SY 2020-21 LEA Continuous Education
& School Recovery Plans: Application Questions

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[1] for school year (SY) 2020-21. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) are asking LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.[2] OSSE and DC PCSB are sharing this LEA Continuous Education and School Recovery Plan jointly to streamline operations and reduce burden for LEAs so each entity may fulfill its lawful functions.

OSSE is requiring 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 is requiring all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during SY 2020-21 in response to COVID-19.

This application is closely aligned to OSSE's <u>Guiding Principles for Continuous Education</u>.[3] These guiding principles are intended to provide LEAs as well as families with clear and consistent expectations for ensuring that all students in the 2020-21 school year have access to a safe and supportive learning environment that also delivers rigorous and standards-aligned content to prepare students to succeed in school and life. We strongly encourage you to review these guiding principles closely before drafting your plans as well as the <u>Continuous Education Resources for LEAs</u> that we have curated.

To inform the public, these plans will be publicly posted, and we ask that LEAs also share them directly with their families upon approval by OSSE and DC PCSB. LEAs have the flexibility to

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

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

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

design continuous education and school recovery plans to best fit their individualized needs, but 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.[4]

The deadline for submitting these plans is July 31, 2020. At this time, OSSE and DC PCSB are providing LEAs with the application questions, so they may begin to work on their responses. In mid-July, OSSE and DC PCSB will provide information on the process for submission and review.[5]

Application Questions

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:
    o What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and

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

● Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)

● Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.

● For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See CDC's guidance for safe and correct application of disinfectants.

● Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.

● Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.

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[4] Refer to health guidance for childcare 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.
[5] LEAs should notify DC PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

● Use of shared objects (e.g., gym or physical education equipment, art supplies, games, etc.) will be limited and cleaned between use.

● The school will implement safe and correct storage for cleaning and disinfection products. *Use the cleaning vendor to assist in creating a plan.*

● Only safe cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean   D = Disinfect   S = Sanitize

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

o How will you 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)?

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit

personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting. All established routines listed above can be conducted by daytime porters AND the night time crew, and are effective at killing any germs that may have compromised a space.

Update:
All items that occur once daily occur in the evenings after all are gone from the building but janitorial staff. Things cleaned more than once daily are asa follows:
surfaces: every 2 hours unless heavily used.
bathrooms: every hour
door knobs: every 2 hours minimum
desk, chairs, mats: if used by only one persons, then once daily at end of day; if used by multiple then between every use. Per our emergency response protocol, space that is suspected contaminated is disinfected fully within 6 minutes of report.

Per the OSSE guidance, please include the timeline for disinfecting a contaminated space.

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

Paul PCS will open on August 17th with all students and staff being fully virtual. In the event there is a shift in the progression of COVID-19 stats, a hybrid model will be implemented when deemed safe and the following physical changes to the environment to ensure or promote social distancing will occur.

Use of Space
The school will take the following measures in its use of space:
- Maximize spacing of occupants in each space with a minimum of six feet distance between desks.
- Limit occupants in any space based on the "Phase" per the DC Health requirement.
  - Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing)..

○ Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.

○ No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.

● Communal-use spaces (such as staff break rooms, cafeteria, and playgrounds) will be limited to one person at aa time and will be treated with same standards as a restroom

○ Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.

■ *Photocopier, cutting boards, book rooms, etc.*
■ *Blacktop, balls and recess equipment*
■ *Refrigerator, microwaves, etc. for staff*

● Physical education classes may be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer). Otherwise they will adhere to normal in-the-building standards of other classrooms.

● 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.

Use of Hallway

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient.

Reopening Building After Prolonged Non-Use

School buildings reopening after a prolonged shutdown will ensure building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use.

3.What have you done to ensure adequacy of ventilation at the school?
Ventilation
Prior to reopening after the prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

We had our HVAC vendor conduct an assessment of current conditions and request information about recommended system cleaning, augmentation, or upgrades that may improve the air quality and safety for occupants. MERV 13 filters were already installed in all of our central air conditioning units. HEPA purifiers will be installed in each classroom and office suite that does not received filtration through MERV 13 filters.

Not all doors are supposed to be open in a facility as some are fire or smoke doors intended to keep occupants safe in the event of a fire. Any doors that can remain open will.

Applicable to all phases of reopening and HVAC system cleaning repeated as recommended upon a positive COVID case in the school and as guidance evolves.

4. Outline the LEA's plan for SY 2020-21 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.[6]

What PPE will you provide to staff and students? Or are they required to provide their own? What about staff performing health screenings?

Under "school wide hygiene" it says that the school will work with the janitorial team to ensure a health screen occurs. Who is responsible for doing the daily health screens?

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[6] Refer to health guidance for childcare and schools, available here: https://coronavirus.dc.gov/healthguidance.

Please add your plan to distribute meals during virtual learning.

What is the plan for distributing education materials during in-person? Will they be shared, individualized, etc?

