

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

**LEA Name: Hope Community PCS**  
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**LEA Type: Pre-K ; Elementary ; Middle School**  
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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.

<sup>1</sup>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.

<sup>2</sup>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.

<sup>3</sup>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.

## Application Questions

### **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)?**

**PURPOSE:** This plan establishes a framework for operations expectations and best practices the Hope Community Public Charter School is implementing to reopen school facilities and operate through the 2020-2021 school year.

**DESCRIPTION:** This plan dictates how the Hope Community Public Charter School will operate its facilities during the 2020-2021 school year. This plan is based on the available guidance as of July 31, 2020. Under Phase 1 of the Re-Open DC plan, school buildings will remain closed, and the Hope Community Public Charter School Lamond and Tolson buildings will be available for limited access to support distance education activities. During Phase 2, schools may reopen in a hybrid learning model, with reduced numbers of scholars and strict social distancing; however, the actual progression of phased re-opening of schools in the District of Columbia may happen independently of the District's reopening phases. To accommodate phased reopening of schools across the District, the Hope LEA Planning Team has identified two scenarios in response to these phases. The first scenario would allow limited reopening of the Lamond and Tolson facilities to support the virtual learning program. The second scenario would consist of the buildings reopening in support of a hybrid learning model consisting of cohorts of scholars attending school in the buildings on a staggered schedule of two days in-school and three days participating in virtual learning, three days a week. One day a week would be utilized for deep cleaning and disinfecting the school buildings. Tentatively, in Phase 3 of the Reopen DC plan, full in-person instruction in the school buildings may resume. In any phase of reopening, the ultimate goal of Hope Community Public Charter Schools' Reopening Facilities Plan will be to help reduce the risk of COVID-19 transmission among scholars and staff.

**1. CLEANING, DISINFECTING AND SANITIZING:**

**Supporting the Virtual Learning Model**

Under our Facility Reopening Plan for Supporting Virtual Learning, enhanced cleaning and disinfecting of the Hope Community Public Charter School buildings is the "new normal" when school buildings are accessed by staff. Enhanced cleaning and disinfecting strategies and techniques following the Centers for Disease Control and Prevention (CDC) and DC Health Guidance will help prevent the spread of COVID-19 in the Hope community. To ensure staff safety and to help prevent and slow the spread of COVID-19, the Facilities Team will implement the Cleaning Plan below.

- **Cleaning Plan**
  - Identified areas to be cleaned and disinfected:
    - Prioritized frequently touched surfaces or objects:
      - Cleaning and wipe-down, disinfecting of all hard surfaces in classrooms (hard and non-porous materials like glass, metal, or plastic) Facilities will use 70% alcohol or 1/3 bleach per gallon water disinfectant solution
      - Desks, tables, and countertops
      - Keyboards and phones
      - Door frames, doors, and doorknobs
      - Light switches
      - Hands-on learning items and toys

- Lavatory fixtures and faucet handles
- Lavatory walls
- Signage placed in every classroom reminding staff of cleaning protocols.
- Ensure safe and correct application of disinfectants and keep products away from children
- Increased frequency of cleaning and disinfecting
- Enhanced cleaning, disinfecting, and sanitation by the Facilities Team, following CDC and DC Health guidance will occur under the following schedule:

### **Cleaning, Disinfecting, and Sanitizing Schedule**

*Legend: C = Clean*

*D = Disinfect*

*S = Sanitize*

	Between Uses	Throughout Day	Daily	Weekly	Monthly
High Touch Surfaces		C, D	S		
Lavatories	C, D		S		
Door Knobs		D	S		
Hallway Floors			C, D		S
Windows				S	
Desk, Chair, Mats	C, D		S		

- Clean visibly dirty, hard surfaces with soap and water before disinfection
- Soft and porous materials like carpet, rugs, or material in seating areas thoroughly cleaned or laundered
- Removal of soft and porous materials in high traffic areas; disinfect materials if appropriate products are available
- Use of appropriate, EPA-approved disinfectant against COVID-19
  - Quaternary and bleach-based disinfectants
- The Facilities Teams will ensure the safe and correct application of disinfectants.
- The Facilities Teams will implement safe and correct storage for cleaning and disinfection products:
  - All storage/custodial closets locked when not in use;
  - Use of PPE cabinets
  - Installation of upper-air UV-C lights in custodial closets

The Facilities Teams will be held accountable for maintaining the frequency of cleaning and disinfecting through the

implementation of checklists in classrooms and offices for documentation of cleaning and disinfecting these spaces throughout the day.

### **Supporting the Hybrid Learning Model**

In a hybrid learning model, even greater emphasis on enhanced cleaning and disinfecting of the Hope Community Public Charter School buildings will be required as they are reopened for attendance by scholars and staff. Comprehensive implementation of enhanced cleaning and disinfecting protocols will be an important piece of the overall strategy to keep scholars and staff safe during their time in the Hope Community PCS buildings, which will be a significant part of their day.

Under the Hybrid Learning Model, the Cleaning Plan will continue to be implemented, along with the following additions to the plan to accommodate the re-introduction of scholars to the building in physically-distanced populations:

- **Cleaning Plan**
  - Identified areas to be cleaned and disinfected:
    - Prioritized frequently touched surfaces or objects:
      - Cleaning and wipe-down, disinfecting of all hard surfaces in classrooms (hard and non-porous materials like glass, metal, or plastic) Facilities will use 70% alcohol or 1/3 bleach per gallon water disinfectant solution
      - Desks, tables, and countertops
      - Keyboards and phones
      - Door frames, doors, and doorknobs
      - Light switches
      - Hands-on learning items and toys
      - Lavatory fixtures and faucet handles
      - Lavatory walls
      - Clean and disinfect frequently touched, shared objects (for example, toys, games, art supplies) between uses.
        - Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
        - Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
        - Machine washable toys should be used by only one child and laundered in between uses.
    - Mats/cots must be individually labeled and stored
      - Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.
      - Bedding will be washable and laundered at least weekly or before use by another child.
      - Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.
    - Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
    - Playground structures will be included as part of routine cleaning, especially high-touch surfaces, but do not need to be disinfected.
  - In the event a space in the school is used for an aerosol-generating procedure (e.g., spaces in which oral or nebulized medication has been administered) will undergo routine cleaning and disinfection.

- Students who receive nebulized treatments will be strongly encouraged to replace the nebulizer with oral inhalers whenever possible.
- If students cannot use or do not have access to an inhaler, nebulized treatments will be conducted outside, if feasible and weather permitting.
- School staff will work with families and the school nurse to identify opportunities to transition the schedule for nebulized medication administration to before or after school, if medically appropriate.
- Signage will be placed in every classroom reminding staff of cleaning protocols.
- Ensure safe and correct application of disinfectants and keep products away from children
- Increased frequency of cleaning and disinfecting
- The Facilities Team will ensure safe and correct application of disinfectants and keep products away from children;
- The Facilities Team will continue to be held accountable for maintaining frequency of cleaning and disinfecting through implementation of checklists in classrooms, offices and public spaces for documentation of cleaning and disinfecting these spaces throughout the day.
- Additionally, enhanced whole-school disinfection will take place utilizing electro-static mist sprayers by either the Facilities Team or outside contractors at scheduled intervals each week school is in session. The Facilities Team will identify potential contractors to provide regular whole-school spray disinfection.

### ***Cleaning, Disinfecting, and Sanitizing Schedule***

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High Touch Surfaces		C, D	S		
Lavatories	C, D		S		
Door Knobs		D	S		
Hallway Floors			C, D		S
Windows				S	
Desk, Chair, Mats	C, D		S		
Playgrounds	C		D		S

Additionally, enhanced whole-school disinfection will take place utilizing electro-static mist sprayers by either the Facilities Team or outside contractors at scheduled intervals each week school is in session. The Facilities Team will identify potential contractors to provide regular whole-school spray disinfection.

### **Cleaning Schedule If a Scholar or Staff Member Becomes Ill:**

- In addition to these routine cleaning requirements, the following protocols will apply in circumstances in which a scholar or staff member becomes ill.
  - Scholar or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:
    - Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.
    - Once the room is vacated at the end of the day, perform deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.
    - Staff supporting, accompanying or cleaning up after a sick student or staff member will adhere to PPE requirements.

