

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

LEA Name: Roots PCS

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LEA Type: Elementary

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Background and Purpose

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

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

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

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

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

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

School Recovery Operations Plan

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

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

Roots PCS will be operating totally virtual for the first semester, we will adhere to the *DC guidance on Cleaning & Disinfecting*. Roots Public Charter School has had a deep cleaning and sanitizing by our janitorial contractor as well as the installation of type 13 filters in our heating/air conditioning units by our facilities management company. This is for stronger filtering of viruses, bacteria, and germs. Roots will continue to do sanitizing wipe downs *throughout* the day of objects that are frequently touched, when students are in-person at the school.

Roots will also use our school janitorial contractor to sanitize the school *daily* each evening. *Wednesdays*, the off-campus day for students, and *Friday evenings* will be when *deep cleaning* takes place and whenever in-person learning begins again. *Daily*, between groups, we will clean/wipe & disinfect the frequently touched spaces, mats, carts, with disinfectant solutions using concentration and application methods according to the *CDC'S guidance for safe & correct application of disinfectants*. These spaces include, but not limited to: bookcases, desks, offices, toys, science/math manipulatives computers, printers, scanners, copiers and File Cabinets. Students will be asked to bring their own art supplies, toys, books, learning aids, electronics & water bottles, to prevent sharing and contamination. Signs will be placed throughout the school reminding staff of cleaning protocols; avoid using cleaning products near children and ensure adequate ventilation when using these products. Children should not participate in disinfection.

Communal spaces e.g. playgrounds & bathrooms will be deep cleaned *each* night; all playground equipment and bathroom fixtures (between groups) will be sprayed & wiped/cleaned with disinfect cloths at least *three* times during the day. This includes the bathroom walls as well as entrance walls, doors & door handles. Water sources/systems sinks & faucets will be flushed with hot water at the beginning and end of the day. Hot water temp will be 140 Degrees. When staff is in close contact with students they should wear masks, (PPE) goggles, face shield or other eye protection; staff should wear clothing that can be easily removed in the event of contamination i.e. secretions etc. We will set up adequate supply stations to support healthy hygiene in classrooms and offices. There will be adequate supplies e.g. soap, paper towels, hand sanitizer & tissues to support healthy hygiene practices. Of course students and staff will be required to wear masks, wash their hands several times a day; after/before eating food, touching their faces, removing the face covering, after using the toilet, after blowing their nose, coughing or sneezing. We will ensure the building is cleaned thoroughly each day by our janitorial contractor before the next day's classes. We will implement a schedule for increased cleaning & sanitation for when we return to the building. We will work with our maintenance contractor to ensure cleaning standards are met using as a reference: *Reopening Guidance for Cleaning & Disinfecting Public Places, Businesses, Schools & Homes*.

Roots will perform daily Health screenings for all students and staff entering the building. An individual with with 1) fever (100.4 degrees F), 2) chills, 3) cough, 4) body aches, 5) fatigue, 6) headache, 7) shortness of breath, 8) diarrhea, 9) sore throat, 10) nausea/vomiting, 11) congestion, 12) loss of taste & smell, 13) otherwise feeling unwell. Symptoms can be evaluated before arrival (via phone) or upon arrival and can be based on reports from caregivers. If a student or staff member develops any of these symptoms listed during the course of the day, ROOTS has a process & place that allows them to isolate until it is safe leave and seek healthcare provider.

If a student or staff member is confirmed to have COVID: * If seven days have passed since this person has used the facility we will follow these steps: *Close off area used by person who is sick. Clean & disinfect the area after

students and staff leave for the day. Open doors & windows to increase air circulation; *Wait 24 hours before cleaning or disinfecting to allow respiratory droplets to settle. Clean all areas where the sick person has used: classrooms, bathrooms and common areas. All staff conducting cleaning will adhere to PPC requirements.

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

Roots PCS will contact academics through a virtual environment thru December. A decision will be made by the BOD at the Nov. meeting as to when in-person classes will resume.

