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.

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

School Recovery Operations Plan

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

Regular Cleaning Schedule

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

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops, and construction tools and equipment)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a student. See CDC's guidance for safe and correct application of disinfectants.
- 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 (e.g., construction equipment) will be limited and cleaned between use.
- Shared bathrooms will be assigned to specific groups of students and staff. Bathrooms will be cleaned and disinfected routinely.
- The school will implement safe and correct storage for cleaning and disinfection products.
- Staff will ensure that there is adequate ventilation when using these products to prevent students or themselves from inhaling toxic fumes.

Positive COVID-19 Case Cleaning Schedule

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

Should a student or staff member develop symptoms of COVID-19 during the school day but is not confirmed to have COVID-19, the school will:

- Immediately rope off or close, clean and disinfect areas and equipment in wich the ill individual has been in

contact.
- Once the room is vacated at hte end fo the day, perform a deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the individual was in contact, including the isolation room (as appropriate).
- Staff supporting, accompanying, or cleaning up after a sick student or staff member will adhere to PPE requirements (non-medical face covering when able to maintain 6 feet of distance and when the ill individual is wearing a face mask, otherwise a surgical mask, eye protection, coveralls, and gloves).

Likewise, the school will follow the OSSE guidance updated on August 21st regarding scheduling, ventilation, and cleaning procedures for tracheostomy suctioning and oral/nebulized medication administration.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean   D = Disinfect   S = Sanitize

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

Deep Cleaning Schedule	
Area/Item	Method

Tables/window sills/door and cabinet handles/construction equipment	Clean with neutral detergent and disinfectant dry with disposable paper towels
Walls/Ceilings	Clean with warm water and general purpose detergent. If soiled with blood or body fluids, following cleaning, disinfect
Waste bins	Empty Clean with neutral detergent and warm water
Mops and cleaning cloths	Mop heads should be washed in warm water and detergent, rinsed and air dried Reusable cloths must be laundered daily on a hot wash cycle (at least $60^{o}C$) in a washing machine

	and then tumble dried

Toilet Area Cleaning Program	
Area/Item	Method
Wash hand basins, taps, surrounding counters, soap dispensers.	Clean with detergent and warm water.
Both sides of the toilet seat, toilet handles, door knobs or cubicle handles.	Clean with detergent and warm water.
Toilet bowls	Use toilet cleaner as per manufacturers' instructions.
Urinals	Clean with detergent and warm water and if soiled, disinfect with a chlorine-based disinfectant with 1000 ppm available chlorine.

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

Use of Space

YouthBuild DC PCS will take the following measures in its use of space. We will:

- Maximize spacing of occupants in each space with a minimum of six feet distance between desks and workspaces.
- Monitor guidance and limit individuals in any space based on the "Phase" per the DC Health requirement.
  - Phase 1 - 10 individuals
  - **Current Phase** - 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
- Ensure that no more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
- In the computer lab, all workstations will all be turned to face the same direction and students will be staggered to maintain six feet distance.
- Communal-use spaces (such as the student break room - B-02) will be closed.
- A designated room (B-02) will be available for any student or staff member who exhibits symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This room will be separate from the area used for routine healthcare.

Use of Hallways

Hallways will include occupant traffic flow direction markings on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including floor arrows, floor markers, and wall signage in multiple languages will be used as needed to provide direction and instruction for movement.

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

After a prolonged shutdown our building will be re-opened safely to ensure building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use.

Ventilation

Prior to reopening after any prolonged shutdown, YouthBuild will work with our landlord to engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

Water System

Prior to reopening after any prolonged shutdown, YouthBuild will work with our landlord to flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following CDC guidance and as described below:

- Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.
    - Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.
- Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.

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 providemeals, 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 staff and students (and families if students are minors) is our number one priority when offering on-site learning. Students and staff in the facility will maintain a distance of six feet of separation between each other; they will 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.

Traveling to and from School

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

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

- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for safety of passengers. *Keep up-to-date on DC Metro services.*
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.

- Use hand sanitizer after leaving the transit system.
- For the remaining distance, students will be instructed to follow the above regarding walking to school.

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

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

Entering and Exiting School Building

As a very small school community, all students, families, and staff, will be provided instructions for entering and exiting the school.

All students will enter the building through the main front entrance. Students will maintain six feet of distance between each other before entering the school.

- Each student will complete the daily health screening and temperature check process (which will take place in a designated area outside the front door, and which will be covered in the event of inclement weather), with the designated YB staff member.
- Assuming the student passes the health check, the student will proceed through the security vestibule.
- Once through security (where students will pass through a metal detector), students will head directly to their assigned classroom. Signage and staff posted along the route will ensure that everyone follows social distancing protocols.

Daily Health Screening

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

In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms. YouthBuild will use non-contact thermometers and follow CDC guidance below.

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Put on PPE.** This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves.
- **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.**
- **Remove and discard PPE** following proper procedures.
- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer** in accordance with CDC guidelines.