#### **Positive COVID-19 Case Cleaning Schedule:**

- A positive COVID-19 case cleaning schedule will be adopted as follows:
  - If seven days or fewer have passed since the person who is sick used the facility:
    - All areas used by the person who is sick will be closed.
      - Note: If it is during the day when the COVID-19 case is confirmed, AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the COVID-19 positive individual after the students and staff in those spaces leave for the day.
    - Open outside doors and windows to increase air circulation in the areas.
    - Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
    - Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
  - If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.
  - Staff conducting cleaning must adhere to PPE requirements as articulated in Appendix B.
    - 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's Facilities Teams or a 3rd party school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting following closure of the potentially contaminated area(s) for 24 hours.
    - The deep cleaning plan will focus on thorough cleaning of all surfaces in the affected area(s), beginning with removal of any visible soil with a detergent-based cleaner before applying a disinfectant and following of instructions on the product label for effective disinfecting.
    - Disinfectant utilized will be approved for use against SARS-CoV-2, the coronavirus that causes COVID-19 from the EPA's List N: Disinfectants for Use Against SARS-CoV-2, a list created by EPA that contains products that meet EPA's criteria for use against SARS-CoV-2.
    - All touchpoints will be disinfected, not just the frequently touched surfaces.
    - Electrostatic sprayers, foggers and misters will be utilized to make sure hard to reach surfaces are not missed.
  - Facilities Teams or 3rd party cleaning and disinfecting staff will be properly trained and wear appropriate personal protective equipment (PPE). They will ensure surfaces remain visibly wet for the contact time specified on the product label.

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

### **1. PHYSICAL CHANGES TO THE ENVIRONMENT TO PROMOTE SOCIAL DISTANCING:**

### **Supporting the Virtual Learning Model**

Currently, social distancing is believed to be the most effective way to prevent and/or slow the spread of the COVID-19 virus. Following CDC and DC Health guidelines, the following steps will be taken to best promote social distancing of staff and all community stakeholders that enter the Lamond and Tolson buildings to support virtual learning efforts:

- **Daily Health Screening**

- Under both the Lamond and Tolson campuses current status of supporting the virtual learning, health screening/temperature check guidelines are reinforced repeatedly with all staff, essential visitors and community members. If a staff member or member of the school community does not feel well, or is experiencing any of the COVID-19 symptoms below, they are not allowed to access the School buildings. Onsite staff at both the Lamond and Tolson campuses perform daily health screenings utilizing the *Coronavirus 2019 (COVID-19 Health Screening Questionnaire* for all staff and essential visitors entering the buildings
- Staff has been provided presentations and educational materials on COVID-19 prevention and response protocols.
- An individual with any of the following symptoms is not allowed to enter the School, and instead, is advised to isolate immediately and call their healthcare provider:
  - Fever (subjective or 100.4 degrees Fahrenheit) or chills,
  - Cough,
  - Shortness of breath or difficulty breathing,
  - Fatigue,
  - Muscle or body aches,
  - Headache,
  - New loss of taste or smell,
  - Sore throat,
  - Congestion,
  - Nausea or vomiting,
  - Diarrhea, or otherwise feeling unwell.
- Symptoms are evaluated upon arrival and can be based on reports from caregivers.
- Temperature checks of individuals entering the buildings are made through incorporating social distancing (maintaining a distance of 6 feet from others). Employees can take their temperature either before coming to the workplace or upon arrival at the workplace.
- Upon their arrival, staff stands at least 6 feet away from the employee or essential visitor and follows the “ASK, ASK, LOOK” criteria below:
  - Ask the employee or essential visitor to confirm that their temperature is less than 100.4°F (38.0°C) and confirm that they are not experiencing coughing or shortness of breath;
  - Ask the employee or essential visitor whether they have been in close contact with a person who has COVID-19;
  - Look: Make a visual inspection of the employee for signs of illness, which could include flushed cheeks or fatigue.
- Any student, staff member, or essential visitor meeting “Yes” for any of the above “ASK, ASK, LOOK” criteria in the program’s daily health screen will not be admitted. If they are not immediately able to leave the school premises, the student, staff member or essential visitor must be isolated from other individuals and wear a face covering; any accompanying staff member(s) must follow PPE guidance. Such students, families, staff or essential visitors will be instructed to call their healthcare provider to determine next steps.
- Employees take their temperature using a non-contact thermometer onsite.
- If an individual reports possible COVID-19 symptoms or recent exposure (within the last 14 days) to a person with COVID-19, they are instructed to notify the appropriate contact and leave the School building. They should contact their healthcare provider for further evaluation.
- If a staff member or essential visitor develops any of the symptoms above during the day, they instructed to isolate themselves in the Health Suite for either building until it is safe to go home and

seek healthcare provider guidance.

- **Use of Space:**

- Individuals in the school buildings are required to maintain a distance of six (6) feet between each individual, to the maximum extent possible, in both indoor and outdoor settings.
- Meeting/congregating areas of school buildings closed;
- Installation of signage, floor markings and way markers to provide physical guides in both the Lamond and Tolson buildings to encourage and guide staff in physical social distancing practices when in school buildings or on school property;
  - Signs are posted in highly visible locations, such as facility entrances, school lobby spaces and restrooms
  - Signs promote everyday protective measures and describe how to stop the spread of germs, for example through proper hand washing techniques and proper use of cloth face coverings.
- Regular safety/compliance checks of social distancing accommodations and practices; and,
- Visitor policy
  - Restrict non-essential visitors, volunteers, and activities involving other groups at the same time

A vital piece of ensuring safe and proper social distancing in the Lamond and Tolson buildings will be providing comprehensive training to all teachers and staff in the above safety actions. Consideration should be given to conducting this training virtually, or, if in-person, ensure that social distancing is maintained.

### **Supporting the Hybrid Learning Model**

Creating learning environments and transition environments in the Imagine Hope Community Public Charter School' Lamond and Tolson buildings that adhere to the recommended 6-foot distancing guidelines is a vital part of maintaining the health and safety of scholars and staff. In order to ensure a stable, positive learning environment, it will be imperative that scholars feel safe and secure in their learning environments. Following CDC and DC Health guidelines, the following steps will be taken to best promote social distancing of scholars, staff and all community stakeholders that enter the Lamond and Tolson buildings under the Hybrid Learning Model:

- **Traveling To and From School**

- Scholars and staff will be encouraged to maintain at least six (6) feet of distance and to wear a face covering when traveling, and to avoid congregating in large groups at intersections and travel stops
  - Exterior signage will be placed strategically at utilized scholar and visitor entrances and exits to encourage maintaining social distance and use of face masks when traveling to and from the school buildings to stop spread of COVID-19.
  - Frequent communication to parents, guardians and all other stakeholders in the Hope Community, utilizing ParentSquare, Class Dojo and social media, will highlight and encourage the continued practices of social distancing and wearing of faces coverings while traveling between school and home.

- **Daily Health Screening:**

- Communication with scholars, staff, essential visitors, and families will include messages regarding behaviors that prevent the spread of COVID-19 through various media, including e-mails, social media, and school websites.
  - This communication will be used to educate staff, scholars and their families about COVID-19, physical (social) distancing, when they must stay home and then they can return to school.
  - Regular announcements of reducing the spread of COVID-19 will be made on school PA systems and/or daily bulletins.
- A staff member will be identified as the COVID-19 point of contact (POC) to ensure a clear and efficient process for communication. This designated person will act as the POC for families and staff to notify if a scholar or staff member tests positive for COVID-19.
  - The COVID-19 POC will also have contact information for all contractual staff, in the event that one is confirmed to have or is exposed to COVID-19