At this time, only four(4) staff members are in the building, they are in separate quadrants. Each individual space is cleaned twice a day. All entrance doors are cleaned daily. Staff practices social distancing to the maximum extent feasible. Staff practices good hand hygiene throughout the day.

*Non-essential visitors will be limited unless they receive permission to enter the school. *When they enter: ALL Staff & visitors (including contractors) must wear non-medical face covering or masks at all times while in school buildings or on school grounds.* Only necessary packages/Mail will be (coronavirus,dc.gov) delivered, cleaned and disinfected. * Parents/guardians must wear face coverings when dropping off or picking up.

When we continue in-person academics. We will adhere to the *Health & Safety Guidance for Schools..* Parents/guardians must wear face coverings for student pick-up & dropoffs. All entry & exit doorways will be sanitized/disinfected before & after school hours as well as during the day whenever they are used. Toilets will be sanitized before school and after group use during the school day. They will be disinfected at the end of the day. All toys, cots, appliances, desks, chairs, door knobs & handrails, will be sanitized before and after use. We will practice School-wide hygiene. Frequent proper handwashing strategies by staff and students to include soap & water for at least 20 seconds especially after going to the bathroom, eating, coughing & sneezing, entering & leaving a classroom between activities & before & after touching your face. If soap & water are not available, we will use an at least 60% alcohol based sanitizer. We will stock adequate supplies i.g. soap, paper towels, tissue, sanitizer to support these hygiene practices. We will set up sanitizing stations outside of large common areas entrances and exits. We will encourage students not to share high touch materials, books, electronic devices or art supplies.

All students, staff & visitors must also wear non-medical face coverings while in the building except in the event of a medical or developmental contraindication. Signage will be placed in every classroom to remind staff of cleaning protocols. The maintenance Engineer will ensure that there is sufficient ventilation, using *Guidance for Cleaning and Disinfecting Public Places...* The former section speaks to specific considerations relevant to students with disabilities and other students with special needs.

Should the BOD approve the in-person learning model for January, the *Health Guidance* states that no more than (12) people can be in a room at a time, only one cohort. We will consider the hybrid method of having a cohort at a time attending classes; twice a day or on alternate days. If this is not feasible, we will consider facilities changes, walls, new doors etc. to ensure social distancing & separation.

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

Roots has a top quality HVAC system and top-quality filters to ensure adequate ventilation. Our HVAC system allows fresh air circulation throughout the day. Filters are changed quarterly or as needed. We will not be opening doors since we have a high percentage of students with asthma. We will be certain that there is no stagnant air anywhere by flushing the water in toilets frequently.

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>.

Again, based on the Mayor's recommendation, Roots PCS will operate entirely virtual the first semester. However, if the situation changes for second semester, beginning in January, Roots plans to operate the in-school pre-school from 7am-6pm for students. Teachers will have either a 7-4, 8-5, or 9-6 schedule. Students will spend the school day of 8:30-3:30 with one (the same) teacher. The before and after care students will be assigned to the teacher who is on duty for that time-period. Groups will not intermingle.

The in-school K-5th grade will operate 8:30-3:30 as the school day and no before/aftercare. Teachers will have an 8-5 schedule. Students will spend the school day with one (the same) teacher. Groups will not intermingle. This ensures all students have safe access to instruction, either in person or at home. We will use On-line educational software: **SEESAW, GOGGLE CLASSROOM**, Class DOJO to distribute educational materials to students. The parents will come to the school by appointment to pick up technology equipment. Roots plans to provide educational materials via e-mail, US mail or Parent Pickup. Again, Virtual learning is what Roots will be doing in total this semester. Learners will be working with the teacher on both a synchronous level and an asynchronous level. They would be using the platforms and educational materials of I'ready, google classroom, , Class DOJO class dojo which are included in the programs for the students to use. We will also supply various textbooks. Every student who needs one, will be provided devices (ipads, chromebooks, etc). As every year, parents will be given a list of school supplies to get for their children. We cannot provide extracurricular activities neither virtually nor in-person on such a stringent set of requirements. We open September 8th, the day after Labor Day.