Grouping

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

- We will group students and staff together each day, following Phased Guidance.
- We will not host any group activities or large gatherings of students, such as assemblies when six feet of distance is not possible.
- We will correlate classroom groups and coordinate use of hallways, restrooms (as applicable), and other shared spaces to avoid mixing groups, and will take extra care to ensure students with special needs and any immunocompromised students receive the care and attention they need.

In School Dining

Students who choose to remain at the school for lunch will eat meals in their classrooms, remaining socially distanced and behind individual desk partitions:

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will clean and sanitize chairs and tables before and after the meal.

Lunch Breaks

YouthBuild will continue to allow students and staff to leave for lunch. Students will be dismissed for lunch on a staggered basis, and social distancing will be maintained as students exit the building. Students and staff will be instructed to follow "travel to and from school" guidance, including maintaining physical distance while outside. Students and staff will go through re-entry screening procedures upon their return.

Canceling, Eliminating Activities

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

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

Non-medical (Cloth) Face-coverings

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

Students must wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building. Students will be required to wear face covering when in the hallways, bathrooms, or other communal spaces within the facility.

While visitors to the school will be strictly limited, should a visitor need to enter they must wear a face covering on the school grounds and inside the school buildings at all times.

Instances when face coverings do not need to be worn **(only if the Mayor's Mask Order is lifted)**:

- 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.

Ensuring the safe use of clean cloth face coverings:

- Students and staff will bring multiple cloth face coverings with them. In the event that a student, staff, or guest does not have a face covering, one will be provided by the school.
- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and wash hands immediately after removing it.
- If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.

Hygiene

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

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

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g. bin).
- Electronic devices (e.g. Chromebooks) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- 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.
- No-touch fixtures have been installed where possible (e.g. touchless trash cans, touchless soap dispensers).
- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced:

- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)
- Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.
- Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.

High-risk Individuals

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be recommended to consult with their medical provider before participating in on-site activities. Consideration will also be made for live-in family members of students or staff at high-risk. Risk factors include:

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

Exclusion or Dismissal from On-site Learning

YouthBuild 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, YouthBuild will follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- **For minor students**, YouthBuild will immediately isolate the student from other students, notify the student's parent/guardian contact 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 and adult students**, YouthBuild will send the staff member/adult home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, YouthBuild has identified **Komal Bansal, Director of Data and Operations,** 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

YouthBuild 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

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

- Notification to all staff and families/students 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.

YouthBuild will notify students and families via text, and via email to their YouthBuild and personal email accounts.

In addition, the school will post any building closure notifications on its website and on social media.

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

See Cleaning, Sanitization, and Disinfection section for more details.

In the event of a **confirmed COVID-19 case in a student or staff member,** YouthBuild 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 from the CDC, linked here:

- If **seven days or fewer** have passed since the person who is sick used the facility, YouthBuild will follow these steps:

1. Close off areas used by the person who is sick.
2. Open outside doors and windows to increase air circulation in the areas.
3. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
4. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

- If **more than seven days** have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. YouthBuild will continue routine cleaning and disinfection.

Student and Staff Schedule

See the Instructional Plan for detail on Student Schedules. Staff will be expected to work from 8-4 daily; additionally, some staff (who have agreed to predetermined schedules) will be available outside of regular school hours to work with students asynchronously.

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days at the beginning of the year and during specified enrollment periods. In the event that students cannot travel to school, materials may be dropped off to them. The student will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

A sample list of items assigned to each student will include the following.

- All classes: Chromebook, hotspot (if needed)
- School supplies - Calculator, Binder, Copies of essential documents -e.g.login-in documents, pencils, pens,

etc.
- Hard copies of materials needed for each class

Oversight of Extracurricular Activities

All extracurricular activities will take place virtually (e.g. ACE Mentoring will conduct virtual tours of construction sites with students; LAYC Cooking and Yoga Classes will take place virtually)

Providing Personal Protective Equipment (PPE)

Face coverings (masks) will be provided for all staff members and students. In addition, any individual participating in health screenings must have gloves and a face covering. For all personnel who interact with external visitors (e.g. mail carriers, family members), the school will provide a barrier made of flexible plastic. Students will be provided with sterilized containers to hold their supplies and personal belongings.

All staff will be provided with:

- 3 reusable masks, as well as disposable masks as needed
- Disposable gloves as needed.
- Reusable face shields for conducting health screenings.

All students will be provided with:

- 3 reusable masks, as well as disposable masks as needed
- Disposable gloves if and when using shared materials

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.**

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

The following options are available to students enrolling in YouthBuild DC PCS for school year 2020-21. Students must choose an option at the outset of each 6 week rotation (at enrollment, by September 25, November 6, etc.). **Students may change their option from Remote to Hybrid via an every-six week learning survey.**

1. **School Schedule Options.**

Hybrid - Health Guidance Permitting

Attend school in-person during the Construction Rotation (2 out of every 6 weeks - health guidance permitting), attend school remotely participating in synchronous activities with content teachers during Academic Rotation 4 days per week, and attend school using asynchronous learning one day a week (4 out of every 6 weeks). For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when in-person or through the use of photos.