Students and staff will be provided with two cloth masks. They are expected to provide their own beyond that. Homeless children or others who demonstrate high-needs according to our social workers will receive masks as needed. Students who fail to bring a mask will not be admitted.

Staff performing health screens will be provided masks daily; cloth masks are approved as well. Plastic face shields will be worn during bag checks by all arrival staff.

The entire security, facilities and custodial staff are trained to do the health screens to ensure full coverage even during a staff absence. Executive Director of Operations or designee is point person for establish norms and training all staff. Health screens begin when the building opens at 6am and continue until building closes.

We will be an open meals site for at least two days a way to serve take-away meals for all of our children. Delivery will be used in a case-by-case instance as well. Depending on need, we will increase days of meal service. Meal service will occur after instruction is complete and we will serve as many as seven meals per child per household.

Student materials will be individualized. All materials will be picked up by families in a curb-side socially distant manner. All staff who prepare these items will wear masks and wash hands throughout kit completion.

Paul PCS will function in an all virtual space until Thanksgiving during 2020-2021.
All students will receive a Chromebook and will pick those up from the building in a socially distant manner. Returning scholars will keep materials that were distributed last school year. Virtual schedule is listed below and applies to staff and students. Office hours at Paul are mandatory for ALL students and are considered instructional minutes. Smaller groups will be distributed to the office hours based on intervention and need. An in person schedule after Thanksgiving will resemble / mirror this schedule.

Bell Schedule 2020-2021

Monday, Tuesday, Wednesday, Thursday			Fridays		
	A-Day	**B-Day**		**A Fridays**	**B Fridays**
8:00-8:15	ADVISORY	ADVISORY	8:00-8:50	ADVISORY	ADVISORY
8:18 - 9:28am	Block 1	Block 4	8:50-9:35	Block 1	Block 4
9:28 - 9:35am	Mindfulness Minutes	Mindfulness Minutes	9:35-9:40	Mindfulness Minutes	Mindfulness Minutes
9:35 - 10:45am	Block 2	Block 5	9:40-10:25	Block 2	Block 5
10:45-10:52am	Mindfulness Minutes	Mindfulness Minutes	10:25-10:30	Mindfulness Minutes	Mindfulness Minutes
10:52-12:02pm	Block 3	Block 6	10:30-11:15	Block 3	Block 6
12:02-12:47pm	**LUNCH Break**	**LUNCH Break**	11:15-11:20	Mindfulness Minutes	Mindfulness Minutes
12:47-1:57pm	**Co-Teaching Planning (Mondays only), School Profiles/SEL (Wed Only)**	Block 7	11:20-12:05	Town Halls Data Groups Tutoring*	Block 7
1:57- 2:10pm	Mindfulness Minutes	Mindfulness Minutes	12:05-12:15	PM Announcements	PM Announcement
2:10-3:00pm	Structured Office Hours	Structured Office Hours	**1:00-2:00pm - Grade Level Team Meetings on Fridays** **2:00-4:00pm (Content Team Meetings, PD Sessions, Staff Meetings)** **Weekly Coaching Session (~50 min)**		
3:00- 3:50pm	Structured Office Hours	Structured Office Hours			
3:50- 4:00pm	PM Announcements	PM Announcements			
4:00pm	Dismissal	Dismissal			

Info as it pertains to in-person learning after Thanksgiving is below:
Entering and Exiting School Building (after Thanksgiving)
All students, families, and staff, will be provided instructions for entering and exiting the school. To inform this plan, we consulted students, families, and staff on the details of the plan. We will do the following when children and staff are allowed back in the building:

- Provide health screening at each entry point.

- ● Use multiple doors, each with a screening station, for entry and exit.
- ● Ensuring safety and security of all entry and exit points used.
- ● Assigning entry and exit points to students by their group that are close to their first and last location of the day.
- ● Mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.
- ● Evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain).
- ● Evaluate safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic).

Note that there are 3 entrances to our building already and the natural staggering of our staff and student arrival process does NOT necessitate more entries.

Daily Health Screening

Students, families, and staff will have temperature checked daily upon arriving at school each day. Daily health screenings will ensure that no person entering the building has a fever.

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

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

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer** following the directions below.

Grouping

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

- The school will group students and staff together each day
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- We will rotate teachers between classrooms in the Middle School, rather than students. We will do this to the extent possible with the High School, too, but this poses some challenges with the 11th and 12th grades. This applies to all SpEd children and EL scholars. Immunocompromised children are expected to report this information to leadership and appropriate accommodations will be made.

In School Dining

Use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated and all lunch meals will be served in the class room. Breakfast will be in the classroom for MS student and will be socially distanced grab-and-go for the HS served on the front lawn or in an open / airy space.

- ❏ Students will eat meals in the classroom to avoid mixing in the cafeteria.
  - Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
  - Staff will wash hands before and after preparing food, and after helping children to eat.
  - Tables and chairs will be cleaned and sanitized before and after the meal by students and adults in the cohort. Custodial staff will deep clean each room each night.