- The COVID-19 POC will ensure that the appropriate steps are followed in the event of a confirmed case, including exposure reporting, notifications and disinfection.
  - Dedicated spaces will be established at the designated entrances of the school buildings for health screening checks for scholars and staff
  - A clear barrier/partition will be installed to provide additional social distancing protections and provide a control point during daily entrance and screening.
  - Health Screening/Temperature Check guidelines will be reinforced repeatedly with all staff, parents/guardians, scholars and community members. If a staff member, scholar or other member of the school community does not feel well, or is experiencing any of the COVID-19 symptoms below, they will not be allowed access to the School buildings. Onsite staff at both the Lamond and Tolson campuses will perform a daily health screening utilizing the *Coronavirus 2019 (COVID-19 Health Screening Questionnaire)* for all staff, scholars and essential visitors entering the buildings
  - An individual with any of the following symptoms will not be permitted to enter the School buildings, and instead, will be advised to isolate immediately and call their healthcare provider:
    - Fever (subjective or 100.4 degrees Fahrenheit) or chills,
    - Cough,
    - Shortness of breath or difficulty breathing,
    - Fatigue,
    - Muscle or body aches,
    - Headache,
    - New loss of taste or smell,
    - Sore throat,
    - Congestion,
    - Nausea or vomiting,
    - Diarrhea, or otherwise feeling unwell.
  - Symptoms will be evaluated upon arrival and can be based on reports from caregivers.
  - Temperature checks of individuals entering the buildings will be made through incorporating social distancing (maintaining a distance of 6 feet from others). Employees can take their temperature upon arrival at the workplace.
  - If an individual reports possible COVID-19 symptoms or recent exposure (within the last 14 days) to a person with COVID-19, the individual will be instructed to notify the appropriate contact and leave the School building. They will also be advised to contact their healthcare provider for further evaluation
  - If a scholar reports possible COVID-19 symptoms or recent exposure, or appears to have symptoms, their emergency contact person will be contacted to pick them up and will be advised to contact their healthcare provider for further evaluation.
  - If a staff member, scholar or essential visitor develops any of the symptoms above during the day, they will be isolated in the designated Isolation Rooms for either building until it is safe to go home and seek healthcare provider guidance.
  - Staff will be trained in the following to conduct daily health screenings of scholars and staff, utilizing appropriate physical distancing measures of six feet and using non-medical (cloth) face masks:
    - Staff will stand at least 6 feet away from the employee, scholar, parent/guardian, or essential visitor and follow the “ASK, ASK, LOOK” criteria below:
- Ask the employee or essential visitor to confirm that their temperature is less than 100.4°F (38.0°C) and confirm that they are not experiencing coughing or shortness of breath.
  - Ask the employee or essential visitor whether they have been in close contact with a person who has COVID-19.
  - Look: Make a visual inspection of the employee for signs of illness, which could include flushed cheeks or fatigue.
  - Any student, staff member, or essential visitor meeting “Yes” for any of the above “ASK, ASK, LOOK” criteria in the program’s daily health screen will not be admitted. If they are not immediately able to leave the school premises, the student, staff member or essential visitor must be isolated from other individuals and wear a face covering; any accompanying staff member(s) must follow PPE guidance. Such students,

- families, staff or essential visitors will be instructed to call their healthcare provider to determine next steps.
- Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms will not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that the specific symptoms are not due to COVID-19.
    - Hand washing with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
    - Use and wear of disposable gloves.
    - Proper positioning behind the physical barrier, which will be a glass or plastic window or partition that will serve to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks.
    - Staff will 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.
    - Staff will check the temperature, utilizing non-contact thermometer, reaching around the partition or through the window. Staff will ensure that their face stays behind the barrier during the temperature check.
    - Glove removal following proper procedures.
    - Hand washing with soap and water for 20 seconds. If soap and water are not available, use of a hand sanitizer with at least 60 percent alcohol.
    - Cleaning of the thermometer following the directions below:
      - Cleaning with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each individual screened. You can reuse the same wipe as long as it remains wet.
  - **Use of Space:**
    - Staggered entrance and dismissal schedules for scholars to ensure social distancing during daily scholar arrival at and dismissal from the school buildings.
    - Scholars will be directed to the exterior doors closest to their classroom or homeroom when necessary to avoid congestion and crowding.
      - In circumstances where the closest exterior door to a classroom or homeroom is inaccessible for scholars with disabilities, individualized planning for entry and exit from the school building will be developed.
    - Plans for scholar flow and spacing in hallways and other public transition spaces so as to limit potential contact between cohorts of scholars and congestion in hallways and open areas within the school buildings.
      - A lane system will be established
    - Additional installation of signage, floor markings and way markers to provide physical guides in both the Lamond and Tolson buildings to encourage and guide scholars and staff in physical social distancing practices;
      - Signs will be posted in highly visible locations, such as facility entrances, school lobby spaces, classrooms, and restrooms
      - Signs will promote everyday protective measures and describe how to stop the spread of germs, for example through proper hand washing techniques and proper use of cloth face coverings.
    - Regular safety/compliance checks of social distancing accommodations and practices.
    - Meeting/congregating areas of school buildings closed:
      - Cafeterias and multi-purpose rooms not in use
      - No group food service in cafeteria
      - Serve individually plated meals and hold activities in separate classrooms
      - No assemblies
      - Closing of communal-use spaces, such as breakrooms and lounges. When closing of communal areas is not feasible, such as workroom areas, the following provisions will be in place to ensure safety of staff:
        - Staggered usage of the space;
        - Enforcement of strict social distancing between individuals
        - Ensuring face coverings are worn at all times; and,
        - Cleaning and disinfecting between uses.

- No interior physical education or extra-curricular sports
- If meeting/congregational spaces must be used, staggered use and disinfection between each use
- When in indoor classes or activities, no more than 12 individuals (staff and scholars) will be clustered in one cohort, and no more than one cohort per room. One additional staff member (13 total individuals) can briefly be added to the group if necessary.
- When engaged in outdoor activities, each group of 12 (or, briefly, 13) individuals will interact only with their own group and not mix between other groups. Each group must have extra physical (social) distance (more than 6 feet) between them and the next group.
- Social Distancing of Classrooms:
  - Model classrooms will be set up to ensure social distancing for scholars and teaching staff in accordance with CDC and DC Health guidelines. These guidelines include the following:
    - Re-design of classroom layouts to accommodate 12 scholars or less
    - Space seating/desks minimum of six (6) feet apart
    - Scholars will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing)
    - Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.
    - No more than 3 scholars will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, scholars will maintain a 6-foot distance.
    - Place scholars head to toe during nap times.
  - Protocols established for serving breakfast/lunch in classrooms in a socially-distanced manner;
  - Procedures for conducting fire drills, responding to fire alarms and other safety evacuation issues in the classroom while maintaining social distancing guidelines;
  - Protocols to limit sharing amongst scholars;
  - Separations of each child's belongings from others' and in individually labeled containers, cubbies, or areas.
  - Adequate supplies acquired to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between uses.
  - No sharing of electronic devices, toys, books, and other games or learning aids.
  - Physical education classes will be held outside, weather permitting and scholars will maintain proper distancing using visual cues, using way markers and signage. No interactive activities will be permitted (e.g. basketball, football, soccer)
  - Playgrounds and other outdoor spaces may be used for more than one group of 12 (or, briefly, 13) persons. Each group of individuals will interact only with their own group and not mix between other groups. Each group must have extra physical (social) distance (more than 6 feet) between them and the next group.
    - To the extent feasible, playgrounds and outdoor spaces will be cleaned between groups, particularly focusing on high-touch surfaces (e.g. handlebars).
  - Regular safety/compliance checks of social distancing accommodations and practices.
- Canceling, Eliminating or Modifying Activities
  - Classes where students are likely to be in close proximity will be canceled or modified, unless group size and physical (social) distance of 6 feet between individuals can be maintained.
    - Activities in which voices are projected, such as choir, theater or band, where there is a greater risk of spread of respiratory droplets, even with a physical distance of six feet.
  - Activities and events such as field trips, student assemblies, athletic events, special performances and school-wide parent meetings will be canceled.
  - Noon-essential travel for staff and teachers (e.g., conferences) has been eliminated. If staff must travel, they must abide by Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency.
  - Non-essential visitors to both the Lamond and Tolson campuses have been limited.