Remote Synchronous

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

Remote Asynchronous

Available on a case by case basis for students whose work commitments or family responsibilities are such that they are unable to attend synchronous learning when remote. This type of learning allows for weekend and evening learning. Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid (**Construction** - 2 week rotation - in person) - **If Health**	On-site with adult supervision and structured activities - 9 am -3 pm	On-site with adult supervision and structured activities 9 am -3 pm	On-site with adult supervision and structured activities 9 am -3 pm	On-site with adult supervision and structured activities 9 am -3 pm	On-site with adult supervision and structured activities 9 am -3 pm

Guidelines permit				
Remote Synchronous (4 week rotation; or for an all remote synchronous schedule)	Structured schedule of activities 9 am -3 pm	Structured schedule of activities 9 am -3 pm	Structured schedule of activities 9 am -3 pm	Structured schedule of activities 9 am -3 pm	One-on-one meetings with teachers and counselors, as needed; Asynchronous activities completed
Remote Asynchronous (very limited)				Activities to be completed by end of school week

2. **Instruction**

Personnel

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be identical.

- **Academic Instructor:** The instructor is the content area expert responsible for ensuring that students are learning. The academic instructor' primary responsibility is to ensure that content will be delivered remotely and in-person with <u>equal success and be differentiated for all learners</u>. They will plan lessons that can be taught remotely and in-person. There may be times, for example, when the academic instructor live-streams direct instruction to students learning remotely and records the lesson for review or access by the few students on a fully asynchronous schedule.
- **Construction Instructor:** The construction instructor is the content area expert responsible for ensuring that students are learning and practicing construction skills. The Construction Instructor's primary responsibility is to ensure that content will be delivered remotely and in-person with <u>equal success and be differentiated for all learners</u>. They will plan lessons that can be taught remotely and in-person. There may be times, for example, when the content teacher live-streams direct instruction to students learning remotely and records the lesson for review or access by the few students on a fully asynchronous schedule.

Learning Modes

- **Synchronous learning with Instructor (SL w/I)**: When remote, this instruction is conducted via a platform in which students and the teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and students occupying the same room. When remote, this instruction includes the teacher and students using the same format: An LMS, Webinar or Meeting platform: Zoom or telephone. The

expectation is that the students may ask questions and the teacher may ask questions of the students to engage in real time student-learning.

- **Asynchronous learning with Instructor (ASL w/I)**: This instruction requires the teacher to prepare learning that can be accessed anytime, anywhere. The student would need access to a pre-recorded lesson in which the teacher provides instruction. When remote, the lesson can be accessed on a Chromebook, via a pre-recorded Zoom session.
- **Asynchronous learning without Instructor (ASL w/o I)**: This instruction is individual that can be done independently. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. To ensure that the work is completed each day and students are engaged and progressing, asynchronous assignments will be collected on Fridays and will be used to measure that day's attendance. For the small number of students participating in full time asynchronous learning, assignments will be collected and used to measure attendance daily. (See attendance policy for further details.) Regardless of the product, it may be collected through the LMS, by photographing the work, or by returning hardcopies to the Operations team to scan to the teacher.

Community Building

Virtual Community Building (may include ACE Mentoring, yoga, cooking class, "lunch together"): Planned learning breaks/activities will be implemented to promote student socialization. Activities will be facilitated by school staff or through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the students. These will take place during the lunch hour or during normal school hours on Fridays.

3. **Professional Development**

Over the summer, all instructors will participate in training on the use of Google platforms, Zoom, Edmentum and other resources the school is using to facilitate distance learning. The training will focus on content delivery and checking for understanding. Ongoing, job-embedded professional development and collaborative planning time will focus on assessing student learning, troubleshooting IT issues, engagement, and building community remotely. Academic, special education and ESL teachers will also support one another and collaborate on Fridays.

Additionally, formal instruction will end each day by 3:00pm and the teacher's work day will end at 4:00pm. Each day, teachers will have access to IT support, the Restorative Practices Coordinator, support staff, and the Academic Dean, and other instructional staff to troubleshoot issues that occur both on-site and remote.

4. **Continuous Improvement**

YouthBuild DC PCS will be in operation for 181 days, for six "in school" (9am-3pm) hours per day. The schedule will be based on a six week rotation schedule to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to instructional offerings (e.g., hybrid, remote) will occur on the planned six week rotation schedule except when there is an emergency reason to move from on-site to remote learning.

Students may choose to change their schedule every six weeks, or in the event of a change in family or student health circumstances) based on direct communication with the school. The school will accommodate all students for the start of each six week rotation and will adjust as best as possible throughout the rotation.

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

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

Once a week, students, who have shown the least engagement whether by attendance or work product, will be evaluated through a student support team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. Depending on the results, the student may be provided additional wrap-around supports.

All students will take a social emotional learning assessment during intake and periodically throughout the year. 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?**

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.**

PURPOSE:

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

DESCRIPTION:

This policy describes the assessments that YouthBuild DC PCS will use to assess student learning during the 2020-2021 school year. Results of all assessments will be shared with the student and parent/guardian (if the student is a minor) and used to inform interventions and supports.