Recess/Breaks

The school will hold "Mindfulness Breaks" (outside movement time), and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed.

Preventing a Vaccine-avoidable Outbreak

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

Non-medical (Cloth) Face-coverings

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

Students and families are also required to wear cloth face coverings and at all times while moving around the school property.

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

Instances when face coverings do not need to be worn:
- Outdoors when social distancing of at least six feet is strictly enforced.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance (only with medical documentation).

- Inside a private office space with no one else entering the room and the door is closed.

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

Hygiene

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

School-wide Hygiene: The School will work with the janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment.
- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All student belongings will be separated and stored in designated areas IN their cohort room (we will not be using lockers).
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual that they will keep at home. Each classroom with have a separate device that a child will be assigned to; these devices will be cleaned daily when they are switching from one child to the next.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

- No-touch fixtures have bee installed where possible (e.g., automatic faucets and toilets, touchless trash cans, touchless hand sanitizer dispensers).
- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced:

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

High-risk Individuals

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be cleared by their medical provider before participating in on-site activities. Consideration will also be made for live-in family members of students or staff at high-risk. Risk factors include:
- Chronic Lung Disease
- Moderate to Severe Asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic kidney disease, and/or
- Liver Disease
- People 65 years and older
- Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety

Exclusion or Dismissal from On-site Learning

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

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

- The student or staff member has had a temperature of 100.4 degrees or higher,
- Any member of their household is confirmed to have COVID-19, or
- Any member of their household is awaiting COVID-19 test results.

If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:

- 72 hours **after** the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
- at least 10 days after symptoms first appeared, **whichever is later**; OR
- per their healthcare provider following DC health instructions.

If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.

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

Dismissal Criteria: If a student or staff member develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school is to immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.

- For staff, the school is to send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

School staff members must take a student's temperature and will follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

Extended Day opportunities

All Extended Day opportunities will be virtual through the first semester. If we return after thanksgiving break, we will continue to hold virtual opportunities later in the day, so as not to combine cohorts.

Instructional Delivery Plan

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during SY 2020-21.
   - o Identify the instructional methods (e.g., 100% 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 SY 2020-21 to ensure rigor across settings;
   - o 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);
   - o Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
   - o 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.

Paul PCS will implement a blended instructional model for SY 20-21 that includes both synchronous and asynchronous learning opportunities for students. Teacher directed instruction will take place in accordance with students' schedules daily on an A/B rotation. These sessions will be recorded for students unable to participate because of wifi disruption, illness, or

connectivity issues. Our primary "face-to-face" student meeting platform that will be used is Zoom. Several supplemental instructional LMS systems and materials/platforms will also be utilized to ensure students receive a comprehensive educational experience. These include:

- Read 180
- Math 180
- CommonLit
- Khan Academy
- IReady
- NewsELA
- HMH
- Google Classroom
- Google Hangout
- NearPod
- BrainPop
- Illuminate
- ScreenClassify
- PowerSchool
- Writeable

Paul PCS students will spend a minimum of 4-5 hours of synchronous time with teachers each day. The additional periods of the day (ie office hours, town halls, study hall) will include a balance of independent, student guided activities and staff directed activities.

The preparation of staff to implement this instructional model began in the spring as the senior leadership of Paul engaged in weekly planning sessions to map our curriculum, instructional, PD, family engagement and school climate strategy with the anticipation of not being able to return to the building in the fall. The rollout of the developed plans initiated on August 3rd with the start of our annual two-week Professional Development Institute (see linked overview of the two weeks for topics addressed).

Professional development on the identified priority areas of instructional efficacy in the virtual classroom, critical thinking and student engagement will continue throughout the school year during our early release PD time that occurs on Friday afternoons. Additionally, our staff will receive differentiated coaching based upon their individual instructional needs.

The monitoring of our instructional plan of action will not vary from how it is monitored in other school years. We have established priorities for this year based upon the needs of our students and staff, albeit this year's priorities have several unique features because we are opening school virtually. Each of our leaders (school-based and network) has an operational plan that

details the activities they will engage in to ensure these priorities are accomplished. Management plans are also developed by each Paul PCS leader which detail the meetings structures through which the activities of the operational plans are monitored on a weekly and monthly basis. Those who have direct reports meet mid-quarter and end of quarter to track and monitor progress, making any adjustments necessary along the way to ensure the identified priorities are accomplished. We utilize the SmartSheet project management platform to house both our operational and management plans.

Assessment and Promotion Policy

A. Assessment

6. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:
   o Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of SY 2020-21. Select all that apply:
      o Achievement Network (ANet)
      o Affirm
      o Developmental Reading Assessment (DRA)DIBELS/ Acadience Reading
      o Great Minds
      o i-Ready-Curriculum Associates
      o NWEA-MAP
      o Reading Inventory (RI)
      o Renaissance Learning's STAR Reading/ STAR Math Scholastic Reading/ Math Inventory (SRI/ SMI)
      o Other (identify vendor)
   o 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
   o When the LEA intends to administer these assessments during the school year, specifying for each assessment.