- Parents and advocates of students with disabilities seeking to observe student receipt of services in and outside of the classroom setting. Schools may condition entrance into the school buildings is conditioned on compliance with applicable health and safety standards. Such individuals count towards the 12 (or, briefly, 13) person limit in a classroom.
- Lavatory Use:
  - Lavatory use by scholars will be staggered, and cohorts will be assigned to specific lavatories for use.
  - Lavatories will be checked regularly and receive spot cleaning and disinfecting by Facilities Teams.
  - In individual lavatories shared by classrooms in the Tolson campus, teachers will be provided with disinfectant wipes and disinfectant to provide immediate disinfectant wipe down of lavatories between uses. Additionally, Facilities Team Members will spot check and disinfect single lavatories periodically throughout the school day.
  - In group lavatories, every other sink, toilet and urinal will be closed to support physical distancing.
- Capital Improvements and FFE (furniture, fixtures and equipment) to improve social distancing and safety:
  - Touchless trashcans
  - Plexiglas for sliding windows at front office counters
  - Sneeze guards/Plexiglas for each counter in offices/lobbies
  - Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.
  - An Isolation Room, a designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare (see detailed description of planned HVAC improvements for Health Suites and Isolation Rooms under the Ventilation section below).
    - When in the Isolation Room, the sick individual must always wear a non-medical (cloth) face covering or surgical mask
    - The sick individual must be within sight of the supervising staff member
    - The sick individual must be physically separated from other individuals by at least 6 feet.
    - To the extent feasible, only one sick individual will be isolated in the Isolation Room at a time.
- Visitor policy
  - Restrict non-essential visitors, volunteers, and activities involving other groups at the same time
  - Exceptions:
    - To pick up an ill scholar
    - Implementation of staggered arrival and drop-off times or locations, or put in place other protocols to limit direct contact with parents as much as possible.
    - No in-person parent-teacher's conferences (conducted via video conferencing or conference call)

• **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 the maximum possible where space is not sufficient. Additional signage, including floor markers such as one-way arrows, floor- and wall-mounted way markers and floor stickers marking appropriate spots to wait in lines will be used as needed to provide direction and instruction for movement. Additionally, stairwells in both the Lamond and Tolson building will be designated as one way, both the up and down directions to limit scholar contact in these spaces. Extra time will be allowed between classes to foster careful transition between

spaces.

A vital piece of ensuring safe and proper social distancing in the Lamond and Tolson buildings will be providing comprehensive training to all teachers and staff with the above safety precautions. Presentations and documents describing social distancing guidelines for scholars and staff will be created and presented before the start of the Hybrid Learning Model, with periodic refresher training and presentations. Consideration should be given to conducting this training virtually, or, if in-person, ensure that social distancing is maintained.

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

HVAC upgrades to promote better ventilation throughout school buildings and as a means to filter and mitigate live viruses are recommendations from both the CDC and DC Health that will be adopted in both the Lamond and Tolson campuses of the Hope Community Public Charter School. It is possible to transmit infectious aerosols between spaces through HVAC systems, therefore additional consideration is warranted. Improvements to HVAC systems can be utilized to filter, dissipate and negatively impact droplet stability of COVID-19 viral cells. A mechanical engineer consultant has been engaged to provide, with the Facilities Team and both School's HVAC technicians, a thorough assessment of the existing HVAC system and has made specific, system-wide recommendations for upgrades that will help prevent the spread of COVID-19.

Additional improvements in outside air ventilation rates can also help provide a healthier overall air environment in the buildings for years to come. The following plan for HVAC improvements will be implemented:

- **HVAC Plan:**

- Prepare and Assess
  - Establish a stakeholder's team
  - Gather HVAC system plans and manuals
  - Review existing maintenance and operations policies and procedures
  - Review available options and best practices for upgrades
  - Assess baseline/indoor air quality, temperatures and humidity by mechanical engineer and measure outside air
  - Assess existing systems and equipment
  - Confirm sequences of Operation Modes
- Determine timeframes and cost impact:
  - Establish budget
- Prepare:
  - Create a statement of work plan with HVAC physical engineer (PE)
- Execute Phase I:
  - Put into place fast, short-term interim adjustments
- Execute Phase II:
  - Mid-to-longer term projects
  - Harden the buildings
- Audit:
  - Engage HVAC PE to audit and re-certify the building changes

Assessment of best practices for HVAC improvements to prevent spread of COVID-19, and the specific HVAC systems in the Lamond and Tolson buildings by a mechanical engineer, has provided the following recommendations:

1. Initial air flushes all spaces prior to occupants re-entering buildings;
2. All HVAC intakes cleaned;
3. Conduct testing and balancing (TAB) of main air handlers and fresh air units, and provide TAB report for review against original system design;
4. Run normal occupied mode for two hours before and two hours after occupancy;
5. Relative humidity in building systems maintained between 40%-60%;
6. Installation of MERV 13 filters on HVAC systems;
7. Install UV-C lights in ductwork and in upper-air units to mitigate any airborne virus in HVAC systems;
8. Purchase and implement portable HEPA/UV-C machines;
9. Increase outside air ventilation rates to as much as the HVAC system can accommodate (up to 100%);
10. At no time may fire-rated doors be propped or otherwise left open
11. Increase air change rate to 6 air changes per hour
12. Have HVAC systems set to Building Air Flush mode
  - a. Train Facilities Team and School Leaders on how to run "Building Air Flush Mode"
13. Create a PPE storage area with decontamination ability -- PPE storage cabinets that utilize ionized hydrogen peroxide
14. Evaluate exhaust fans, create a non-occupied air flush routine, particularly in lavatories
15. Implementation of portable HEPA negative air machines in health suite isolation rooms
16. Increase outside air flow in Health Suite and Health Suite isolation rooms.

• **Water Systems:**

Other environmental considerations include flushing of the buildings' water systems following prolonged facility shutdown to ensure that any hard metals contained in sitting water in pipes is flushed through the system, and any potential water-borne viruses, such as Legionnaires disease, are removed 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.

Additionally, traditional water fountains in the buildings will be turned off and delivered water bottle service implemented, or touchless water bottle filler fountains will be installed to replace traditional water fountains.

**4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.**

*Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.*

**Student and Staff Schedules: Please see attached appendices for "Hybrid Schedules"**

To ensure appropriate social distancing, once a hybrid model is implemented, scholars will attend school on an AB week rotation schedule. Scholars who are off campus for a particular week will learn virtually. Parents who have opted for a full virtual model will engage in live streamed classes during instruction, thus scholars will have the classroom experience from home. The school day is abbreviated to ensure limited exposure, as well as providing cohesion for scholars who are learning at home.

## **Arrival and Dismissal Procedures:**

### ***Arrival:***

- Staggered drop off promotes social distancing
- Eldest scholars arrive first
- Scholars must wear masks until they arrive in their classroom and after hands have been washed or sanitized.
- Scholars will have temperatures taken upon drop off prior to entering the building (see detailed description under Section 2 -- Physical Changes to the Environment to Promote Social Distancing: Supporting the Hybrid Learning Model – Daily Health Screening above).
- Scholars with temperatures who walk must return home only after parent is called from the designated outdoor holding area

### ***Dismissal:***

- Staggered dismissal schedule to promote social distancing
- Eldest scholars dismiss first
- Scholars must wear masks until they have exited the campus completely
- Scholars will have designated waiting areas when waiting for younger siblings
- Scholars will be escorted to designated outdoor dismissal areas (All scholars are required to have appropriate weather attire)

## **Materials Distribution Plan:**

To ensure safe distribution, distribution is staggered and scheduled according to grade level while supporting the Virtual Learning Model. Families are required to use our drive through system. Upon arrival to campus, families are asked to provide the scholars name and grade. A designated staff member, wearing appropriate PPE retrieves the items and places them inside the trunk of the vehicle to avoid contact. In the event that a parent or guardian is walking, the parent goes to a designated area for walkers, provides the same information to a designated staff, wearing appropriate PPE. The items are placed on a table then the parent or guardian is allowed to take the items from the table once the designated staff has moved back within the designated six-foot distance. All parents and guardians are required to wear masks during drive through pick up.

## **Extra-Curricular:**

Extra-Curricular Activities will take place virtually for the 2020-2021 school year while we are in a virtual state. When in a hybrid model, we are striving for in person interactions while keeping in consideration, the guidance of the DC State Athletics Association and the National Federation of High schools. If an extracurricular instructor has a pre-existing condition the class would take place virtually. All extra-curricular activities would be in alignment with appropriate adult to student ratio's including six feet of social distancing and wearing gloves.

## **Meals:**

All meals will be delivered to classrooms for retrieval by the homeroom teacher for distribution to scholars. The

cafeteria is no longer in use for meal consumption to ensure that we are maintaining social distance requirements. Scholars will be instructed to wash hands before and after eating, and will not share utensils, plates or cups. Meals will be prepackaged, including silverware, napkins, and seasonings. Grab and go meals for families are distributed through curbside pickup.

Staff will wash hands before and after preparing food, and after helping children to eat. Food service staff will follow all PPE requirements, and as required per food safety regulation or requirements, including wearing gloves whenever handling food products, and changing gloves and washing hands when changing activities.

Tables and chairs will be cleaned and sanitized before and after meals. Surfaces and objects that are frequently touched, such as kitchen countertops, cafeteria and service tables, door handles, carts and trays will be routinely cleaned, sanitized and disinfected.

