

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

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Background and Purpose

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

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

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

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)?

The school will regularly clean and disinfect 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.
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- 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.
- Safe and correct storage for cleaning and disinfection products.
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects will be limited and cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.
- 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 disinfected between uses.
- Mats/cots may be stacked between uses if it is cleaned and disinfected appropriately before stacking.
- Playground structures will be included as part of routine cleaning (as defined in District guidance on cleaning and disinfecting), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.
- Shared bathrooms will be assigned to specific groups of students and staff. 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.

- **Cleaning products will be used at a safe distance from children.. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.**

Cleaning and Disinfecting Frequency Chart

	Clean	Disinfect
Contact Surfaces	Throughout Day	Throughout Day
Bathrooms	Throughout Day	Throughout Day
Door Knobs	Throughout Day	Throughout Day
Playground	Throughout Day	Weekly
Hallway floors	Daily	Weekly
Windows	Daily	Weekly
Desks, chairs, Mats	Throughout Day	Throughout Day

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 and in the timeline provided in health guidance.. The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting of all areas used by COVID-19 positive individuals including transition spaces such as hallways, entrances/exits, and stairwells.

2. Describe physical changes to the environment to ensure or 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, in queue, and when playing outdoors.**

- **Limit occupants in any space based on the “Phase” per the DC Health requirement.**
- **Phase 1 - 10 individuals**
- **Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs**
- **Phase 3 - Not provided at time of publication**
- **Phase 4 - Not provided at time of publication**
 - **Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).**
 - **Individual 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.**
 - **Communal-use spaces such as the cafeteria and lounges will be closed.**
 - **Communal-use spaces that remain open (gym, playground, book rooms) will be staggered, providing time for cleaning and disinfecting between use and maintaining six feet of distancing at all times.**
 - **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)**
 - **Toilets, urinals, and sinks will be staggered and closed to ensure proper distancing during use. Capacity will be limited as well.**
 - **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 and referred to as isolation rooms.**

Use of Hallways

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 paw prints will markate 6 foot distances in all transition spaces and 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 if necessary. All hallways will be supervised by a minimum of 2 adults during all transitions to ensure compliance with safety measures during transitions.

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

Prior to reopening after any prolonged shutdown, the PSP will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. The school has invested in significant upgrades to the Building Automated System for remote maintenance and programming that can be responsively changed to updated guidance and or repsonse to outbreaks.

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 air ducts will be cleaned and disinfected every other month with a professional service provider in accordance with manufacturer guidance. All filters in unit ventilation units are being upgraded to the highest grade filter approved for use by manufacturer (MERV 13) and changed bi monthly (increased from typical quarterly replacement.)

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>.

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

Please note that the corresponding School Instruction Plan is created to support the Operations Plan. The school has also created a schedule that supports the maximum number of allowed students able to attend in-person utilizing the entire building in accordance with safety regulations and health guidance.

Traveling to and from School

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

The provision of before and after care as well as arrival and dismissal windows allows for staggered arrival times in addition to the use of multiple entrance/exits to ensure minimal grouping and congregating.

Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.

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

- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.

- Familiarize and stay current with transit system procedures for safety of passengers.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer.
- Use hand sanitizer after leaving the transit system.
- For the remaining distance, students will be instructed to follow the above regarding walking to school.

Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
- Use hand sanitizer after leaving the vehicle.

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

Entering and Exiting School Building

All students, families, and staff, will be provided instructions for entering and exiting the school and will continue to be updated to remain in accordance with all up to date guidance provided by the DOH and/or CDC. Wide Entry

The instructions for entering and exiting the school will be developed in line with the following priorities:

- Ensuring safety and security of all entry and exit points used.
- Stakeholder engagement with the consultation students, families, and staff on the details of the plan.
- Maximizing staggered arrival and dismissal times to reduce peak student traffic in and out. (6:30am - 8:30am arrival window) & (3:15-6:00 dismissal window)
- Providing health screening at each entry point.
- Provision of proper access to hygiene practices at all entrances and exits.
- Leveraging technology to optimize student health assessment and minimize congregation (i.g. Fast-pass home health screening pre arrival completed by parents)
- The use multiple doors, each with a screening station, for entry and exit.
- The assignment of entry and exit points to students by their group that are close to their first and last location of the day.
- Marked direction lines and six foot separation standing spots on the exterior pavement and posted procedures for health screening check-point ahead.
- Ensuring shelter accommodations to protect students in line from the elements (e.g., sun and rain).
- Optimal safety and supervision provided for outdoor line related to safety and security threats.

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 accordance with the Centers for Disease Control and Prevention (CDC) recommendations, during temperature checks and symptom screening, the use of barriers or personal protective equipment (PPE) will be utilized to eliminate or minimize exposures due to close contact with a person who has symptoms.

Families will have access to a technology based health application allowing them to pre-screen their child for school in line with all CDC screening guidance. This application will allow students and families to indicate risk factors and pivot their instruction delivery.