The policy describes the assessments the school will administer for all students, when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in person and remote.

I. **Assessments**

Formative (and Summative) Assessments for All Students

Subject Area	Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous
Math	CASAS	**Pre-Test** At Enrollment (for new students) - or all students if required by PCSB **Post-Test** - between 50-100 hours of instruction	1. On-site (in a secure room, following social distancing guidelines and CASAS testing/proctoring guidelines) 2. Remote (following CASAS remote testing/proctoring guidelines)
Reading	CASAS	**Pre-Test** At Enrollment (for new	1. On-site (in a secure room, following social

		students) - or all students if required by PCSB **Post-Test** - between 50-100 hours of instruction	distancing guidelines and CASAS testing/proctoring guidelines) 2. Remote (following CASAS remote testing/proctoring guidelines)
ESL	TABE-E/CASAS	**Pre-Test** At Enrollment (for new students) - or all students if required by PCSB **Post-Test** - between 50-100 hours of instruction	1. On-site (in a secure room, following social distancing guidelines and CASAS testing/proctoring guidelines) 2. Remote (following CASAS remote testing/proctoring guidelines)
Math, Science, Reasoning through Language Arts (RLA), Social Studies	GED Ready	If testing at a high enough CASAS level and with teacher recommends-tion	1. On-site (in a secure room, following social distancing guidelines and GED Ready testing/proctoring guidelines) 2. Remotely, with GED Proctor - if available - following GED Ready Remote Testing Guidelines
Construction	1. SAR - (skills assessment review) 2. Subject Test (e.g. Tools)	Upon completion of each unit of instruction; timing varies by student progress and unit	3. **SARS and Subject Tests - On-site** (in a secure room, following social distancing guidelines) 4. **Subject Tests can also be**

			completion timing	**completed remotely**, following guidelines for remote testing integrity (closed book, with a remote proctor)

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.**

   Mastery-Based Learning and Graduation

   YouthBuild does not issue letter grades. Per our Student Handbook, students are assessed on a mastery basis, and move from learning cohort to cohort based on mastery of material, growth on CASAS (and TABE-E, if appropriate) testing, and GED test-taking readiness.

   To complete HBI-PACT and specialized HBI programs, students must pass all tests and successfully complete Skills Assessment Reviews (SARs).

   YouthBuild's graduation requirements have not changed. Students must successfully pass all four GED Tests to graduate from the school.

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.**
   See attached application.

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?

   ☐ 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?

PURPOSE:

YouthBuild DC PCS commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of "seat time" per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

DESCRIPTION:

ON-SITE ATTENDANCE - for Hybrid Model - Construction Rotation

Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy.

REMOTE OR DISTANCE LEARNING ATTENDANCE

Per OSSE guidance for remote learning, students will be marked present or absent using a new code for Distance Learning (per updated regulations for a distance learning attendance type).

YouthBuild DC PCS selects the following option(s):

- Option A: Those with a Learning Management System (LMS) may use this format with the existing LEA policy.

- Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.

- YouthBuild will use both options, (see below) for which groups are using which option and under what circumstances.

Touchpoints that YouthBuild will use, include the following methods:

- For students on the Academic Rotation:
  - Monday-Thursday attendance will be taken during each of the five live classes conducted via Zoom.
  - On Fridays, attendance will be taken during the live morning community meeting and Transitions workshop. Completion of asynchronous learning assignments during independent work time will also be logged for attendance purposes.
  - Attendance for the few students participating in fully asynchronous learning will be logged based on completion of assignments (submitted via LMS, email or hard copies then scanned by the Operations

team to teachers).

- For students on the Construction Rotation, in-person attendance will be logged daily.

Attendance Monitoring and Reporting

YouthBuild PCS will take the following steps to track student attendance:

- Teachers are responsible for daily attendance for students on-site and will follow existing attendance protocols, including entering students as present or absent in the school's LMS.
- Teachers are also responsible for daily attendance for remote learning students with an LMS will follow protocols as follows:
  - Mondays through Thursdays, teachers will enter students as present in LMS if they attend at least one live instruction class.
  - On Fridays, if students attend the live morning community meeting (with school culture team), any of the Transitions workshops, teacher office hours or check-in with a staff member, the responsible staff member will mark students present in LMS.
  - Teachers will evaluate independent work completed by students participating during asynchronous learning and mark the student present in LMS if the student completes an assignment partially and responds to email.

YouthBuild PCS will take the following actions to address absences:

- The Operations Associate will reach out to absent students daily via automated text message. Then, teachers, school culture team members and/or case managers, and operations team members will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.
- Minor students who meet the definition of chronically absent will be reported to Court Social Services, as required by law.