Roots will ensure that all in-person students have updated immunization forms. We plan to follow the *Mayors order 2020-075 & Mayors's Order 2079*. We will use the guidance found at coronavirus.dc.gov. We will address both categories: preventing the spread of COVID-19 which addresses actions that schools either must take or should consider taking to protect students & staff. Response to exposure information addresses the actions that schools must take when a student or staff becomes sick from being exposed to the virus.

Students will arrive and be dismissed using multiple doors. The doors & door handles will be sanitized after each use. We will have our staff use PPE when necessary to handle students w/ secretions, etc. When in-person instruction starts next semester, all students will be required to wear protective coverings over their mouth and nose. Only a doctor's note would exempt them. All staff and visitors must wear a mask and have temperatures taken before entering the building. Roots is a small school with not more than 120 students enrolled. Roughly only 40 students per building divided into four cohorts would be 12 students at a time will want to come to school next semester in person. Students will arrive and stand on ground markers 6 ft apart as their temperature is taken, and they are admitted into the building. They would also be dismissed leaving the building 6 ft apart.

We plan to use our caterer to bring meals on Tuesday for Tuesday, Wednesday, Thursday, Thursday afternoon for Friday & Monday. If any student's parent lacks transportation, they will be delivered. The caterer will still bring the meals on a modified schedule and menu.

Instructional Delivery Plan

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21 school year.

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

To achieve continuous learning during the SY 2020-21, Roots will deliver instruction by various methods. Second semester in-person students will have hands-on projects and activities, student conversations and interactions, and teacher-student interaction. Roots will deliver instruction to virtual learners by the methods of teachers working live with students online, (synchronous level) and by videoed lessons from the teacher (asynchronous level). All students would be using the educational platforms of I'ready, google classroom, see-saw, and class dojo. All would be using our textbooks and our curriculum, African Centered Interdisciplinary Multi-Level Hands-On Science. We feel this will ensure rigor across settings.

In the distance learning program, there would be short, frequent lessons throughout the week (10-30 minutes) depending on the age of the students. Virtual learners that are three and four years old would have at least an hour per day of live teacher instruction.

Learners K-5th grade would have a minimum of two hours per day of live teacher instruction.

In total, lessons would be a combination of synchronous live lessons directly with the teacher and asynchronous lessons consisting of videoed lessons by the teacher, independent I-ready ELA and math programs, google classroom hands-on and other activities, see-saw, and class dojo hands-on and other activities. We will provide families of asynchronous learning the ability to create their schedules. Teachers will be available for families M-F from 8am to 5pm for online or phone communication. Family members are considered support for our teachers.

To support the effective implementation of the Roots PCS plan, the school staff will be provided professional development training for two weeks prior to opening on September 8th. Professional development includes the various platforms, how to manage a remote classrooms, how to turn on and off chat functions, how to allow screen sharing, how to allow students to see and interact with one another, how to block students from this, how to monitor online activity, how to measure engagement, and how to notice warning signs.

Roots will ensure that the plan is routinely monitored and adjusted, as needed, to address the needs of each student in the school across learning environments by having the principal and vice principal zoom in on class sessions of virtual learning, sit in on class sessions of in-person learning, and provide support, feedback, and professional development when needed. Data displayed by the various programs show growth and proficiency in real-time. We will use that data to inform further instruction.

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

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.

Roots will use the I-ready Curriculum Associates Goggle classroom, SeeSaw to administer as our formative assessment measuring K-5 student learning (and loss) at the start of SY 20-21. Virtual learners will take the diagnostic assessment online at home. The diagnostic tests will be administered the second week of school. All of these assessments are on-line data driven and research based. We have used them during the regular school year so the teachers and students are familiar with them. All students will be assessed on-line for the first semester. We will use *Class DOJO* to keep the parents informed.

The Pre-school will be assessed in mid October. They will be assessed on-line using *Teaching Strategies (GOLD)* for ELA and *MyMath* for Math. These assessments have an on-line component and the student have had it before. There was a diagnostic dry-run the first week of school.

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.