Staff daily health screening protocol

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer.
- Put on PPE (provided by the school). This includes a face mask, eye protection (goggles or face shield that fully cover the front and sides of the face), a single pair of disposable gloves, and a gown.
- 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.
- Remove your gloves following proper procedures.
- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer.

Students failing health screenings will be transitioned immediately to the nearest isolation space for health staff follow up and, if necessary, transportation home.

Grouping & Cohorts

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,, and other shared spaces to avoid mixing groups.

- The school will assess special needs and the necessary isolation and extra protections necessary for immunocompromised students.

School Meals

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

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal by a teacher and/or instructional aide.
- School provided meals will be delivered outside the classroom on carts at meal times to minimize traffic and transition.
- Meal related trash will be emptied within 30 minutes of ending meal times.

During Distance Learning 5 days worth of meals will be provided weekly on Wednesdays from 11am - 1pm.

- All wavers have been approved by OSSE to provide flexibility in meal time and individuals picking up the meals.
- All staff distributing meals will wear gloves, face masks and pass health screening prior to beginning work each day.
- Individuals picking up meals will be required to wear face masks and maintain a 6 feet distance from distribution staff, staying in their vehicles when possible.
- Meal tallies will be the method for collecting POS totals and submission to NSLP for reimbursement.
- Pick up person will share personal identifiable information for each student they are collecting meals for prior to distribution.
- In the event that a family is unable to pick up meals but completes the weekly meal supply survey they will be scheduled for a delivery by a PSP staff member resulting in a no contact drop off at confirmed location.

Recess and Breaks

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 and/or Eliminating Activities

The school will cancel, eliminate, or modify programming including:

- Classes where students are likely to be in very close proximity
- Events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Non-essential travel for staff and teachers (e.g., conferences).
- The indoor receipt of mail and packages; only have necessary delivered and combine orders so fewer

deliveries are made.

- **Limiting non-essential visitors**
- **Staggering activities' times or locations by cohort to maximum extent feasible.**

Preventing a Vaccine-avoidable Outbreak

While preventing the spread of COVID-19 is paramount, it has also led to a decrease in vaccinations of students across the country and particularly in Washington, DC, according to the CDC and DC Health officials.

As a part of the student enrollment process, the school nurse will confirm that all student vaccinations are up to date. 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 to support the student in getting an up-to-date screening.

The school will follow OSSE guidance on the restriction of in person student attendance with regard to vaccination compliance.

Mask/Face Coverings and Face Shields

All school staff will wear 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 mask and/or face shield, they must have documentation on file from a medical provider that they are not able to do so. PSP will work with all staff during school year preparations to ensure that accommodations are met and/or staff will not participate in in-person school activities.

Students and families will be required to wear face coverings during arrival, dismissal, and at all times while moving around the school building. Compliance with this requirement will always be balanced with developmentally appropriate practices and consequences.

Upon entry all necessary PPE will be distributed to staff members though they will be allowed to wear their own personally provided items if they meet DOH guidelines. As of submission of report the school is in high supply of sufficient PPE (masks, gloves, gowns, and shields) to supply as needed to all staff and students.

Ensuring the safe use of face coverings:

- **Students and staff may bring multiple cloth face coverings with them to school daily.**
- **In the event that a student, staff, or guest does not have a face covering, one will be provided by the school. Cloth, surgical, and or face shields will be provided.**
- **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.**

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.

Hygiene

The school will prioritize personal and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19. The School will work in coordination with students, families, staff, and janitorial services providers 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, classroom, and at every entry and exit 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 individual designated areas.
- Electronic devices (Chromebooks and tablets) will be assigned to an individual. Students will maintain at all times a device at home for virtual instruction and homework in addition to an individually designed device for use during in person instruction.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- 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
- Drinking fountains will not be used.
- Regular hand sanitizing will be enforced ensuring 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 hand sanitizer.
- Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.

High-Risk Individuals

Students and staff that have self-identified 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 at the discretion of the student or staff. Medical documentation may be provided to the COVID19 POC, Kelly Smith, the School Nurse for students, or Human Resources Manager for Staff. Consideration will also be made for live-in family members of students or staff at high-risk. Risk factors according to the CDC include Chronic Lung Disease, Moderate to Severe Asthma, Serious heart conditions, Immunocompromised conditions, Severe obesity (>40 Body Mass Index), Diabetes, Chronic kidney disease, 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 will 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 will follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE) and the proper cleaning of the no contact thermometer before and after use.

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified the Director of Operations, Kelly Smith 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

PSP has a communication protocol in place to 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.

***Notification will take place on Class Dojo, email and One Call Now for text and voicemail.**

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 will 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.

If seven days or fewer have passed since the person who is sick used the facility the following protocol will be followed,

- **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 and the school will continue routine cleaning and disinfection.

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning virtually, the materials will be available to the student during designated times throughout a number of pre-service and school days. On designated pick up days teachers ,donning face masks and outdoors, will be available to meet and greet their students and families while maintaining proper distancing, distributing materials and answering questions.