Paul PCS will use the following formative assessments (of which the data will be shared with students, parents and staff internally):
- Teacher generated mid-advisory assessments using items banks (ie Illuminate)

- Network developed quarterly assessments
- MAP (grades 6-10 only)
- SRI and MI for selected students

Paul shifted into a full virtual model in March of last school year and trained students to take assessments on the Illuminate platform. We will employ the same strategy this year, however, we will break students into assessment pods with smaller numbers of students in each, where they will be proctored by a wider group of staff members. Students who miss an assessment will be tested when they return to school by the staff member responsible for their "pod".

As with any other school year, Paul PCS has developed and will administer assessments in accordance with our assessment calendar. Please see the attachment linked here.

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.
    i. Paul PCS does not intend to alter our grading policy (see at the end of this section).
    ii. If it is necessary to host a virtual graduation in Spring of 2021, Paul PCS will follow the same guidelines put in place for SY19-20. All Caps and Gowns will be distributed to seniors via mail or a pick up location outside of the school building. Scholars will be expected to wear their caps and gowns during their Zoom ceremony, during which all students will remain in their homes. The program will be streamed to Facebook and Youtube, to ensure all families have access and will mimic our historic in-person ceremony as closely as possible- to include guest speakers and music selections.
    iii. Within the week, there will be an in person (appointment-only) drive-thru celebration for students to receive their diplomas and take photos with, and then retrieve, their personalized graduation sign. Below are consolidated logistics to support this plan:

Traffic Process	• As cars arrive they will line up on Peabody street, between 9th and 8th streets. There will be several checkpoints to validate the name of the scholar approaching the building, and cross reference with the appointment time assigned. Once the car pulls up to the 8th st entrance, students will exit the car.

	• Students are the only participants allowed to exit the car and interact with school faculty and staff. Parents and guests will not be allowed to exit their vehicles. • That staff member will radio the name of the graduate to the staff at the entrance of the school so they can pull the appropriate diploma. • When the graduate pulls up, they will walk up the steps to the first tier level in the front of the building, receive their certificate, take a socially distant picture with Principal Olorunoje and a second picture by the balloon display, then walk back to their car. • Students should take a maximum of 3 minutes to complete the process. • Students will not be allowed to enter the school building.

Requirements	• Participants must wear a mask at all times
	• During 20 min breaks all participants must wash their hands
	    ○ If we do not have gloves, participants need to use hand sanitizer between graduates.
	    ○ If we are wearing gloves, participants need to change gloves during the 20 min break.

accommodations will be made and discount codes provided for scholars using ride sharing services

GRADING POLICIES

Grade Reporting

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

Letter Grade	Numerical Grade	Grade Point Value
A	*100-90*	*4.00*
B	*89-80*	*3.00*
C	*79-70*	*2.00*
F	*69 and below*	*0.00*

Note: Paul PCS does not believe a passing grade should be given for below-average work. Therefore, because the letter grade D is typically defined as below-average work and, accordingly indicates a lack of proficiency in the subject area, neither Paul PCS's Middle School nor Paul International High School use the letter grade D. Thus, the lowest passing grade we honor is a C which connotes that the student has demonstrated mastery of the basic standards.

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS		WORKSHOP GRADING WEIGHTS	
Categories	*Weighting*	*Categories*	*Weighting*
Projects/Essays/Labs	*25%*	*Assessments*	*30%*
Quarterly Interim Assessments, Unit Tests, Mid-Advisory Assessments	*25%*	*Classwork/Participation (independent reading or independent practice)*	*20%*
		Daily Work	*20%*

20

Weekly Formative Assessments	*20%*	*Read 180, Wilson, or Math 180 Software Performance*	*30%*
Homework	*5%*		
Classwork	*20%*		
Final Exam	*5%*		

Final Grades-Middle School

*The final grades for year-long courses (**English Language Arts (ELA), Math, Social Studies and Science)** are an average of the grades received in all four advisories. A student must earn a final grade greater than or equal to 70% to pass the course for the year.*

*The final grades for semester-long courses **(Electives and World Language)** are an average of the two advisories within the semester. A student must earn a final grade greater than or equal to 70% to pass the course for the year.*

***Final Cumulative Course Grade** is calculated with the following weights:*

Advisory 1- 25%   Advisory 2-25%   Advisory 3-25%   Advisory 4-25%

Academic Dishonesty

Paul PCS expects all of its scholars to work hard and to perform to their best of their abilities. To this end, it does not tolerate academic dishonesty including, but not limited to cheating (copying from others' homework, papers, exams, tests, or quizzes), grade changing, plagiarism (attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual), or facilitating academic dishonesty (knowingly helping or attempting to help another to commit an act of academic dishonesty). If a scholar is caught cheating, plagiarizing, or facilitating academic dishonesty, he or she will face consequences as determined by the Paul PCS Code of Conduct Policy.