Attendance Policy

	On-site synchronous	Remote synchronous	Remote asynchronous
Present	Present: Student attends school for >80% of the school day. OR Attends <80% of	Present Remote: Student presence is detected throughout school day's activities (A) captured in LMS (B) participates by one or more of the following	Present Remote: Student logs into LMS and completes >50% of the assignments assigned that

	school day on-site AND is remote learning for the remainder of the school day.	touchpoints: • is "seen" in virtual classroom, • submits exit ticket • participates in group activities • participates in community building activities • Submits photo of student work • Submits video of activity (construction) • Saves student work in file, showing some progress • Responds to survey • Responds to documented contact(s) from Case Manager, YB student outreach staff, and/or content teacher	day (thereby providing evidence of education engagement) AND responds to documented contact(s) from Case Manager, YB student outreach staff, and/or content teacher, via periodic check-ins.
Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints	N/A	N/A

	when physically absent.		
Absent	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints.	Absent Remote: Student does not produce evidence that assignments are partially complete.

Students who are learning synchronously remotely will receive the following:

- A robo tardy text if not present by the end of first period (10:00am).
- An email if not present by end of second period, whichever occurs first (parent/guardian copied, if applicable).
- A call from the case management team to the adult student or minor student's parent/guardian if not present for the whole day, followed by email notification to the parents/guardians to minor students.

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

The school will log all contacts with a student and family using YouthBuild DC PCS' QuickBase system (e.g. shared folder, Student Information System notes page). For students who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Whole Student Support

A. Student Support

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

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

- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.

- Teachers will conference with students (and families, if students are minors) and if necessary, refer students to the Case Management team, if students are displaying needs for support.
- Each Friday will begin with a whole school virtual Community Meeting, to promote connection, celebrate student successes, and address common SEL challenges students are facing. In addition, small group SEL workshops (on topics such building positive relationships, conflict management, anger management, etc.) will be offered on Friday afternoons, along with virtual yoga classes and other programming to support students' non-academic needs.
- School leaders 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 and other staff.
- The Case Management team will continue to offer tele-health options for students to call and schedule sessions with school counselors.
- The Case Management team will make referrals to neighborhood Family and Support Collaboratives for families in need of additional social-emotional and mental health support. We will also work closely with LAYC and our Community Schools liaison to provide additional supports to students and families.

During weekly Academic Team meetings, the general education and special education teachers will review student progress on formative assessments, identify students of concern who are not progressing as expected, and determine appropriate interventions and supports for the next week, including but not limited to: schedule adjustments to provide specialized small group pull-out instruction (ex. Read180), strategic adjustments to homogenous or heterogenous groupings in-class, differentiated instruction, etc.

B. Behavior

12. **Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**
    - **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
    - **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
    - **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

    Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the Student Fair Access to School Amendment Act of 2018, a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.

PURPOSE:

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

DESCRIPTION:

Important Definitions

- Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings. [1]

- Virtual learning - Learning hosted outside of a classroom setting using electronic devices
- Asynchronous learning - Learning where students learn the same material at different times and locations.
- Synchronous learning - Learning where students are engaging in learning activities at the same time.
- Discussion board - Section of a website where users can submit or read messages.
- Chat - A window used for conferencing between two users.
- Breakout Room - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.
- Cyberbullying - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.[2]
- Learning management system (LMS) - A software application for the hosting and delivering of online educational courses.

Expectations for Student Behavior**:**

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

Plan for Communication, Engagement, Privacy, Security & Care of Equipment

Communication and Student Engagement	- Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. - Students must follow all classroom and school expectations for using audio and video during classroom meeting times. - Students must mute their microphones when they are

		not speaking and while others are speaking. • Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. • Students must follow the same rules for whole group class meetings while in breakout rooms. • Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher. • Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher. • Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion

	boards. • Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. • Students must report all instances of cyberbullying to school staff immediately. • Students must silence phones and limit all other environmental distractions to themselves and others during class meetings.
Logging into the LMS	• Students must keep their username and passwords in a safe place and must not share them with other students. • Students must log into the LMS using their own log-in information. • Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.
Student Work	• Students must complete work on time

	following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments. • Students must submit their own work 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.
Taking Care of Physical Equipment	• Students must treat all school and personal electronic devices with care. • Students must keep food and drinks away from the equipment. • Students must keep devices out of extremely cold or hot areas. • Students must hold and carry computers properly. • Students must report any

	damage to school equipment as soon as possible.

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[1] OSSE Guiding Principles for Continuous Education

[2] Cyberbullying - Identification, Prevention and Response

Monitoring of Student Behavior

- Administration/teachers will regularly review student discussions to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the student handbook.
- Progress/attendance will be shared with students (and families if students are minors) as per the school handbook
- Teachers will communicate concerns with students (and families, if students are minors) by phone, email, or text.

Communication with Students (and Families if Appropriate)

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

Modifications to Distance Learning

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

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

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

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

Special Populations

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

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

    PURPOSE:

    This submission is a narrative to demonstrate how YouthBuild DC PCS will meet the educational and social-emotional needs of students with disabilities and English learners.

DESCRIPTION:

YouthBuild will ensure that all students with disabilities and English learners have access to the general education curriculum, receive the supports and services they need to be successful, and that YouthBuild will be in compliance with all required Federal and local laws and regulations.

SPECIAL EDUCATION

1. IDEA TIMELINESS

YouthBuild DC PCS will maintain the timeliness of all annual IEP meetings, triennial reevaluations, initial evaluations, and services by conducting virtual meetings via Zoom or Google Meet.