For students who are unable to travel to school, the materials will be dropped off at the student's resident by school staff practicing proper social distancing and donning appropriate /PPE.. On a daily basis, 1 - 3 staff members will be available once school has begun to immediately address technology and school based resource needs and curiour them to student homes.

List of proposed items assigned to each student (subject to change)

- **Chromebook, headphones, hotspot (if needed), basic school supplies (pencils, notebooks, etc)**
- **Curriculum texts and workbooks aligned with online instructional materials (ELA, Social Students, Math, Science, Enrichment)**
- **Reading books for independent, group, or class reading, notebook,**

- Manipulatives, calculator, compass, etc.
- Enrichment materials including art supplies, texts, musical instruments, etc.

The student and family will sign an agreement to take care of the materials and follow school behavior policy upon receipt.

In Person services re not anticipated at the time of submission of this plan. In the event that in person services are provided all students will be given indivudal supplies for both their home and school ensuring limited cross contamination between individuals and environments.

Before and After Care and Extracurricular Activities

In person before and aftercare and extracurricular activities will be provided in accordance with DOH and OSSE guidance and provided or supervised directly by PSP staff members if and only when the school is operating In-Person instruction models. Consistent practices in hygiene, social distancing, health screenings, etc will all take place. All efforts will be made to minimize cohort mixing from the school day and minimal exposure to staff, students, and families.

During all virtual learning, PSP Before and AfterCare programming and extracurricular activities as a 21st century community learning center, will also operate fully virtually. Programming will be provided during the all virtual periods of learning with extended access to staff for homework help, enrichment activities (ex. drawing, dance, poetry, photography,cooking, coding, science), community building, and physical activity on a daily basis between 6:30am and 6:30pm. All students will have access to this virtual programming including staff and their family members.

Instructional Delivery Plan

5. Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21 school year.
 - Identify the instructional methods(e.g., 100 percent synchronous instruction, student-guided instruction, etc.),and platforms (e.g., the product name if using a learning management system (LMS)),and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;
 - Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learningenvironment (independent learning that takes place without real-time input from the teacher);
 - Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
 - Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

Instructional Delivery Plan

This plan describes how Perry Street Preparatory Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent in learning opportunity as in a traditional school year through synchronous and asynchronous

remote and on-site learning opportunities.

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

Our planning is guided on the principles of:

- Providing a rich academic experience for all students with foundation in Common Core State Standards (CCSS) and ensuring we meet the needs of all of our learners, including SPED and ELLs.
- Recognizing that social-emotional and academic needs of our students vary by age and development stage;
- Integrating new students to our community across a myriad of grade levels, including entry-grade points;
- Building a home-school connection for our families and students through a virtual model;
- Developing and growing our entire community to succeed in new instructional models.

Instruction at Perry Street Prep PCS will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction virtually or in person. This will allow for uninterrupted learning for students when health and safety guidance changes or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are proposed to be available to families enrolling in Perry Street Preparatory Public Charter School for school year 2020-21 in the event that they are deemed appropriate at any discrete time period by local health officials. Families indicated instructional preferences by July 15th via survey and will do so on a quarterly basis or as needed.

Virtual Instruction and Learning

As of August 1st, PSP will be offering all instruction virtually to all students at least until the end of the first quarter on November 6th. (Traditional In Person instruction and learning in addition to virtual instruction will take place in the classroom in accordance with all DOH and CDC guidance as outlined in the School Reopening section once approved by the PSP Board of Trustees with the implementation of their School Opening Plan 2020 Framework.)

Instruction will begin each day at 8am and end each day by 3pm. Teacher's work day will end at 3:30 on M, T, Th and Friday and 4:30 on Wednesdays. Each day, teachers will have access to the IT department, behavioral support specialists, interventionists, support staff, instructional aides, and leadership team to troubleshoot issues that occur. Each grade band will be assigned a staff member available to bring supplies, technology, and troubleshoot in person at a student's home or on campus depending on the family's preference and regardless of their virtual learning mode.

Synchronous

All students will participate in virtual synchronous learning to start the school year. If/when the school begins in-person instruction, this virtual synchronous instruction option will remain 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. Synchronous virtual learning will mirror a traditional school day to prepare students for the transition back to in person learning in addition to providing a familiar learning environment.

In this option, the students will experience learning from home up to five days a week via synchronous learning opportunities. Throughout periods of live instruction, students will additionally work independently with the guidance of a teacher, aide or advisor.

Asynchronous

If it is determined that individual students are unable to attend synchronous virtual learning they will work with their advisor on fulfilling all coursework asynchronous. This type of learning allows for weekend learning, when families may be more able to support students. Students will continue to be able to access content teachers for pre-determined and communicated office hours throughout the school week.