## **Personal Protective Equipment (PPE)**

### **Supporting the Virtual Learning Model**

Personal Protective Equipment (PPE) use, sourcing and procurement is a vital part of the Hope Community PCS' Facilities Reopening Plan and the successful and safe reopening of the Lamond and Tolson facilities. PPE, particularly proper use of facemasks, has increasingly been determined by the CDC and researchers to be one of the most effective means of preventing and slowing the spread of COVID-19. COVID-19 is primarily transmitted through direct person-to-person contact or through large aerosol droplets exchanged at a close range of approximately 6 feet. Mandatory use of reusable, cloth or disposable face masks by all staff and scholars (including contractors) will be required at all times while in the School buildings.

Initial PPE bulk purchases have been made through the Community Purchasing Alliance in order to meet delivery timeframes and budget consideration. After an extensive survey of PPE suppliers in terms of cost and delivery time frames, it is clear that purchasing these items in bulk will result in cost savings and better delivery timeframes. The items to be procured include:

- Re-usable, cloth face masks
- Disposable face masks
- Nitrile gloves
- Non-contact thermometers
- Hand sanitizer
- Disinfectant wipes
- Clear, plastic face shields
- Coverall or disposable gowns
- 
- 
- **Supporting the Hybrid Learning Model**

The safety of the Hope Community Public Charter School's teachers, staff, scholars and community stakeholders is the first priority when reopening the Lamond and Tolson buildings for in-person learning. Individuals in the facility will maintain physical distance by practicing a distance of six feet of separation between each other and have no more than the maximum number of individuals in a single room or engaging in outdoor activities as defined in the Phase Guidance provided by the Mayor's Office and DC Health. The Schools will continue to limit non-essential visitors during all Phases of the Reopen DC plan. Personal Protective Equipment (PPE) use, sourcing and procurement will continue to be a vital part of the Hope Community PCS' Facilities Reopening Plan under the Hybrid Learning Model. PPE, particularly proper use of facemasks, has increasingly been determined by the CDC and researchers to be one of the most effective means of preventing and slowing the spread of COVID-19. COVID-19 is primarily transmitted through direct person-to-person contact or through large aerosol droplets exchanged at a



close range of approximately 6 feet. Mandatory use of reusable, cloth or disposable face masks by all staff, scholars and visitors (including contractors) will be required at all times while in the School buildings. Scholars may take off masks when seated at socially-distanced desks. Scholars and families are encouraged to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building.

Instances when face coverings need to be worn:

- Scholars should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.
- While visitors to the school should be strictly limited, should an essential visitor need to enter they should wear a face covering on the school grounds and inside the school buildings at all times.

Instances when face coverings do not need to be worn:

- Outdoors when social distancing of at least six feet is strictly enforced.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- By children during naptime.
- When participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but *not* participating in physical activity, face coverings must continue to be worn;
- When actively drinking or eating a meal;
- When in an enclosed office that no one else is permitted to enter.
- Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with scholars with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

Ensuring the safe use of clean cloth face coverings:

- Scholars 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 scholars will exercise caution when removing the covering, always storing it out of reach of other scholars, 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.
- Both the Lamond and Tolson campuses will have face coverings available to staff, scholars and essential visitors in the event they forget or soil their face covering.
- Staff and scholars will exercise caution when removing the covering, always store it out of reach of other scholars, and wash hands immediately after removing. They will be advised to be careful not to touch eyes, nose or mouth while removing the mask.
- Face masks that are taken off temporarily to engage in any of the aforementioned activities should be carefully folded. The folded mask can be stored between uses in a clean sealable paper bag or breathable container.
- Face masks will be stored in a space designated for each student that is separate from others when not being worn. They can also be placed next to student on a napkin or with the surface cleaned afterwards.
- Student's cloth face coverings will also be clearly identified with their names or initials, to avoid confusion or swapping. Student's face coverings may also be labeled to indicate top/bottom and front/back.
- As much as possible, school staff will prevent scholars from playing with their or others' face coverings and ensure they are removed and stored safely.
- Scholars, teachers and staff will be taught to speak more loudly, rather than remove their face covering, if speaking in a noisy environment.

## **INSTRUCTIONAL DELIVERY PLAN**

### **School Schedule Options**

The Hope Community Public Charter Schools have designed the distance learning instructional schedules to meet the needs of teachers, support staff, families and scholars. Due to variation in grade levels, there are some schedule differences among the Lamond and Tolson campuses. Lamond Campus serves Pre-K-5<sup>th</sup> grade, while Tolson serves Pre-K-8<sup>th</sup> grade. Both campuses will be utilizing the Zoom platform for virtual classes and will be utilizing Google classrooms to house instructional information for staff, parents and students. Below are the schedule changes for each campus.

**Lamond:** All teachers are required to create synchronous lessons for scholars, in grades Pre-k through 5th grade. In the event that teachers are absent, they must pre-record appropriate lessons for asynchronous lessons. The goal is for teachers to have the flexibility to use both styles of virtual learning to offer differentiation for scholars. Additionally, all teachers must present opportunities for office hours to assist and support scholars.

**Tolson Campus:** Early childhood teachers (grades Pre-k and K) create synchronous lessons for scholars, that provide age appropriate screen time. Teachers in grades 1 - 8 deliver synchronous lessons through live virtual lessons. Teachers record all lessons and allow scholars access in case they miss the live lessons or need to revisit them. The goal is for scholars to have access to both styles of virtual learning and teachers to offer differentiation. Each staff member has a set schedule for office hours to provide additional support to scholars and families.

### **Instruction**

- The LEA will provide a combination of synchronous and asynchronous learning.
- The LEA will use a hybrid model (when deemed safe) in which synchronous and asynchronous learning will take place, while instruction is provided using a live stream model
- **Learning Management System:** Google Classroom, Microsoft Teams
- **Synchronous Instructional Delivery Platform:** Zoom
- **A-synchronous Learning Platform:** YouTube

1. **Web- Based Academic Systems:** Renaissance (STAR, MYON Reading, Freckle Math, Reading, Science, Social Studies) Reading Eggs, Math Seeds, Middle School Math, Waterford)

### **Materials:**

<b>Grade</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Social Studies</b>	<b>Writing</b>
Pre K	Creative Curriculum	Creative Curriculum	Creative Curriculum	Creative Curriculum	Creative Curriculum
	Letter People	Letter People	Letter People	Letter People	Letter People

	Math Seeds	Reading Eggs			
K-5	Envision Math	Reading Street			
	Middle School Math (5th Grade)	Performance Coach			Craft Plus
	Performance Coach	Support Coach	Core Knowledge	Core Knowledge	Reading Street
	Support Coach	Freckle Reading	Freckle Science	Freckle Social Studies	Think Cerca (3rd-5th)
	Freckle Math	Reading Eggs (K-1)			
6-8		Freckle Reading			
	Middle School Math	Reading Street	Core Knowledge	Core Knowledge	
	Freckle Math	Support Coach	Freckle Social Studies	Freckle Social Studies	Think Cerca
		Performance Coach			

**Hours: See Appendix LEA Schedules (Tolson and Lamond)**

- Pre-K ... 1.5 hours synchronous learning, 1 hour asynchronous learning
- K-2... 2-3 hours synchronous learning and intervention, 1.5 hours asynchronous learning
- 3-5... 3-4 hours synchronous learning and intervention, 2 hours asynchronous learning
- 6-8... 3-4 hours synchronous learning, 3 hours asynchronous learning

### **Instructional Delivery Plan**

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

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

the teacher);

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

## INSTRUCTIONAL DELIVERY PLAN

### School Schedule Options

The Hope Community Public Charter Schools have designed the distance learning instructional schedules to meet the needs of teachers, support staff, families and scholars. Due to variation in grade levels, there are some schedule differences among the Lamond and Tolson campuses. Lamond Campus serves Pre-K-5<sup>th</sup> grade, while Tolson serves Pre-K-8<sup>th</sup> grade. Both campuses will be utilizing the Zoom platform for virtual classes and will be utilizing Google classrooms to house instructional information for staff, parents and students. Below are the schedule changes for each campus.

**Lamond:** All teachers are required to create synchronous lessons for scholars, in grades Pre-k through 5<sup>th</sup> grade. In the event that teachers are absent, they must pre-record appropriate lessons for asynchronous lessons. The goal is for teachers to have the flexibility to use both styles of virtual learning to offer differentiation for scholars. Additionally, all teachers must present opportunities for office hours to assist and support scholars.