- Meetings will be held virtually
- Components of evaluations that can be done virtually, such as checklists, rating scales, interviews, etc, will be done remotely via phone or video meeting
- Components of evaluations that <u>must</u> be completed in person will be done at the school building in a large space with the student and related service provider; during in-person evaluations, the following safety protocol will be used:
  - Masks will be worn at all times, hand sanitizer, gloves, 6 feet of distance between provider and student, health check upon entry, parent (if the student is a minor) waiting outside
  - YouthBuild will prioritize evaluations that are expired or out of compliance so that those assessments, evaluations, and eligibility determinations are completed as quickly as possible.
  - YouthBuild will issue technology to every student. An additional needs assessment will also determine the best form of communication for families/students (i.e. mode and time of day.)
- YouthBuild will redesign and reassess its Child Find protocols and universal screening processes so that it can account for differences in physical classroom space vs. virtual classroom space

2. CONTENT ACCESSIBILITY

YouthBuild will maintain frequent, consistent, and transparent communication between school-team members and students (and parents, if students are minors). In addition to frequent phone calls to check in and regular in-person and online classes, YouthBuild will provide the following:

- Asynchronously available videos/audio recordings for students (and parents, if applicable) explaining how to access and use technology for remote learning
- "Office hours" of availability of all members of the special education team so that students/parents can call and ask questions, seek support, etc.
- "Office hours" and scheduled one-on-one check-ins with general education teachers for all students to access help with instruction - on Fridays.

3. RELATED SERVICES

Where practical, YouthBuild will deliver related services for students in distance learning via teletherapy.

- Behavioral support will be delivered via Zoom, phone calls, and/or Google Meet.

- Speech therapy will be delivered via contracted therapists via teletherapy
- Occupational therapy will be delivered via contracted therapists via teletherapy.
- Physical therapy will be delivered via contracted therapists via teletherapy.

In certain cases, Occupational therapy and physical therapy may be delivered in-person, adhering to all established health guidelines.

- YouthBuild's team will work with students (and families, if applicable) to determine the best time of day for related services to be delivered, the method of delivery (i.e. whether parent assistance is required or not), and other appropriate considerations

4. STUDENT (AND PARENT, IF APPLICABLE) TRAINING

YouthBuild will maintain frequent, consistent, and transparent communication between school team members and students (and parents, if students are minors). In addition to frequent phone calls to check in and regular online classes, YouthBuild will provide the following:

- Workshops and videos for students/parents on how to access and use technology for remote learning
- "Office hours" of availability of all members of the special education team so that students (and parents, if applicable) can call and ask individual questions, ask for individual support, etc.

5. RECOVERY SERVICES

YouthBuild will deliver recovery services to students with disabilities through intentional data collection, data analysis, individual student analysis, IEP team meetings, and team decisions.

- YouthBuild will use multiple data points to identify and determine student needs, including but not limited to school-wide assessments such as CASAS, as well as teacher-level diagnostic assessments administered through Edmentum, and classroom-based assessments
- YouthBuild will analyze data and trends from spring virtual learning to determine if students had access to services but didn't receive them based on a variety of factors such as scheduling, technology, dependence on adult support, etc.
- After making determinations for recovery services, YouthBuild and the student (the parents, if student is a minor) together will determine the appropriate format (i.e. delivery method, time of day, etc.) to implement recovery services, for example -
    - 30-minute RSP sessions vs. 45-minute RSP sessions
    - Specialized instruction
        - More small groups; more restrictive instructional settings for students that need it
    - Leveraging all internal staff, such as Case Managers, to check in with students and help to keep them on track
    - Additional tutoring support

6. ASSESSMENT UPON RETURN

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

YouthBuild will ensure that students with disabilities are assessed upon their return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit in the following ways:

- All students will take CASAS assessments upon return to school to determine learning needs.
- YouthBuild will develop a "tool box" of screeners as appropriate for students in virtual classrooms so as to address all areas of Child Find
    - YouthBuild's Special Education Coordinator will develop a centralized system for tracking which students have been screened and those students' screening results

7. RECOVERY SERVICES TO HOMELESS STUDENTS AND STUDENTS IN THE CARE OF DC

- For students that have multiple living situations, YouthBuild will work with students, families (if applicable) and community partners to ensure that instruction is not disrupted for those students to the greatest extent possible.
    - This includes providing access to technology, wi-fi (through provision of hotspots), information, contact information for staff, etc.
- YouthBuild will leverage its existing relationships with various community-based organizations (such as LAYC) to provide continuity in virtual learning and instruction for students in the care of the District of Columbia and students experiencing homelessness.
- YouthBuild's Homeless Liaison and Case Managers will actively engage these students (and families, if applicable) in order to be as available and accessible to them as possible.
    - Case Managers will conduct regular outreach and provide as many resources and as much information as possible to assist students and families (if applicable).
    - Case Managers will maintain regular contact with students and will keep relevant staff members informed of pertinent information relating to those students.