Student grading and promotions policies will be the same for SY 20-21 as was for former years other than the 2nd semester of 20-20. Grades for Kindergarten will be E for excellent, VG for good, G for fair, I for improvement needed. Kindergarten children who at least receive G for ELA and Math will be promoted to 1st grade. Grades 1-5 will be A for excellent (90-100 pts), B for good (80-89 pts), C for fair (70-79 pts), D for poor, (60-69 pts), and I for incomplete (0-50 pts). Grade 1-5 students who receive at least a D for ELA and Math will be promoted.

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

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

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?

- 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?

 - Teachers will do online in person lessons with the virtual students using i-ready, google classroom, see-saw, and class dojo platforms. Teachers will mark the students present or absent for that day’s lessons based on the teacher interacting with that student.
 - The teacher will see and talk with the student online. A teacher may also talk with a student on the phone to give a lesson and work with the student one on one.
 - In addition to teacher expectations, evidence of educational engagement will be the responses the student gives the teacher, the work turned in, the time I-ready shows that the student was engaged with its programs, and projects the student does to show engagement and learning.

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?

Teachers will be responsible to take attendance daily via in-person next semester or virtual first semester. They will send their attendance daily to the director of program compliance, who will record it in Redicker, which feeds into OSSE’s data system

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.

Students will be supported in their social-emotional and mental health needs during continuous learning and school recovery by listening to them and providing them with empathy and compassion for whatever they are experiencing. Roots will also provide them with resources and contact information for more serious concerns. Teachers will do extra online direct tutoring with students who have lost the most learning due to the pandemic. We will also use our student support committee and the *DBH Dept of Behavioral Health* to decide how to help our students. We will continue to identify, refer, & monitor students with Mental Health & behavior problems. As much as possible school mental health providers who normally provide services to students are available to provide telehealth services during the emergency. We will refer to the *DC Coordinating Council for School Behavioral Health Community of Practice*. (DC.CoP0)

The student support system and the teachers will help to virtually identify those students with *SEL* needs. We will prepare to identify *ELs* in a timely manner including screening all students who were screened provisionally while in remote learning environment using state- approved English proficiency screeners. Roots will implement their *EI* program plans with fidelity across both remote and in-person learning environment to advance the linguistic and

academic goals of **ELs** and have a system in place that draws on multiple data sources to elevate and refine the EL program. We will employ the necessary providers; Social Workers, psychologists & Speech Pathologists and Therapists who will meet their needs virtually. We will refer these students just as we do the students with other academic needs. We will arrange services with the parents approval. The parent will have a great buy-in. We will provide an alterate setting if necessary for these services. Students with disabilities retain all rights consistient with the law and should have their unique instructional and related -service needs met.

We plan to communicate with parents on how we will shift our resources, policies.and practices, to support EL SEL and SPED children across remote and in person learning enviornments. We will also meet the unique needs of students with disabilities who are in the care of the *DC Child & Family Services Agency*. Students will be supported academically virtually by the teachers. We have employed the necessary provifders; purchased, the necessary software, and contacted the necessary agencies so that they can have the mental and behaviorial support they might need. We will employ many academic interventios; **iReady** and other **RTI** to be sure the students are on track. The SPED teacher will provide additional academic support for those students who may need it.

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.

Roots has students 3 years old through 5th grade. We have not had any discipline problems with our students’ behavior during distant learning. Mostly, the parents were online with the students. However, our policy for distant learning behavior is that the device given by the school, platform, the teacher, and the other students are treated with respect. If there is a problem with a student, the parent will be informed.

1) These infractions will get students excluded from distance learning, Bullying, No uniforms, fighting.

We will communicate with families through Goggle Classroom, Ditial Newsletter, School Website, Zoom & e-mail.

We will make certain that student have access to their work through Class DOJO, Goggle Classroom. & School Website.

Special Populations

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

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

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

Roots maintains IDEA timelines by keeping a record of them based on the IEP information. Timelines are set in collaboration with families. Roots documents delivered services by marking them in record sheets and keeping a log of invoices.