Class Staffing Structures

Each student will be assigned to a traditional homeroom to provide them a consistent learning environment with the same meeting ID and virtual location daily. These cohorts will range in size from 12 - 20 students depending on developmentally appropriate online class sizes. Homeroom teachers will serve as advisors for each member of their cohort and meet 1 on 1 weekly to check in on progress, troubleshoot issues, and screen for child developmental milestones. Students will then be taught by content teachers in English Language Arts & Social Studies, Math, Science and Enrichment courses throughout the day. Each teacher will come to the homeroom virtual location ensuring students have as infrequent disruptions as possible and as little transition necessary during the day. Small group intervention and student support services will take place in breakout rooms.

Age Group	Instruction Delivery	Curriculum and Platforms
Appletree PK3 - PK4	<ul style="list-style-type: none"> • Teachers will lead a Live Morning Community Connection meeting on the following days: M, T, W, Th. Students will have an opportunity to engage with their teacher and classmates, virtually, and participate in fun motivational activities that will build community. • To support families with balancing home-school life, literacy and virtual read alouds will be both pre-recorded & live. Pre-recorded: M, T, TH and Live: Fridar • Special educators and service providers will be scheduling opportunities to progress monitor students behaviors and academic intervention response plans and/or IEP. Teachers will check in with students, individually, at least 2x's a week. Meetings will be scheduled to support each student's independent development and support families with ECR curriculum implemented at home. • Wednesdays will be an independent day for students to work on specific skills, goals and/or activities related to the curriculum. AppleTree Learning teachers will lead a Live Morning (Community) Connections meetings. Teachers will then engage in on-going professional development. • Student, Family and Staff celebrations will be 	<p>Curriculums</p> <ul style="list-style-type: none"> • Every Child Ready <p>Platforms</p> <ul style="list-style-type: none"> • Google Classroom & Sites • Class Dojo • Youtube

announced on-going.

Kindergarten - 3rd Grade	<ul style="list-style-type: none">• Daily Live Instruction in all subjects: Writing, Reading and Social Studies (1.5 hours), Math & Science (1.5 hours), and Enrichment (1.5 hours). Enrichment includes Spanish, Physical Education, Music, Theater Arts, or Art.• Relationship building, social emotional instruction, and team building activities through morning meeting and closing meeting each day over video conferencing (30 minutes daily)• Students will be given independent work to support their learning during instruction. This work will be expected to be turned in and will be marked for completion. There will be time with teachers available to support students on this work through video conferencing.• Small group learning environments and instruction via video will also be provided during the instructional blocks of time.• Weekly 1 on 1 advisory meeting with homeroom teacher	<p>Curriculums</p> <ul style="list-style-type: none">• Amplify CKLA• Illustrative Math• Level Literacy Intervention• Wilson Phonics• Second Step <p>Platforms</p> <ul style="list-style-type: none">• Clever• Google Classroom• Zoom• CKLA Learning Hub• Go Guardian• Class Dojo <p>Responsive Applications</p> <ul style="list-style-type: none">• IXL• Reading A - Z• iReady• Khan Academy
	6th -8th Grade	<ul style="list-style-type: none">• Daily Live Instruction in all subjects: Writing, Reading and Social Studies (1.5 hours), Math & Science (1.5 hours), and 2 sections of daily Enrichment (1 hour). Enrichment includes Spanish, Physical Education, Music, Theater Arts, or Art.• Relationship building, social emotional instruction, and team building activities through morning meeting and closing meeting each day over video conferencing (30 minutes daily)• Students will be given independent work to support their learning during instruction. This work will be expected to be turned in and will be marked for completion. There will be time with teachers available to support students on this work through video conferencing.

- Small group learning environments and instruction via video will also be provided during the instructional blocks of time.
- Weekly 1 on 1 advisory meeting with homeroom teacher
- Zoom
- CKLA Learning Hub
- Go Guardian

Responsive Applications

- IXL
- Reading A - Z
- iReady
- Khan Academy
- Lexercise
- Do the Math
- LLI
- Wilson Phonics
- Locally designed scaffolded work aligned with anchor curriculum, common core standards, and IEP goals

Special Education

- Each student will have a distance learning addendum added to their IEP to map out how goals will be met and services will be delivered.
- Small group instruction and virtual related services per the IEP (i.e. speech and language, occupational therapy, counseling)

Total Whole Group Live Instruction: 3-5 hours daily

Total Independent Work Time: 2 hours daily

Total hours 1 to 1 Teacher: .5 hours weekly

Total small group intervention time for students requiring extra support: 2-5 hours

Avg. Daily Instructional Time:

5.5-8.5 hours

Professional Development

During the period of Pre-Service from August 17 - 28th, all PSP staff, advisors, content teachers, and aides will receive training on the Perry Street Preparatory Public Charters Schools on Clever, Google Classroom, Zoom, Pear Deck, Powerschool, Class Dojo, and all anchor and intervention curriculums. Sessions will be led by a combination of hired technology and curriculum professionals and staff that have experience and/or spent the summer mapping curriculum.

The training will focus on content delivery and checking for understanding. In addition, all staff will receive professional development on each Wednesday afternoon from 2pm - 4:30 pm as they previously did during in-person instruction delivery. . 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 Wednesdays and during weekday grade level meetings. Additionally, PD time will be utilized to develop intervention support plans for students who show signs of disengagement and/or low achievement.. Each day the homeroom, content and student support teachers will have time built into the day to coordinate learning and planning.