- **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.**

EL PROGRAM

1. EL PROGRAM MODEL

YouthBuild will provide a combination of distance and hybrid learning models through a variety of supports and services in order to meet the needs of all levels of English learners.

- Direct service delivery
    - All EL students will have an EL teacher that provides language support and monitors language progress.
        - In Beginning ESL, students testing at lower levels will receive daily ESL support aligned to appropriate CASAS content standards.
        - In Advanced ESL, students testing at higher levels will receive daily ESL support higher level CASAS content standards.
    - All EL assignments will be made available online.

- The EL teacher will collaborate with general education teachers to provide linguistic scaffolds and resources to increase access to academic content in-person and virtually.
- The EL teacher will assign modifications and accommodations to ELs based on their proficiency levels. This information will be shared with general education teachers.
- The EL teacher will regularly review online assignments and provide supplemental resources and scaffolds according to students' language proficiency levels.

2. GOAL SETTING

YouthBuild will set language goals across the four language domains of reading, writing, listening, and speaking to advance EL students' English proficiency in the following ways:

- The Testing Coordinator will administer appropriate screening for new and returning students
- All EL students will take the CASAS/TABE-E Pre-Test at the appropriate level, based on initial screening.
- After obtaining diagnostic level data on students, the EL teachers will work with students to determine appropriate goals for language domains
- The EL teacher will capture and progress monitor these goals using data-collection and progress-monitoring trackers and templates

3. LANGUAGE INSTRUCTION

YouthBuild will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments in the following ways:

- UDL strategies - representation
- Creating additional materials and resources for students that are aligned to the curriculum
- Using supplemental curricular materials
- Direct instruction
  - Beginning Level
    - The EL teacher will provide a daily EL learning block, with appropriate instruction aligned to students' proficiency levels in reading, writing, speaking and listening
    - The EL teacher will provide scaffolds aligned with UDL to increase multiple means of representation within other content areas (e.g. RLA, science, social studies, math, and construction)
  - Intermediate/Advanced Level
    - The EL teacher will provide a daily EL learning block, with appropriate instruction aligned to students proficiency levels in reading, writing, speaking and listening
    - The EL teacher will provide scaffolds aligned with UDL to increase multiple means of representation within other content areas (e.g. RLA, science, social studies, math, and construction)
    - Students will participate in advanced civics and citizenship instruction, within the EL classroom, aligned to UDL principles.
- Language Assessment:
  - The EL teacher will collect data on students' performance in each language domain that they are not proficient.
  - Frequency: The EL teacher will obtain and provide language acquisition data in each non-proficient language domain at the end of each six-week per EL student to others teachers

4. ENGLISH LEARNERS' ACCESS TO CONTENT

Meridian PCS will provide EL students access to academic content by grade and proficiency level in the following

ways:

- All students are in mainstream classrooms, both virtually and in person
  - All students, regardless of English Language Proficiency (ELP) level, will participate in core content classes with both ELs and English-speaking peers.
- All students will be exposed to grade level academic content
- Classroom teachers will implement UDL strategies for all students, which will assist EL students in accessing grade-level academic content
- The Academic Dean will work with the EL Teacher to create additional materials and resources for classroom teachers and students to assist students accessing academic content
- The EL teacher will adapt, modify, and accommodate core academic instructional materials to enable EL students to access learning level (EFL - Educational Functioning Level) academic content.

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.**

PURPOSE:

YouthBuild DC PCS 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. YouthBuild is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a *Student Technology Agreement and Acceptance* form.

DESCRIPTION:

Beyond defining YouthBuild's general policy on providing equitable access to technology and ensuring its safe use, this policy describes training provided to students; mechanisms for assessing students' (and families, if applicable) technology needs; and the supports that will be provided to students who do not have access to the internet or devices due to circumstances beyond their control

Per DC PCSB requirements, YouthBuild will provide all students with the necessary technology equipment, access to software, and training to fully participate in remote learning as indicated in the tables below.

1. EXPECTATIONS FOR STUDENTS' ACCESS TO EQUIPMENT AND TRAINING

All students will provided access to the following equipment:

AN = As needed

E = Everyone

Device	Students
Chromebook	E
Hotspot	AN
Calculator	E - Type of calculator will depend on students' needs

All students will also receive training (depending on their needs - see Section II below) to properly use equipment and software.

2. ASSESSING STUDENTS' TECHNOLOGY NEEDS & MEETING THOSE NEEDS

All students will be surveyed about their technology needs as part of the intake process. The intake assessment will evaluate each student's (or family's)

- Internet availability and speed, and number of household members expected to be using the Internet during the school day

- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, Chromebook, and tablet
- Security features on the technology

Depending on this assessment, students will be provided with a Chromebook (and if needed, a hotspot) for use at home.

We will also survey students as part of the intake process on their training needs for equipment use and software use and build a schedule based on need. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

Where possible, students will be expected to retrieve hotspots and Chromebooks at the school, where they will also receive training and expectations for proper use and care of equipment. For students not able to retrieve equipment from the school, arrangements will be made for delivering the equipment directly to the student. Training, expectations and care of equipment will be provided virtually in such cases.

