accessible. Strategies as part of the Ongoing Communications Reflection Tools developed by the Flamboyant Foundation have been utilized.

- A vast array of communication approaches are utilized including:
- Robocalls, texts, and e-mails through PowerSchool
- School website updates and school website app (Edlio)
- Social Media Account: Twitter, Facebook, and Instagram
- G Suite for Education
- Letters, and monthly newsletters
- Weekly updates and reminders through MailChimp
- Class Dojo, My Teaching Strategies and Remind app
- Regularly held virtual schoolwide Family Information Meetings led by administration and teaching staff.

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

- Post on website, text and email up-to-date motivators to parents regarding student engagement, daily attendance, and parental support
- Post signs in highly visible locations (e.g., facility entrances, restrooms) 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 (such as on school websites, in emails, and on school social media accounts).
- Educate staff, children and families about COVID-19, physical (social) distancing, when they must stay home, and when they can return to school.
- Educate staff on COVID-19 prevention and response protocols.
- Broadcast regular announcements on reducing the spread of COVID-19 on PA systems and/or daily bulletins.
- Class Dojo, My Teaching Strategies and Remind app
- Regularly held schoolwide Family Information Meetings led by administration and teaching staff.

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

- **Post on website and email up-to-date information regarding student engagement, daily attendance, and parent support**
- **Post signs in highly visible locations (e.g., facility entrances, restrooms) 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 (such as on school websites, in emails, and on school social media accounts).**
- **Educate staff, children and families about COVID-19, physical (social) distancing, when they must stay home, and when they can return to school.**
- **Educate staff on COVID-19 prevention and response protocols.**
- **Broadcast regular announcements on reducing the spread of COVID-19 on PA systems and/or daily bulletins.**
- **Students and families will be provided formal feedback on student work in the following manner:**
- **Progress reports and report cards will be sent via email from teachers and/or administrators**
- **Grades are updated by teachers in PowerSchool. Parents and students have usernames and passwords to view grades using the PowerSchool app or website link.**
- **Parent Teacher Conferences are held on a quarterly basis**
- **Students and families will be provided informal feedback on student work in the following manner:**
- **Informal parent teacher conferences and notes home are frequently used**
- **Graded Assignments in Google Classroom**
-

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: Mary McLeod Bethune Day Academy PCS

LEA Leader Name: Linda McKay

Date: 10-14-2020 11:24 AM