Engagement Support

PSP will utilize data from student support staff and operations staff to assess engagement barriers in addition to the assessment data teachers have formative assessments to assess students in need of further support. When needed, the team will contact the family daily to determine and problem solve engagement barriers. The team will work to find appropriate support whether it be technology, additional supplies, alternative schedules, counseling, social work case management, etc.

School Calendar & Continuous Assessment and Improvement

Perry Street Prep PCS will be in operation for 182 days. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes will occur on the planned quarter start date except when there is an emergency reason to move from on-site to remote learning.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. Parents will complete the instructional preference survey www.pspdc.org/learn/ each time they would like to make a change with the exception of discreet health related and quarantines that require a child to attend school virtually. Instructional preference changes will routinely go into effect at the beginning of each quarter but the school will always consider a mid quarter change in and when the current preference is not meeting the child's learning needs and or the family has a change of circumstances.

At weekly staff meetings, on Wednesdays, the school will engage and present 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 individual family situations to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Ongoing professional development will be planned based on the results of the analysis as it typically does during the school year to ensure ongoing improvement. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Biweekly, students, who have shown the least engagement whether by attendance or school work, will be referred to the RTI team through student support team and immediately reviewed at the regularly scheduled RTI meeting. 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 or additional intervention services will be put into place.

As we have in prior years all students will receive evaluation on the Ohio Youth Problems, Functioning, and Satisfaction Scales ("Ohio Scales") which is a social emotional assessment. This will happen to start the year and 2 additional times through the year for the universal population. Additional data will be collected using the Ohio Scales for any student receiving social, emotional, or behavioral intervention. Teachers and Families participate in this process. Based on the results, modifications will be made to the learning plan for cohorts or individual students.

Assessment and Promotion Policy

A. Assessment

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

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

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

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

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

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

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

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

PSP anticipates administering the assessments listed below during the SY2020-21:

- NWEA-MAP (Kinder - 8th Grade)
 - September, December, March, June
- Literably (Fountas and Pinall) (Kinder - 8th Grade)
 - September, December (identified Students), March
- i-Ready-Curriculum Associates (3rd - 8th Grade)
 - September, December, March, June
- Every Child Ready (PS - PK)
 - October, January, March, June
- Learnzillion/Illustrative Math

- Weekly and as associated with curriculum benchmarking
- Amplify CKLA & ELA
 - Weekly and as associated with curriculum benchmarking

PSP has adopted an assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments.

Formative assessments will be administered under the virtual or in person supervision of a staff member at all times. NWEA-MAP is compatible with Zoom, Google Meet and Goguardian in order to ensure proper monitoring and support are available to all students during testing. Virtual assessments will be done in small groups and individually as needed mirroring testing protocol during a traditional school year. All participants will be on mute and the teacher will be able to both watch the student and their screen through monitoring programs to ensure engagement. Assessment such as Every Child Ready does not require the use of technology for students but will be administered virtually via video conferencing utilizing cameras to assess developmental tasks such as writing and reading.

As needed, following Operations Plans aligned with CDC guidelines, students may take assessments in person individually under the supervision of 1 staff member in isolation.

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.
Please see the promotion and grading policy in the Perry Street Prep PCS Student/Parent Handbook. The policy will be implemented in full while individual student outcomes will be assessed during staff data reviews and RTI meetings to ensure that accommodations and interventions are made to reflect each child's unique needs. www.pspdc.org/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?

PSP commits to meeting its goals and academic achievement expectations as set forth in its charter. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how virtual attendance will be captured as well as maintenance for in-person attendance systems. Per OSSE guidance, a student attending in person will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy. Per OSSE guidance for distance learning, students will be marked present or absent using a new code for Distance Learning (per updated regulations for a distance learning attendance type). PSP will utilize its learning management systems, its student information system, and positive behavior intervention system, in line with its existing LEA policy to take daily attendance as it has in a typical school year.

Touchpoints that PSP will use, include the following methods:

- Virtual meeting one-on-one with instructional staff to discuss content, progress, barriers.
- Direct 'face-to-face' online contact through class Zoom
- Go Guardian, Google Classroom and Zoom Recording utilization data associated with individual student logins.
- Completed exit tickets (PearDeck, Google form, Kahoot, etc.) after viewing a pre-recorded video.
- Completed assignments uploaded to secure folder within school's Google Drive system from daily activity (>50% complete will be considered present, regardless of accuracy)
- Email or uploaded photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.
- Outdoors meetings at the student's home or outside the school if/when necessary.

Students Age/Grade Considerations

Each student's age/grade will be considered when requiring on-screen participation expectations and work completion. Student attendance expectations are in alignment with the Instructional Delivery Plan with the flexibility to acknowledge the individual circumstance of each child. While visual attendance is the most common and straightforward determination for attendance all other touchpoint data will be utilized as well to determine adequate participation in learning.