Academic Probation--Middle School

*After each advisory progress report, any student **failing two or more courses** is placed on academic probation. While on academic probation: (1) all communications from the teacher to the student will be sent to families, (2) a parent/guardian meeting will be scheduled, (3)*

students must attend mandatory homework center (HWC), (4) students may be not be allowed to participate in extended day activities including athletics, until their grades improve, and (5) students may be required to participate in academic sessions outside of the normal school day. Progress monitoring of students on academic probation will occur at least once a month.

Saturday Academy--Middle School

Saturday Academy is an opportunity for Paul Scholars to reflect on appropriate behaviors as well as receive additional time to work on class assignments. Saturday Academy will be held the 2nd Saturday of each month from 9am to 12pm. The Academic Dean and/or Assistant Principal will provide notice to a scholar whether or not he/she must attend based on academic performance. Note: For SY20-21, Saturday Academy has been postponed pending ongoing updates regarding impact of pandemic. Communication will be sent directly to parents/guardians if/when Saturday School resumes

Grade Level Promotion-Middle School

*Students who have successfully passed all of their core academic classes (Mathematics, English Language Arts, Science, and Social Studies) will be promoted to the next grade level. Conversely, students who fail one to two core academic classes will not be promoted to the next grade level unless they complete the failed core course(s) during the summer school program. Students who fail more than two core courses will be retained and will be required to repeat the entire grade level unless they have successfully completed an approved academic summer program. **Note: 8th Grade students who must pass two or fewer courses for summer school to be promoted, may participate in the 8th Grade Promotion Exercises. However, official promotion to the 9th Grade will be dependent upon successfully passing summer school courses.***

Summer School--Middle School

Summer School courses will be offered for scholars who need course grade recovery opportunities. Scholars will be permitted to take a maximum of 2 courses per summer. Students required to attend summer school may not miss more than two days. Three absences will result in the student not meeting the standards for the course, thus failing the course and being recommended for retention.

Grade Reporting

High School

General Education Grading Scale

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

Advanced Placement Grading Scale (High School Only)

Grade point averages for AP courses will increase by 1.00 point in recognition of the increased rigor of such courses. Scholars who earn a failing grade in their AP course will not receive the 1.00 point increase.

Regular Grading Scale			AP Grading Scale (High School ONLY)		
Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A	100 - 90	4.0	A	100 - 90	5.0
B	89 - 80	3.0	B	89 - 80	4.0
C	79 -70	2.0	C	79 -70	3.0
F	69 and below	0	F	69 and below	0

*Note: As a school, Paul does not believe a passing grade should be given for below average work. Therefore, since the letter grade D is typically defined as below average work and does not denote proficiency, Paul Middle School and Paul International High School do not use the letter grade D. Thus, the lowest passing grade we honor **for students who take courses at Paul is a C, which connotes that the scholar has demonstrated mastery of the basic standards. Note: Paul Public Charter School will only honor D's for scholars who were awarded a credit on their transcript for a D from another LEA.***

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS	WORKSHOP GRADING WEIGHTS

Categories	Weighting
Projects/Essays/Labs	25%
Quarterly Interim Assessments, Unit Tests, Mid-Advisory Assessments	25%
Weekly Formative Assessments	20%
Homework	5%
Classwork	20%
Final Exam	5%

Categories	Weighting
Assessments	30%
Classwork/Participation (independent reading or independent practice)	20%
Daily Work	20%
Read 180, Wilson, or Math 180 Software Performance	30%

Final Grades-High School
The final grades for year-long courses (**English Language Arts (ELA), Math, Social Studies and Science)** are an average of the grades received in all four advisories. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

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Academic Probation--High School

After each advisory progress report, any student failing two or more courses is placed on academic probation. While on academic probation: (1) teachers will send all communications to families; (2) students must participate in Active Credit/Grade Recovery; 3) students may be required to enter into an academic contract and/or academic success tracker; and (4) students will be not be allowed to participate in extended day activities including athletics, until their grades improve (measured after 4 weeks of C or better grades). Progress monitoring of students on academic probation will occur at least once a month.

Grade Reporting

High School

General Education Grading Scale

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Weekly Formative Assessments	20%	Daily Work	20%
Homework	5%	Read 180, Wilson, or Math 180 Software Performance	30%
Classwork	20%		
Final Exam	5%		

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8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.
     i. Not Applicable

Attendance Policy

9. OSSE has issued <u>guidance on the collection of student attendance for SY 2020-21</u>. 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:

> **o** Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
>
> **o** 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.
- o How is the student's presence authenticated daily using the LMS?
- o What constitutes sufficient engagement in the LMS for the student to be marked present?