**Tolson Campus:** Early childhood teachers (grades Pre-k and K) create synchronous lessons for scholars, that provide age appropriate screen time. Teachers in grades 1 - 8 deliver synchronous lessons through live virtual lessons. Teachers record all lessons and allow scholars access in case they miss the live lessons or need to revisit them. The goal is for scholars to have access to both styles of virtual learning and teachers to offer differentiation. Each staff member has a set schedule for office hours to provide additional support to scholars and families.

### Instruction

- The LEA will provide a combination of synchronous and asynchronous learning.
- The LEA will use a hybrid model (when deemed safe) in which synchronous and asynchronous learning will take place, while instruction is provided using a live stream model
- **Learning Management System:** Google Classroom, Microsoft Teams
- **Synchronous Instructional Delivery Platform:** Zoom
- **A-synchronous Learning Platform:** YouTube

1. **Web- Based Academic Systems:** Renaissance (STAR, MYON Reading, Freckle Math, Reading, Science, Social Studies) Reading Eggs, Math Seeds, Middle School Math, Waterford)

### Materials:

Grade	Math	Reading	Science	Social Studies	Writing
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Pre K	Creative Curriculum Letter People Math Seeds	Creative Curriculum Letter People Reading Eggs	Creative Curriculum Letter People	Creative Curriculum Letter People	Creative Curriculum Letter People
K-5	Envision Math Middle School Math (5th Grade) Performance Coach Support Coach Freckle Math	Reading Street Performance Coach Support Coach Freckle Reading Reading Eggs (K-1) Freckle Reading	Core Knowledge Freckle Science	Core Knowledge Freckle Social Studies	Craft Plus Reading Street Think Cerca (3rd-5th)
6-8	Middle School Math Freckle Math	Reading Street Support Coach Performance Coach	Core Knowledge Freckle Social Studies	Core Knowledge Freckle Social Studies	Think Cerca

**Hours: See Appendix LEA Schedules (Tolson and Lamond)**

- Pre-K ... 1.5 hours synchronous learning, 1 hour asynchronous learning
- K-2... 2-3 hours synchronous learning and intervention, 1.5 hours asynchronous learning
- 3-5... 3-4 hours synchronous learning and intervention, 2 hours asynchronous learning
- 6-8... 3-4 hours synchronous learning, 3 hours asynchronous learning

### **Teachers Professional Development**

Teachers will engage in professional development to ensure that virtual teaching strategies are aligned with the latest developments in synchronous and asynchronous instructional practices and platforms. The professional development topics are as follows. This plan will be shared during the second week of summer professional development. Each component of this plan is led by a team leader who ensures that all stakeholders in need of specific and focused

professional development are provided the tools and information needed to ensure successful implementation.

***See Appendix: Professional Development Calendar***

- *Summer Professional Development*
- *Annual LEA Professional Development Focus*
- *Quarter 1 Professional Development and PLT Calendar*

**Continuous Improvement**

The Hope LEA conducts routine check-ins, observations, as well as surveys to monitor progress and make adjustments. PLT (Professional Learning Team) Meetings and Monthly Rise Up (National Academic Support) occur on a weekly and monthly basis. Weekly Leadership meetings take place on each campus as well as joined check in meetings across campus. Topics include but are not limited to student needs, instructional needs, OSSE mandates, and parental needs. Teachers provide parents and scholars with bi- weekly progress reports in which the scholars are able to view authentic feedback as well as complete and incomplete assignments. Special Education meetings occur weekly in which the Special Education Director and coordinators and social workers discuss data, scholar participation, IEP goals and needed social emotional support for scholars and families.

**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?

Renaissance Learning's STAR Reading/ STAR Math Scholastic ; 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.
- 
- The formative assessments that will be used by the LEA are Renaissance Learning's STAR Math and Reading Inventory for grades K-8
  - The formative Assessments used for Pre-K are Waterford Assessment

**Administration of Assessments**

- Scholars who do not attend in person, will take assessments on line with assigned grade level proctors.
- Scholars in grades Pre-K- 1st grade will be proctored in small group breakouts to ensure they are provided necessary assessment support and to ensure accuracy.

### Assessment Schedule

Testing Window Number	1	2	3	4
Testing Window	9/07/20-9/25/20	11/09/20-11/20/20	01/11/21-01/22/21	06/07/21-6/18/21

### 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.
6. 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.

### RETENTION POLICY

#### **NO RETENTION: PRE-KINDERGARTEN**

The academic and social performance of scholars in Pre-Kindergarten shall be monitored continuously to gauge scholars' progress toward reaching academic and developmentally appropriate benchmarks in key subject areas. The progress of scholars in grades Pre-Kindergarten shall be evaluated annually and during regular intervals throughout the school year. It is the parents right to use these evaluations and observations and decide if additional time and content reinforcement is needed prior to entering Kindergarten.

#### **RETENTION: K-8**

Throughout the school year, we carefully monitor our scholars' progress and performance to identify areas of success, and those in need of focus for improvement. This data also assists us in identifying supports needing to be put in place to ensure our scholars' academic success, not just this school year, but year's ahead as we prepare them to be college and career ready. Scholars who demonstrate continued deficits in one or more of the following areas will be recommended for intervention:

8. **Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation**

**ATTENDANCE:** The scholar has accumulated over 25 excused or unexcused absences.

**STAR DATA (PROFICIENCY):** The scholar is performing in the intervention or urgent intervention performance band on the STAR assessment.

**GRADE LEVEL PROFICIENCY:** The scholar is performing below grade expectation in the area of Math or ELA.

## INTERVENTIONS

If a scholar receives a grade of a D in either math or reading:

- A mandatory parent conference will be scheduled.
- Academic interventions will be put in place.
- In class academics
- Review of Star Renaissance Benchmark Assessment
- Summer school is highly recommended.

## RETENTION

If a scholar receives a grade of an F in either math or reading:

- A mandatory parent conference will be scheduled.
- Academic interventions will be put in place.
- The teacher shall follow the SST process.
- Summer school is mandatory.

**requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.**

N/A

**9. OSSE has issued guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning. In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:**

- **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
- **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

☐ Option A: The LEA is using a learning management system (LMS) for distance learning.

- 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?

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



- ☐ 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?
- 
- Students will be required to participate in class with web cameras.
  - All teachers will be required to make contact with their students each day.
  - Each student that has not been reached by a teacher or marked present in class will receive a phone call from a member of the attendance team.
  - Student presence and participation evidenced through web-camera and teachers contacting students.
  - We will implement the 80/20 rule. Students will be expected to attend 80% of the course not only to obtain the knowledge but to be marked present.

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

Hope Community will be using Powerschool to collect attendance data. Students will be considered absent until the teacher verifies that the student is present for that day.

Each teacher will be required to take electronic attendance in each class. Any student/family that has not been identified by a teacher as present in any class before 11 a.m. will receive a phone call from a member of the attendance team. Parents will also be able to submit excused absences and tardies via an electronic form and will be able to complete their course work at an alternative time to ensure that the student remains caught up.

In addition to reviewing attendance each day by 11 a.m., we will also review attendance daily at 3 p.m. to confirm that each student has had the opportunity to log on to the distance learning system. All attendance data captured will be stored electronically in PowerSchool and submitted to OSSE daily at 7 p.m. each night via the daily feed. Student attendance will be tracked in PowerSchool using the following attendance codes provided by OSSE.

## **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.**

#### **Student Support**

##### ***Tolson***

The School Counselor will provide office hours on Monday-Thursday that will provide students with:

1. Check-Ins on students and families
2. Individual and Group Sessions for students
3. Focused Breathing/Mindfulness Techniques for students and families
4. Behavior Intervention for students

The School Counselor will oversee as well as assist in the implementation of the social emotional learning program. The following programs that will be utilized are:

Early Childhood (Pre-Kindergarten - Kindergarten): Kimochis (<https://www.kimochis.com/>)

*Kimochis* program focuses on assisting students to understand feelings, emotions and to curb challenging behaviors. (Tentative SEL Curriculum)

Elementary School (1st-5th Grade) : Second Step (<https://www.secondstep.org/> )

*Second Step SEL* program focuses on skills for learning, empathy, emotion management, and problem solving.(Tentative SEL Curriculum)

Middle School (6th -8th Grade): ONEder Academy (<https://www.oneder.com/>)

*ONEder Academy SEL* program focuses on discovering self-awareness, building social awareness, developing self-management, responsible decision-making, and growing healthy relationships.