As they would in a typical school year, homeroom teachers are required and expected to take daily attendance and address attendance concerns during advisory meetings with the student and parent. Content teachers, homeroom teachers, student support intervention staff, and enrichment teachers will all record contact and engagement ratings for each student in a shared document to ensure alignment across content areas and provide notes for advisory meetings. Attendance, disengagement, achievement, and progress concerns are a core component of biweekly RTI meetings to garner perspective, new ideas, data gathering expectations and the implementation of intervention plans. Regardless of a student's ability to participate synchronously or asynchronously a core component of student assessment is their learning and performance aligned with Common Core standards.

Attendance Monitoring and Reporting

Perry Street Preparatory Public Charter School 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 virtual learning students in Powers School and will follow protocols as follows:
 - 9am submission of attendance for all students attending synchronous instruction in real time.

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

- **Allowing for notification to parents and administrators for students not logged in for immediate contact and attempts for engagement.**
- **3:30pm submission of attendance for all students participating asynchronous or tardy.**

PSP will take the following actions to address absences:

- **Teachers, instructional aides and student support staff will be assigned cohorts of students for follow-up from the primary building attendance administrator.**
- **Teachers will contact absent students and families by email and phone to determine reason for absence and determine what’s needed to ensure future attendance.**
- **Parents will receive an auto dialer call if/when students are marked absent on a daily basis.**
- **Students who meet the definition of chronically absent will be reported to child and family services, as required by law.**

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

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

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

PSP will utilize Powerschool as the official attendance submission method and will log all contact and engagement through our Family Engagement Form as we did through the spring capturing contacts by all staff members, engagement ratings, academic concerns, and outcomes. The attendance team will meet on a monthly basis to review trends, chronic absenteeism, and whole school interventions including student celebrations, support groups, and class incentives.

Attendance Code Definitions

	In Person	Virtual synchronous	Virtual asynchronous
Present	<p>Present: Student attends school for >80% of the school day.</p> <p>OR</p> <p>Attends <80% of school day on-site AND is remote learning for the remainder of the school day.</p>	<p>Present Remote: Student presence is detected throughout school day with the following tracking mechanism:</p> <ul style="list-style-type: none"> • is “seen” in virtual classroom, • submits exit ticket • participates in group 	<p>Present Remote:</p> <p>Student signs into Google Classroom AND fully or partially completes >50% of the day’s assignments.</p> <p>Student responds to documented contact(s) from</p>

- activities
- school staff with evidence of full or partially completion >50% of the day's assignments.
- 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 correspondence with evidence of student work progress.
- Family responds to documented contact(s) from school staff member.

Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	N/A	N/A
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Absent	Absent: Student is not on-site during the school day and is not captured in Virtual Learning Attendance.	Absent Virtual: Student is not captured in any of the remote tracking mechanisms AND does not meet virtual asynchronous tracking mechanisms.	Absent Virtual: Student does not produce evidence that assignments are at a minimum partially complete.
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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.

This Whole Student Support section is intended to supplement existing family and student policies as outlined in the Perry Street Preparatory Public Charter School Family and Student Handbook. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all

students have access to high quality, equitable instruction.

Student Support

We must acknowledge that we do not yet know the full impact of distance learning and closure from spring of 2020 of effects of COVID 19 on the PSP community. Further, we are unable to determine student academic loss, social-emotional regression and/or needs, and the impact on mental health for staff, students and all stakeholders. Many students and staff may face greater food insecurity, loss of family income, loss of family members to the coronavirus, and fear of catching the virus themselves than we are even aware of. 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 all students’ social-emotional and mental health needs during continuous learning and school recovery.

- Continuity of social emotional curriculum (Second Step) in the familiar scope and sequence will continue from the prior school year ensuring frequent, well evidenced instruction support mental and social health.
- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers, support staff teams and administrators will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through the LMS in addition to ongoing small group lessons.
- 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 outside agencies and community based organizations for families in need of additional social-emotional and mental health support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using the LMS.
- The school will share as openly and transparently about school operation status on an ongoing basis to assuage uncertainty and facilitate ongoing communication with all stakeholders.

As we would during the restart of any school year, PSP will identify and provide academic intervention to students who have lost the most learning due to COVID-19. Universal assesment, as outlined in PSP's Assessment Plan, of all students will ensure gaps in learning, learning loss, and non-typical development are identified and immediately addressed through academic interventions including reteaching, scaffolding, small group learning, the use of UDL principles, and the utilization of responsive academic interventions (eg. IXL, iReady). Additionally, a referral to the RTI process when "in classroom" or typical academic invervention

is determined not to be sufficient as evidenced by the collection of data and work samples.

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

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.

Communication and Student Engagement

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.

**Logging into Devices and
LMS - Virtual Spaces
(Google Classroom,
Zoom, Learning
Applications, etc)**

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

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

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.

Taking Care of

School Property

Students must keep food and drinks away from the equipment and workbooks.