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

It is the policy and expectation of Paul PCS that every student maintains regular and consistent school attendance. A student's absence from school may be excused for the following documented reasons:

- Illness (documentation may be required at the discretion of the Attendance Counselor)
- Death in the student's immediate family
- Necessity for a student to attend judiciary or administrative proceedings as a party to the action (documentation required)
- Observance of a religious holiday
- Medical or dental appointments
- Technology Related Issues (laptop or other device, internet, etc.) (documentation is required) Parents must call Tech Support to document the issue and complete TECH SUPPORT Form for all tech related issues that prevent the student from attending virtual classes.
  * Students must make up all missed class time / work.

- An emergency or other circumstance approved by an Administrator (School Principal)

Operating in a full virtual environment for the beginning of SY 2020/2021, Paul PCS recognizes that we must have multiple methods for the verification of students' attendance and engagement as there can be unplanned interruptions to their wifi and home environments throughout the day. As such, we are implementing both Option A and B. Participation by a student in any of the following will constitute attendance for the day:

Strategies for Authenticating Student's Presence and Engagement

- Engagement **a minimum** of two synchronous teacher-delivered lessons on Zoom.
- Completion of **a minimum of two** classroom activities posted on Google Classroom for the day's assigned classes.
- Watching **a minimum of one** recorded lesson saved on Paul's "cloud" for the day and confirming completion with the teacher by way of G-chat or email.
- Engagement in conference call "office hours" with assigned instructors to review the day's learning and assigned work if internet access is interrupted.

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

Paul PCS will record attendance in Powerschool and will maintain attendance files and records for our students which will contain documentation of attendance when necessary (ie emails, or absence excuse letters).

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.

The LEA has a comprehensive counseling program that consists of 4 school counselors, 5 social workers, a mental health clinician and a school psychologist. The mental health team will partner

with the schools to provide psycho-social awareness focused on skills that students need to be successful in school and their communities. These services are some of our Tier 1 practices that are available to all students and will be rendered in large and small group guidance lessons. In addition, parent outreach will be an integral part of Tier 1 support to ensure strong partnership with families. For students who need additional socio-emotional and mental health services, they will receive these services through self-referral, parental or teacher referrals or by students being identified through the Student Support Process.

All students will also be assigned advisors who will meet with students on a weekly basis to ensure that they are well adjusted and doing well academically. The advisors will work closely with the counseling team if additional services are needed. Lastly, we will offer mentorship through our gender-based mentorship program that will be accessible to all students throughout the year.

To address learning loss, all students will take the NWEA MAP assessment at the start of the school year. This data will be used to determine learning loss of returning students and entry instructional levels for new students. For those students demonstrating the most significant learning loss (as evidenced by a loss of 5+ RIT points) or low instructional entry points (3+ years behind grade level) they will be assigned remediation/intervention support that best suits their needs which may include:

- **Read 180 Course**
- **Math 180 Course**
- **NTN Math Intervention**
- **Weekly intensive tutoring support during office hours**
- **Individual external tutoring through a third party vendor**
- **Homework center tutoring daily**

B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning.[7] 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:
    - o A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
    - o The manner in which the LEA will communicate with families of students who are excluded from distance learning; and

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[7] 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.

o The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

[Note: Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds.]

CODE OF CONDUCT POLICY

1. Policy Statement:

Subject to compliance with all federal regulations under the Individuals with Disabilities Education Act (IDEA), it is the policy of Paul PCS that students be acknowledged for appropriate behavior and sanctioned for inappropriate behavior that occurs while students are attending school onsite or virtually.

2. Overview:

Paul PCS maintains high standards of conduct both in and outside of school (this includes the virtual environment). We recognize that the adolescent years are a time of transition when children are expected to learn that to make wise decisions one must think through the consequences of their conduct carefully.

The purpose of Paul PCS's Code of Conduct is to give students guidelines and clear expectations that will reinforce good decision-making skills, as well as the use of sound judgment and basic reasoning in their day to day activities.

The Code of Conduct guides students in making informed and responsible choices and provides a foundation on which students can build respect for themselves and others. It also helps us create a culture in which students have the opportunity to focus on achieving academic and social success and to understand the norms that will be expected of them as they mature and become responsible citizens.

All adult members of the Paul PCS family are also expected to adhere to the components of the Code of Conduct and work together to support and enforce Paul PCS's goals.