*ONEder Academy Transition* program focuses on special education students who have IEPs. This program focuses on identifying personal strengths, identifying and overcoming challenges, building self-advocacy, developing self-determination, interpersonal skills, setting personal goals, cultivating communication skills, and exploring career options.

\*The School Counselor will lead bi-monthly parent workshops.

\*The School Counselor will lead a SEL based PLT once a week for each academy.

\*The School Counselor will co-facilitate the Mental Health forum before school begins.

\*LEA Wide

### ***Lamond***

The School Psychologist will be available by appointment 30 minutes before and 60 minutes after the school day (Monday - Thursday) for individual wellness check-ins. This will decrease the amount of times students will have to be “pulled” out of class for emotional support.

The School Psychologist will lead weekly wellness support groups for grades K-5.

The School Psychologist will facilitate all Restorative Justice circles i.e. conflict carpet via Zoom breakout room.

The School Psychologist will lead Mindfulness and Yoga once a week during Morning Meeting.

Lamond teachers will designate a portion of SST to JIF Notes. JIF notes are an SEL tool that fosters peer to peer positive speech.

The School Psychologist will lead a SEL based PLT once a week for each academy.

The School Psychologist will provide wellness check-ins for the MKV population. Wrap around services and community support will be provided, if needed.

\*The School Psychologist will observe and monitor students who have been referred to SST. In conjunction with the teacher and interventionist, attempts will be made to localize and strengthen the area of deficit.

\*The School Psychologist will lead bi-monthly parent workshops.

\*The School Psychologist will co-facilitate the Mental Health forum before school begins.

\*LEA wide

### **Academic Interventions**

Please be sure to answer all parts of the question. Specifically, the LEA did not state how it will identify and provide academic intervention to students who have lost the most learning due to COVID-19. The LEA should respond with a description of the specific steps the LEA will take for assessing student learning loss and implementing academic interventions.

The Hope Community Public Charter Schools are dedicated to supporting the Social Emotional needs for all scholars. Therefore, both the Lamond and Tolson campuses have outlined specific programs and schedules to support the Social Emotional Learning (SEL) and mental health needs of our scholars as well as the providing academic interventions to recover learning loss due to COVID-19. The SEL programs outlined include providing scholars in grades prek-8 with an SEL block embedded into the daily schedule. Scholars will participate in structured SEL lessons based on research based curricular resources. The Early Childhood team (grades prek-k) will utilize the Class Dojo social emotional lessons and activities specifically designed for early childhood social emotional learning and development. The primary grades 1<sup>st</sup> through 4<sup>th</sup> will utilize the 2<sup>nd</sup> Steps SEL program. These lessons and activities foster the social emotional learning of elementary aged students. Further, the intermediate grades, 5<sup>th</sup> through 8<sup>th</sup> will utilize the Oneder SEL program. This program provides specific activities designed for adolescents and their unique social emotional learning needs.

In addition to the implementation of grade level specific and age appropriate, targeted social emotional learning programs, the Hope Community Public Charter Schools will also provide mental health services. The school psychologist will provide “lunch bunch” group sessions to support scholars mental health. Further, the school psychologist and school counselor will provide daily office hours and appointment schedule for mental health support. This is an unprecedented time, and the mental health of our students, staff and families is a top priority. The Student Support Team is working to ensure that the mental health needs of our scholars are being addressed.

The Student Support Team is also working collaboratively with the Instructional Leadership team to ensure that the academic growth of all scholars continues through virtual learning. The Student Support Team and the Instructional Leadership team have designed a school-wide academic intervention platform across the LEA. All scholars in grades kindergarten through 8<sup>th</sup> grade will participate in Scholar Success Time. Scholar Success Time is an “all hands-on deck” approach to supporting scholars in math and literacy intervention. All scholars are have targeted intervention and academic supports embedded in their daily schedule designed to meet their academic needs and address any learning loss due to COVID-19.

## **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.*

During distance learning the behavior team will be responsible for monitoring all classes daily. Each team member will be responsible for visiting assigned classrooms to offer behavior support. The behavior expectations during distance learning are as follows:

- Appropriate Attire
- Background Etiquette
- Microphone must be muted unless you’re speaking
- Be respectful at all times
- No inappropriate language or gestures
- Camera must be on during testing
- Scholars will not utilize chat feature unless requested by the teacher

**Behaviors that may result in a student being excluded from distance learning:**

- Inappropriate attire
- Inappropriate language or gestures
- Writing on the screen during instruction
- Inappropriate messages in classroom chat
- Failure to mute microphone (after several warnings)
- Camera turned off during testing (after several warnings)

**Communication with families of excluded students:**

- Phone
- Parent Square
- PowerSchool
- Class Dojo
- Email
- Zoom upon parent request

**All students who are excluded from distance learning have access to missed assignments via Google Classroom and Class Dojo. Work packets are also sent out via USPS**

**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.*

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

## **PLAN TO SERVE STUDENTS WITH DISABILITIES**

Imagine Hope continues to meet OSSE timeline metrics as it pertains to Eligibility, IEP's and Related Services. Parent schedules are considered when scheduling services for children to provide optimal times for service delivery. We continue to document related services through SEDS (EasyIEP) and LEA created service trackers for Related Services and Specialized Instruction. The LEA also communicates important information changes as it pertains to OSSE, CDC, DCCSB and the LEA through email, office hours, Parent Square, Class Dojo and Town Hall Meetings.

### **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**

In a case where there may be a parent with a visual impairment the LEA would identify a supporting adult within the home and connect with them to support the student. Additional audio-conferencing provisions would be made for the student and the parent. Identified office hours for the student and parent to receive additional targeted support when needed.

### **The manner in which LEA deliver related services for students in distance learning**

The LEA is currently delivering Related services through the most beneficial measure to families of Telehealth. Currently Related Service Providers are providing services through an array of virtual platforms such as Zoom, WebEx, Google Classroom, and some are providing their services through phone conferencing. The various methods capture the varying needs of our students and families. The related service providers partner with the families with often allowing the parent to shadow them while providing strategies and or supports to their children for greater support to our families.

### **The manner in which the LEA will support parent training for students receiving related services through distance learning;**

The LEA will provide training and webinars on how to navigate systems and programs for Related Service and Specialized Instruction for SY 2020-2021. There will be tutorials provided on how to navigate virtual platforms with a comprehensive list of expectations of conduct for virtual learning. Some of our partners are providing office hours and Zoom calls for parent training and support for the parents of the students that have more severe needs within our student population. Students attendance and participation are tracked through LEA created D.L. Trackers and attendance logs.

### **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**

As a means of recovery for students that may have exhibited a slide academically, our LEA has determined that all

Special Education students who exhibited a decline in their formal EOY data would be placed in a Tier 2 RTI Intervention Group for academic support. Those services would be tracked by the RTI Team and reviewed at the next benchmark period for growth. Depending on the results of the RTI review, the targeted student would either, return to regular studies, be provided new interventions, or be recommended for additional MDT supports. The LEA will have information delivered from the LEA through academy coaches to parents, Back to School Night or letters to parents.

**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**

Imagine Hope Community PCS is currently utilizing DCPS' "Due Diligence" measure for students that require a new Re-evaluation but the LEA is currently unable to provide that support due to the Stay-in-Place and social distancing measures. The students that are first to be assessed will be those students first affected by our move from brick and mortar to Distance Learning until we clear all students. Should the Washington APA Association, DOE or OSSE release new safe guidelines on how to assess distantly with fidelity we will institute those new measures as they are revealed.

**Steps the LEA will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.**

To minimize the amount of recovery services and gaps in learning, the LEA provided extended opportunities for learning through our Tolson University Summer Academy and our Lamond Summer Enrichment Program. We provided the opportunity for all children to participate in Summer School, both General Education and Special Education Students. Special Education teachers and EL support were on hand to provide direct support to teachers, students and office hour support to parents. This would allow all students regardless of their living status an opportunity to be instructed. Laptops were provided to families who identified a need. Students attendance and participation was tracked through LEA created D.L. Trackers and attendance logs Mental Health services were provided for continuing Special Education students by the school psychologist and counselor in the form of small group counseling sessions and or check-ins.