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

Students must hold and carry computers properly.

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

Monitoring of Student Behavior

- **Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.**
- **Administrators will pop-in frequently to observe classroom meetings. The school has implemented a full open-door policy for classroom sessions in Zoom mirroring the typical school day expectations.**
- **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.**
- **Ongoing training and community support will be provided to families through online meetings.**

Modifications to Virtual Learning

School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for appropriate behavior during those activities with the full approval of the administrative team. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email, phone, and text.

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

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

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the

LMS or log in as another user:

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

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

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

These modifications to virtual learning are designed to ensure that students will not be excluded from the virtual learning platform and at the same time protect the health and safety of all students using the platform.

Important definitions:

- **Continuous education** - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and virtual settings.
- **Virtual learning** - Learning hosted outside of a classroom setting using electronic devices
- **Asynchronous learning** - Learning where students learn the same material at different times and locations.
- **Synchronous learning** - Learning where students are engaging in learning activities at the same time.
- **Discussion board/Chat Board** - Section of a online space where users can submit or read messages.
- **Chat** - An online space used for conferencing between two users.
- **Breakout Room** - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.
- **Cyberbullying** - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
- **Learning management system (LMS)** - A software application for the hosting and delivering of online educational courses.

Special Populations

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

14. Describe the LEA's plan to serve ELs, 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](#).

Perry Street Preparatory Public Charter School will meet the educational and social-emotional needs of all students including those with disabilities. PSP will maintain IDEA and OSSE determined timelines in collaboration with families and with proper documentation outlined in updated OSSE guidance and IDEA. PSP will meet these timelines by providing virtual platforms when feasible for meetings and evaluation in addition to in-person space when necessary. As the school typically does in alignment with IDEA protections and best practices and outlined in Universal Design for Learning (UDL), families will be given educational information in a variety of mediums (online, in print, verbally, and when appropriate with graphics) and with frequent checks for understanding.

Provision of Services for Students with Disabilities

All students with IEPs will have a distance learning addendums created to outline the specific needs of the students, barriers, mode of service delivery, schedule for services, and any modifications necessary. These addendums will be created in coordination with general education content teachers, student support teachers, related service providers, students, and families. Prior to creating distance learning addendums students will be individually assessed via formative assessment, 1 on 1 virtual development screening, data review of spring engagement. Distance learning addendums will document evidenced learning loss, impact, and recovery plans beyond their prior IEP service plans.

During virtual instruction periods or when families opt for virtual instruction when in person instruction is taking place due to health and safety concerns, students will receive all special education and related services via telemedicine/teletherapy with frequent reassessment for engagement, progress, and barriers. All service attempts will be documented via SEDS to ensure proper documentation and evidence for both services provided and services attempted. School based and related service providers will participate in staff meetings and frequent engagement sessions with the administrative team.

In line with the whole school supports and recovery services necessary for all children, each student in a special population, including students in the care of the District of Columbia and students experiencing homelessness, will be assessed upon entry to the school for current levels of achievement, well being, and ability to access distance learning. Provisions will be made in alignment with those assessments to diminish barriers and provide recovery intervention and or case management by a clinician as needed. The school will do weekly engagement with each student during advisory periods to continually assess potential barriers (i.e. internet access) to learning and/or additional support that might be deemed necessary.

- 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.

Perry Street Preparatory Public Charter School will meet the educational and social-emotional needs of all students including those who are identified as English learners. PSP will maintain OSSE EL determined timelines in collaboration with families and with proper documentation outlined in updated OSSE guidance. PSP will meet these timelines by providing virtual platforms when feasible for meetings and evaluation in addition to in-person space when necessary. PSP families, in alignment with best practices, outlined in Universal Design for Learning (UDL), will be given educational information in a variety of mediums (online, in print, verbally, and when appropriate with graphics) and with frequent checks for understanding.

Provision of Services for English Language Learner Students

Ongoing identification, assessment, intervention and instructional support will be provided to all PSP students who are English Language Learners ("EL"). These processes and deliverables will take place virtually when possible and in-person if required. With the utilization of translation support in live meetings (with staff members and LanguageLine) in addition to translation of key documents and use of applications with embedded translation, the EL program at PSP will be communicated to families and in accordance with the Family and Student Handbook.

Referral to the EL Coordinator based on registration completed by parents and teacher recommendation will take base for proper screening and assessment for identification and participation in the EL process.

Instruction will be delivered in an inclusion model at all grade levels ensuring proper access to grade level course content with intervention small groups taking place up to 5 days a week for students whose academic achievement and progress is not at appropriate grade proficiency levels. Learning throughout the four language domains of reading, writing, listening, and speaking to advance the EL students' English proficiency will be embedded in whole group learning in addition to small group discussion break out groups, pro-social groups run by the school mental health team, and academic intervention groups.