Though scholars are engaging in distance learning, the general code of conduct still stands

Virtual Offenses and Consequences:
- Level I Offense
  - On-camera or on-site disruptions/ inappropriate chat conversations
  - Consequence:

- Virtual Detention

- Level II Offense
  - Actions that are not aligned with the CDC guidelines to ensure safety that may be a challenge for our scholars:
    - Failure to Respect social distancing rules
    - Failure to practice proper coughing and sneezing etiquette
    - Repeatedly failing to report with proper PPE
  - Consequence:
    - Distance Learning Suspensions: removal from place-based instruction (essentially virtual learning with no in-class option)

- Level III Offense
  - Behavior infractions occur on camera, during instructional hours while on Distance Learning Suspension
  - Consequence:
    - Full suspension (no virtual learning available)

- Level IV Offense
  - Behaviors that violate CDC guidelines such as intentional coughing, sneezing, and other unwelcome transmission of bodily fluids
  - Consequence:
    - Recommendation for Expulsion, to be reviewed by the Paul PCS Board of Trustees

Parents will be notified by phone and in writing of any disciplinary infraction via the Dean's List platform the Paul PCS utilizes. Students will be allowed to access their work and expected to complete it, even if they have received a disciplinary consequence of suspension (which means they must view lessons taught for the day instead of being in present for them when they were being delivered live). .

Special Populations

OSSE issued <u>guidance</u> related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an FAQ document on this topic on <u>March 25, 2020</u>, <u>April 15, 2020</u>, and <u>May 29, 2020</u>.

13. Describe the LEA's plan to serve **Students with Disabilities**, including:
    o   A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
    o   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
    o   The manner in which LEA deliver related services for students in distance learning;
    o   The manner in which the LEA will support parent training for students receiving related services through distance learning;
    o   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;
    o   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
    o   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.

Paul Public Charter Schools will maintain the appropriate IDEA timelines for students as outlined in their Individualized Education Programs to the greatest extent possible. During this difficult time we continue to maintain consistent communication with our families in order to provide their students with the best possible service. We will continue our commitment to collaborating with families to identify mutually agreed upon meeting times. Services will be provided and documented within our internal documentation process; the SEDS communication log; as well as any related service provider notes.

All Paul PCS students will be assessed at the beginning of the year using a secure remote testing platform. Paul's curriculum-based measures will create a baseline for which students will begin the year. This data will be cross referenced with comparable historical data to analyze the proficiency of each student. This data along with, teacher input, and parent input, will provide the LEA with the necessary information to determine the severity of impact this pandemic has had on learning for all students. This information will also provide us with tangible support for next steps in promoting student achievement.

Paul PCS's Culture team will conduct a needs assessment to determine the unique needs of each of our families. This survey will be sent to identify the needs of our Paul

community and meet them where they are. We are currently prepared to utilize Snap 'n Read, as well as student aided video conferencing to support families, as necessary and ensure they receive all pertinent information.

During the time of distance learning, related services will be provided to students as outlined in their IEPs via telephone and/or video conferencing. Students will be given time, during school hours, to receive services and improve their skills. Sessions will be documented within our internal progress monitoring system as well as in SEDS as identified by each service provider's service notes.

Related service providers will provide parents with individualized training on how to support their students through consultation time a week prior to the start of services. In order to ensure that parents consistently understand changes in a student's programming the provider will contact parents via phone (or their preferred contact method) once a month. Parents will have time to answer any questions or receive consultative services at that time.

Paul PCS students will be provided with structured time within the school day to work on recovery of skills which may have regressed during this period. Our school provides built in case management time for scholars with IEPs as well as additional academic blocks for recovery of services and skills. The aforementioned services will be delivered through synchronous and asynchronous instruction modalites. Students can participate in whole groups, small groups, individualized, and/or specialized instruction sessions to drive their progress.

Keeping with the thread of consistent communication, Paul PCS will provide families with an outline of the school day and services offered through student orientations by grade level. This opportunity will provide families with the necessary information to begin the year well informed. They will also receive a follow up email or link with the information covered in the orientation if they were absent from the session.

All Paul PCS students will be provided with a Chromebook to be able to access the full virtual schedule. If a family does not have access to the internet they will be given a "hotspot" to use for their academic needs. Students who require printed materials or additional accommodations will be discussed on a case by case basis.

> *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:
    o A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;

- o 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;
- o 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
- o The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

During the time of distance learning, our EL program model will continue to meet our students' unique learning needs to ensure that all ELs can access and fully engage in virtual instruction. Using ACCESS Individual Student Reports (both recent and historical) and WIDA's Can Do Descriptor, the EL team will set individual language goals for ELs across the four language domains of reading, writing, listening, and speaking teachers. The EL teacher will use this information to adapt lessons, assignments, and instructional groups to reduce language barriers and enhance instruction and learning. Additionally, the EL team will be responsible for creating and administering academic and language assessments to evaluate student progress towards meeting academic learning targets and progress in language acquisition. By using appropriate and reliable assessment data, the EL teacher will have insight into the ELs' response to instruction and interventions, and determine whether current interventions are sufficient for improving student performance or if different approaches and supports are needed. Due to the change in our students learning environment, consistent monitoring of assessment data will be imperative in order to determine the effectiveness of our distance learning approach for ELs.