- **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.**

***Tolson/Lamond: Thought Partners***

To maintain an effective EL Program Model and fidelity across in-person and distance learning and hybrid learning environments; technology will be provided to all scholars and with the support of how to use the technology and how to access all virtual platforms. In Person brick and Mortar EL plans and provisions return to support from the EL provider becoming either a constant within the General Education classroom a co teaching model or utilizing the

support in a pull out resource teacher dynamic.

Google Classroom will be provided to all EL Scholars for academic and SEL Support

Access 2.0 Scores will be used to build upon baseline data and to project planning and student outcomes as it pertains to the domains of reading, writing, listening, and speaking to advance your EL students' English proficiency; based on the Access 2.0 Scores the EL Plans will be created uniquely for each EL student.

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 according to the Wida 2.0 Access Scores, Renaissance 360, Freckle, ThinkCirca, Readworks, Newsela, Class DoJo, You Tube, SeeSaw, Access 2.0 Stimulators, Wida Website

In collaboration with the General Education grade level teacher, content planning will occur to provide EL Teachers to grade level content. Our PLT Process will afford the teachers opportunities to use researched methods and discuss best practices for further content planning. Additional EI Supports will be provided to the parent from this link and office hours will be provided per student need and parent suggestions

Special Additional EI Supports will be provided to the parent from this link  
[https://files.classdojo.com/dojofiles/f25c0063dcd93d1e001f5244/2020-06-10/e4860a3691c14449232f1abc9e1747f8dd86ef15\\_dff25268ad69/da0bd5c7dd6e.pdf](https://files.classdojo.com/dojofiles/f25c0063dcd93d1e001f5244/2020-06-10/e4860a3691c14449232f1abc9e1747f8dd86ef15_dff25268ad69/da0bd5c7dd6e.pdf)

The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14. We will adhere the screening of all ECE students between the ages of 3-5 years of age using the EPT-Oral exam. The Children in grades 1-8 will be screened with the WIDA W-APT Screener to ascertain their speaking proficiency, reading proficiency, listening proficiency and their writing proficiency. Those students that score below a 4.0 will receive EI Instruction in the domains where there are deficits.

☐ 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. EI scholars will receive Synchronous and A-synchronous Instruction virtually. EL Instructors will provide push in and pull out services according to the needs of the EI scholars. When and where appropriate co-teaching will also occur. EL scholars will be encouraged to infuse their culture into the classroom to make learning a more diverse continuum of services, therefore making the EL learner more apt to participate and engage in the learning process. Parents will participate in some blended learning activities that require their participation to increase family engagement.

☐ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals. Through Smart Goals families will be able to access student's progress at a glance through parent Town Hall Meetings where teachers break off into their cohorts and grade bands to discuss student progress. This will be completed through using a number coded process which will keep the anonymity of the scholar.

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 WIDA smart goals will be back mapped using Common Core Standards as it relates to the student current proficiency level. As the student progresses the supports are reduced. Should the EI scholar appear to be stagnant in their growth it may be necessary to refer the student for Special Education services. It will be determined that time whether a bilingual assessment is necessary.



## **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.**

## **POLICY FOR TECHNOLOGY USE DURING DISTANCE LEARNING**

### **Expectations for student access to devices and technical training**

Imagine Hope Community Charter School (Hope CCS) will be offering several distribution dates for equipment to be retrieved by parents/guardians. During the distribution there shall be a brief demonstration of basic operations of equipment. Documentation of proper basic maintenance and operations will be provided along with the IT equipment. Documentation will be provided in multiple languages for all to have a complete understanding.

### **The manner in which the LEA will assess student/family technology needs**

All registered students will receive the needed equipment for distance learning.

### **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control**

Parents/guardians will be given assistance in acquiring the proper internet service for their home use. Our staff will assist in offering the proper information needed for those who meet the requirements for free or discounted internet access. Those parents/guardians, who meet a very detailed and specific requirement will receive internet assistance service from Hope CCS. Those parents/guardians identified as impoverished, parent/guardian are unemployed and meet with school leaders for a private detailed understanding of the family's situation.

### **The plan for replacing/repairing devices**

There is an inventory of loaner equipment for use during the time of servicing and repair. Once a device has been diagnosed as needing a prolonged servicing window, the parent/guardian shall meet with an IT technician in a safe and mutual environment to exchange the equipment. Once service has been completed the equipment will be exchanged, returning the loaner and taking possession of the repaired, original equipment. If equipment is beyond

repair, the IT technician will provide new equipment and document the student's new, replaced equipment on the inventory form for computer equipment.

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

Hope CCS utilizes GoGuardian as a content blocker on each individual device. We also have Content filtration on all hotspots issued to students.

### **Limitations on LEA device use at home**

There is no current prohibition of social media and video games. With the GoGuardian license there is an additional product available that allows us to monitor social media, chats and other items and flag mental health content. This policy does not change across the different grade levels.

## **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).**

### **GENERAL AND SCHOOL-WIDE COMMUNICATION**

Families can anticipate communication from the school daily (Monday-Friday) via the classroom teacher(s) and weekly at a minimum as whole school communication. This communication will be via the following: Class Dojo (app), Parent Square (app, email, text, and/or automated phone call), Google Classroom, Microsoft Teams.

### **FAMILY ENGAGEMENT AND CONTINUOUS LEARNING**

Student/family input was previously and will continue to be collected via Survey Monkey. This family input has

been incorporated by using survey data to drive decision making in the SY 20-21 re-opening. This input has also been incorporated as the LEA plans technology distribution for students.

## **COVID-19 RELATED COMMUNICATIONS**

### **Reporting/Notification**

To communicate about unanticipated facility closures and the health/safety of the school community, the LEA will contact families via Class Dojo (app), Parent Square (app, email, text, and/or automated phone call), Google Classroom, Microsoft Teams.

### **Sharing Expectations**

Expectations for family participation/engagement will be communicated prior to the start of the school year. These expectations will be shared via the student/family handbook, virtual town hall meetings, teacher communication and school leader communication.

### **Facilitating Introductions to New Teachers and Classmates at the Beginning of the School Year**

Introductions to new teachers and classmates will begin prior to the start of the school year. Staff introductions to families will begin during virtual town hall meetings. These introductions will also be facilitated via virtual “Meet the Teacher” events and virtual classroom icebreaker activities. Teachers will also make individual contact with families prior to the start of the school year. Any families that enroll after these events have taken place will be virtually met by teachers and introduced to classmates on a case by case basis.

### **Ensuring Routine Feedback on Work**

The LEA will ensure that students and families are given routine feedback on their work formally and informally by requiring teachers to provide grades and comments on work submitted by students as a part of the grading policy. The LEA will require weekly grades, progress reports and report cards are submitted on time as required by the frequency noted in the grading policy. School leaders will be responsible for ensuring these policies are being followed with fidelity.

The LEA will provide parents with accessibility to online technical support from an IT Support staff member daily. The Tech support team will provide daily office hours designated .

**a. How often families can anticipate hearing from the school, and through which methods of communication;**  
As an LEA we reach out to our families 2-4 times per weeks with our newsletters and announcements about school events and important dates. Our greatest source of communication is through Class Dojo and Parent Square since

our parents can review their notices through Class Dojo and review student work at the same time

**b. How you are soliciting and incorporating student/family input early and repeatedly about continuous learning; Our “Meet and Greet” allowed us to publically reopen with parent interaction and direct immediate support and feedback We informed our parents through a slideshow presentation ourschool handbook for parents and student expectations.** Our “Student Support Team- Sped., EL and 504 Town Hall Meeting” allowed us to meet parents in a more private setting where we provided them with multiple surveys in English and Spanish which is our dominant population for immediate access to determine what we as a LEA can improve on and what service needs the parents may have. We also used out chat for a parent question and answer series for those parents that wanted real time answers to their pressing questions in lieu of the Power Point Presentation. We also held an Open House for parents that wanted a greater overview of how we operate as a Character School and how that propels student success.

**Can the LEA please explain how it will provide training for family participation in their student's learning, including trainings for technology?** The LEA is providing ongoing direct support to families through virtual platform trouble shooting in the moment in the moment solutions to their IT needs through set office hours. In addition, there are occasional pre-recorded tutorial videos that are placed within the “Parent Square” engagement forum for parents and also in Class Dojo where we also post newsletters and current news and school trends. We will also hold trainings for parents to understand how they can support with having their children ready for student assessment without compromising the validity of the testing.

## 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:** Hope Community PCS

**LEA Leader Name:** Mr. Shawn Toler

**Date:** 10-05-2020 11:56 AM