3. REPAIRING AND REPLACING EQUIPMENT AND ADDRESSING SOFTWARE CHALLENGES

- YouthBuild will lend Chromebooks to all students, unless they would prefer to use their own computer.
- Should students or families experience a hardware malfunction, they will inform the Director of Data and Operations and schedule an appointment to return the broken equipment and to check out "loaner" equipment from the school. Per the Student Technology Agreement, the cost of equipment repairs due to misuse will be deducted from students' stipends.
- Should students or families experience a software malfunction, they will inform the Director of Data and Operations. If the issue cannot be resolved remotely, the student or family will schedule an in-person appointment with the Director of Data and Operations to investigate the issue, in collaboration with the IT vendor, DNS, as needed.
- If individual students or families experience frequent or severe equipment or software issues, the school will schedule additional follow-up training and support sessions.

4. LIMITATIONS ON DEVICES - EXPECTATIONS FOR ACCESS TO THE INTERNET

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.

Remote Learning Limitations on School-Provided Devices
- Equipment
  - Students are expected to limit their use of school technology to school purposes. If a piece of equipment goes missing, the cost of the device replacement will be deducted from the student's stipend.
- Software
  - *Students will need to sign into their school-provided email accounts to access Google classroom,*

calendar invites and google drive. Students will be provided with credentials for educational platforms (Edmentum and Study Island). Students will not be allowed to download software onto the school-provided technology unless approved by the Director of Data and Operations.

- Training
  - In collaboration with the Academic Dean, the Director of Data and Operations, will provide beginning of year training to all students in appropriate use of all school technology and software.
  - Throughout the spring and summer, the Director of Data and Operations provided weekly staff trainings in data and operations. Recordings and materials for all of these trainings are available for reference; follow-up trainings will be provided as needed throughout the year.

Family Engagement Policy

16. **Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:**
    - **How often families can anticipate hearing from the school, and through which methods of communication;**
    - **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
    - **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
    - **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
    - **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
    - **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

PURPOSE or POLICY STATEMENT:

This policy describes how YouthBuild DC PCS will partner and communicate with students (and families, if applicable) about continuous learning and school operations.

DESCRIPTION:

This policy articulates how YouthBuild will communicate with and train students (and families, if applicable) 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.

I. **GENERAL SCHOOLWIDE COMMUNICATION**

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

social media channels and individual outreach.

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

Website

YouthBuild's website 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 at all times. This information will be available to families **24 hours, 7 days a week.**

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

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

Operating Status: The school's operating status (open, closed, weather delay, etc.) 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.

Social Media

YouthBuild has social media channels including Facebook, Twitter and Instagram. These channels will be used **regularly** to build broad awareness of YouthBuild, engage the broader DC community (and country) in the success of YouthBuild students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. technology and learning packet pick ups, student support giveaways, food drives).

Direct to Students (and Families if applicable)

YouthBuild will connect with students directly through phone calls, texts and emails to students (and families of minors) to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Students will receive direct communication from the school **at least twice weekly.**

II.   STUDENT/FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

YouthBuild has crafted an Instructional Delivery Plan designed to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage

students (and families, if applicable) in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning.

We will engage students in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to get support for learning at home and learning in-person at school.

Trainings

During the summer, and at regular intervals across the year, YouthBuild will provide virtual and in-person training to support students in navigating YouthBuild's continuous learning plan. These trainings will include, but are not limited to:

- troubleshooting your device at home
- accessing distance learning platforms and materials; and
- navigating the learning management system.

Continual improvement

At the conclusion of six-week rotation, and at the time of progress reports and report cards, YouthBuild will work with students to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Resources

Virtual training will be recorded and available to our students (and families) through our website, and if appropriate, on our Instagram and Facebook pages. Any printed resource guides and other training materials will be available for students/families via the website.

III. CORONAVIRUS PREVENTION COMMUNICATION

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent students and family engagement and clear communication.

Reporting

To prevent the spread of coronavirus, we will ask students (or families if the student is a minor) and staff to report any coronavirus cases within their households. To maintain the privacy of the student, we encourage affected students and families to reach out to the COVID-19 Point of Contact **Komal Bansal** within 24 hours of the household member's diagnosis. A phone number and email address for the COVID-19 Point of Contact will be posted on the website.

Trainings

To prevent the spread of coronavirus, YouthBuild will offer training for students, staff, and families. Topics may include:

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

Signage and Resources

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

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

IV. Beginning of Year Introductions

- New teachers and classmates will meet each other during the week-long virtual orientation programming, which includes highly interactive group sessions regarding school culture, restorative practices, diversity and inclusion, and goal setting, as well as one-on-one meetings with case managers and Transitions team members to learn more about student needs and prepare individual support plans for the year.
- In addition, all students participate in weekly virtual Community Meetings and Transitions Workshops, where they have the opportunity meet other students outside of their own cohorts.

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: YouthBuild DC Public Charter School

LEA Leader Name: Claire Libert

Date: 09-30-2020 05:04 PM