The steps Roots is taking to ensure that family members with disabilities can access content to support student learning are finding out what the disability is, then using a tutoring system, buddy system, or other method that ensures family members with disabilities can access content to support student learning.

Roots delivers related services for students in distant learning by zoom, where the teacher would give live instruction and the parent will be available to assist the student in following directions.

Roots supports parent training for students receiving related services through distant learning by direct zoom communication with the parent or provider.

Roots will deliver recovery services to students with disabilities during SY 20-21 by first assessing where the student is, checking the IEP, and revising it as necessary. The communication with the parent will be collaborative and take place by way of zoom, telephone calls, and texts.

Roots will 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 by including them in the diagnostic and RTI testing that we will administer at the beginning of the SY.

Roots will take steps to support the delivery of recovery services to students in the care of DC and experiencing homelessness by checking our roster for our returning students in that category, check to see if needs have changed, and checking to identify new students who may be in that category

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

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

Our Roots program model is to first, refer to the Language Survey in the enrollment packet: English learner data. Then we will refer to the access assessment to determine the student's level of language needs and level of proficiency. Students will then be served whether they are in the in-person, virtual, or hybrid model by the special education teacher.

Roots will set language goals into the IEP across the four language domains (reading, writing, listening, and speaking) based on the Language Access Assessment (unique by native language or level of English proficiency), which determines the student's level of language needs and levels of proficiency. We then have a collaboration meeting between the family and professional team.

Roots will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by making sure students in each learning environment has access to a device, supplies, software, and manipulatives that reflect their grade and academic proficiency level.

Roots will provide EL students access to academic content by grade and proficiency level through providing instruction that will be conducted in a language the student understands and according to student's proficiency skills.

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.**

Currently, Roots issued devices to its students. Roots has also budgeted to buy 60 new devices to issue to new students or to replace older or defective devices. The youngest students use ipads or tablets. Most students use chromebooks. Roots will provide technical training to students as needed. Hotspots will be given if families do not have access to internet due to circumstances beyond their control. Our IT company will repair and replace devices as needed. Students will be taught how to safeguard personal identifiable information. Our IT company has installed limitations on devices we give to use at home. In-Point Protection is the firewall we use, which prohibits adult websites, cheating websites, most chat rooms, and social media apps. We secure their emails to avoid spam and

unwanted emails from outside the school community. The personal information will be kept by the IT person & the DATA in the school's SIS. We will contact each family to assess their tech needs; earphones & internet access included. We will make certain they are in place by the first day of school.

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).**

Roots families can anticipate hearing from us by the teacher daily through our online resource, class dojo, our monthly digital newsletter, which is posted on our website, our Parent Advisory Council and their digital monthly newsletter, class dojo, and direct parent to teacher and parent to administration communication at any time.

Roots solicited and incorporated student/family input as to how they wanted to continue school – virtual, in person, or hybrid. Based on their responses, we tried to set our classes up to accommodate them. However, since the pandemic death rate has gotten worse, we decided to take the Mayor's suggestion and go all-virtual for the first semester. Most wanted the hybrid. They will be able to change from virtual second semester if the safety permits.

By the beginning of the SY2020, we also will post on our website a description of the continuous education plan and contact information for key points of contact including technical support, language access, school administrators, faculty, and staff.

We will communicate about unanticipated facility closures and the health/safety of the school community through class dojo, teacher calls or texts to parents, and PAC groupme.

We shared expectations and training for family participation in their student's learning, including technology at the August Parent Orientation and will continue as needed for the family by the teacher or our IT company throughout the year.

Introduction of the new classroom teacher was done at the August virtual Parent Orientation. New students are introduced at the student orientation, which is the first day of school, September 8th. This year students will be introduced in each classroom online.

Families will be given routine feedback on student work both formally by semester report cards and class dojo progress reports as well as informally by graded work and conferences with teachers. Roots will also ensure the translation of documents into the major languages spoken consistent with Roots families that do not speak English.

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: Roots Public Charter Schools

LEA Leader Name: Dr. Bernida Thompson

Date: 10-14-2020 01:09 PM