The schools EL Coordinator will specifically work to address engagement and language barriers with teachers, students, and families. The role will bridge the gap between families and PSP where english is not a first language in order to assess challenges unique to these students and families. PSP's student support team will continue to serve as assigned case managers for each EL student ensuring proper assessment, notification, and implementation of services takes place. These case managers work in coordination with the EL Coordinator and the Student Support RTI team.

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.

Perry Street Preparatory Public Charter School is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. PSP has been and will remain committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a Student Technology Acceptable Use and Safety form as they did in the Spring of 2020.

Providing equitable access to technology includes ensuring its safe use. Additionally, this includes proper training and support not just for students and families but for teachers and staff to adapt virtual learning skills for the classroom. Additionally, we will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

Equipment, Software, and Training

Per DC PCSB requirement, Perry Street Prep PCS will provide all students and staff with the necessary technology equipment, software, and training to fully participate in virtual learning as indicated in the tables below.

Equipment:

All students and staff will have access to the following equipment provided by the school.

	PK	K-5th	6th - 8th	Staff
Computer				Every Staff Member
Chromebook		Every Student	Every Student	
Hotspot	As Needed	As Needed	As Needed	As Needed
Tablet	Every Student			As Needed
Smartphone				As Needed
Calculator			As Needed	
Document Cameras				Every Staff

they need to fully participate in virtual learning. The school will review infrastructure to align with needs and to ensure that the technology is secure and safe.

- **Equipment**

- PSP will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs beyond the technology that will be given to all individuals.
 - PSP will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.
 - PSP will review Internet availability and speed, and number of household members expected to be using the Internet during the school day for optimal use.
 - PSP will review the numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet.
 - PSP will enable security features on the technology for all members as it does during the school year with advanced daily monitoring of their use through Go Guardian software.
- **Software:** PSP will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff strengths and needs. The school will continuously Inventory communication resources and protocols and evaluate performance and needs.

Replacing/Repairing Equipment

PSP will have loaner equipment available for families and staff on an as-needed basis. Families may seek tech support through any staff member via class dojo, email, or text. All tech support inquiring will be sent through the IT support ticketing system by staff members or directly from families. Requests for new equipment and replacement will be scheduled via the ticketing system and assigned a staff liaison member to coordinate the pick up/drop off and/or necessary training. The ticketing system as well as the tech support phone number is accessible via the school website with mobile phone compatibility ensuring that students and staff have access to getting help without needing a password or broadband internet.

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

Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely. These limits are set through both local firewall settings but also administrative chromebook settings and GoGuardian, an advanced software for monitoring, documenting and blocking inappropriate use. Inappropriate use can be manually monitored by teachers and administrators in real time and by review of daily use logs in addition to pre-programmed flags on real time student use that send emails to teachers and administrators immediately upon the detection of potentially inappropriate use following well evidenced algorithms.

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).**

Perry Street Preparatory Public Charter School will partner and communicate with families about continuous learning and school operations. PSP's Family Engagement Policy articulates how PSP will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community as well as ongoing learning and achievement. Consistent and clear communication with students and families is vital for supporting the community of students and families and for maintaining the health and safety of the school community.

Communication to students and families will happen across many media as it has in the past, including posted signage in the building, access to resources and information online, Class Dojo 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 which will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via class dojo, email, text, and robocall.

To start the year, in person introductions will take place outside the school following DOH and CDC guidelines to foster the growth and development of student, staff, and family relationships. Student introductions will take place in virtual learning communities to start the year under the strict supervision of a staff member at all times. The start of the virtual classroom will include communication about participation, learning and behavior expectations and training for family participation in learning. Additionally, all families have been invited and will continue to be invited to live grade banded family orientation sessions hosted by school administrators on a weekly basis at a variety of times. Virtual training and meetings will be recorded and available to our families through our website, Google Classroom, Class Dojo and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

Family Engagement in Continuous Learning

PSP has worked to create 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. Unquestionably, the need for family engagement, support and implementation in the learning process has intensified for families. PSP's intention is to continually engage families in the improvement of our virtual and in person learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. PSP 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.

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

Website (www.pspdc.org)

PSP 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 including meal service, activities, and schedules. This information will be available to families 24 hours, 7 days a week. The school website will maintain contact information for current and prospective families on how to contact school administration and staff. Families are able to find the Student and Family Handbook, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources. In accordance to OSSE guidelines, all required information about PSP's food program will be available to families on a monthly basis on the school website. 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. A guide to the virtual learning environment and platforms, will be available for students and families. A guide to accessing student report cards, progress reports, and updates from teachers will be available on the website with information on how to join Class Dojo. The website will also house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

Social Media

PSP has social media including Facebook, Twitter, and Instagram. These social media accounts will be used to build broad awareness of PSP, engage the broader DC community (and in the great success of PSP students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities.

Direct Individual Communications

PSP will connect with families directly through Class Dojo, robocalls, emails, 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 weekly beyond connection of daily live instruction. In the event of disengagement, in person home visits will take place for any student or family who becomes unreachably within 1 week of most recent contact.

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: Perry Street Preparatory Public Charter School

LEA Leader Name: Kelly Smith

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