Through our Inclusion/Collaborative Teaching Model, the EL teacher and general education teacher will collaboratively plan differentiated instruction in which academic content and English language skills are learned simultaneously. When appropriate, ELs may be taken into a different virtual classroom (break out room) by the EL teacher for targeted instruction. Our students who have recently arrived in the U.S. and/or have limited formal school experiences receive language assistance through our Newcomer Program. .

Our full virtual schedule includes built in time for all students to receive additional academic support. The EL Team will strategically plan the use of this time to provide individualized support to our ELs. In addition to the academic support that is provided, EL teachers will act as case managers in which they will also closely monitor grades, attendance, and social-emotional needs, while consistently and proactively communicating with the families of our ELs.

Technology Policy

15. Describe the LEA's policy for technology use during distance learning, including:
- o Expectations for student access to devices and technical training;
- o The manner in which the LEA will assess student/family technology needs;
- o The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;

- o The plan for replacing/repairing devices;
- o Expectations for student access to internet and safeguarding personally identifiable information (PII);
- o 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
- o If/how the school's technology policy differs by grade level.

Any student or staff member who has an tech issue will contact tech support line (available on social media and website and all principal correspondence). Some diagnosis and treatment may occur over the phone. While others will need replacement or in person repair. Appointments will be made within one day and families can come switch out their devices.

Students are expected to have internet access to be present in class daily. Support can be received through our tech support hotline to help families resolve issues. Hotspots are also available for those families that the team confirms face other barriers. All personal info is still in Paul PCS's google cloud which is protected through google security system.

Technology Policy

PURPOSE or POLICY STATEMENT:
Paul PCS is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Pre-COVID-19 students' use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. Paul PCS is committed to equitable access to technology resources necessary for learning for all students. Students (and their families) are obligated to a *Student Technology Acceptable Use and Safety* form that in embedded in our Family Handbook that is distributed at the start of school.

Equipment, Software, and Training Expectation and Supports for Students and Staff
Per DC PCSB requirement, Paul PCS will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

- ● Equipment

All students and staff will receive the following equipment

Technology Distribution Plan for Students

AN = As needed
E = Everyone

	6-8	9-12
Computer		AN
Chromebook	AN (likely most scholars)	AN (likely most scholars)
Hotspot	AN	AN
Calculator		AN

- Software

All students and staff will have access to the following software using school-created and maintained log-in and passwords. At no time will anyone outside of the school's community be able to access the software.

AN = As needed
E = Everyone

	6-8	9-12
PowerSchool Account	E	E
Email (Google suite)	E	E
Read / Math 180:	All students with IEPs or in need of	All students with IEPs or in need of

	intervention support	*intervention support*

● Training

For every piece of equipment and software, provide training for staff, students, and families on proper use and care. Training includes a Tech Hotline and E-form to access technical support for malfunctioning equipment and to use the equipment and software properly.

Review & Assessment:

● Equipment

We will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs and provide support and devices appropriately. We will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.

● Software

We will use a zoom-based model and grade all assignments in Google Meets. Teachers will have the autonomy to use their choice of software for and with their scholars.

● Training

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

Support Provided for Students without Access to Internet or Devices

Based on the a needs assessment conducted at enrollment, students without internet access and/or devices will be provided access via a mobile hotspot and Chromebook.

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

Replacing/Repairing Equipment

- **Equipment**

Paul PCS has have loaner equipment available for families and staff on an as-needed basis.

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

Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely. Certain sites will be restricted such as social media and video, but students may use their devices as their leisure outside of school hours, noting though that if any inappropriate activity is detected, families will be contacted directly and further limitations in acted. Students who use devices inappropriately, will receive a consequence through the Paul Way's hierarchy of consequences.

Family Engagement Policy

16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:
    o How often families can anticipate hearing from the school, and through which methods of communication;
    o How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;
    o How you will communicate about unanticipated facility closures and the health/safety of the school community;

- o How you will share expectations and training for family participation in their student's learning, including trainings for technology;
- o How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
- o 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).

- o Paul is hosting quarterly surveys and roundtables. You can also say we are having grade level orientations and Back to School Nights to facilitate teacher relationships

As noted in the Paul PCS Family Handbook Code of Conduct Policy, teachers and staff are expected to keep open lines of communication with students and parents/ guardians. To ensure this standard is met, parents of Paul PCS scholars will receive weekly emails through the Blackboard platform, informing them of virtual meetings and policy updates regarding distance learning shifts. Parents with specific questions have access to an all staff email directory, and all Paul staff members are committed to responding to questions and concerns within a 24-hour period. Grade level town hall Zoom meetings will be held monthly, and Google surveys will be administered one week prior to each session to pool questions that need to be addressed live.Student Led Conferences, during which parents have the opportunity to discuss the academic progress of their scholar(s), will be conducted by appointment, via Zoom, quarterly. Our Parent Advisory Group and Parent Workshops will be relaunched in September, to reinforce procedures and processes originally covered in orientations at the start of the school year. Sessions include training on the school's online platforms used by scholars daily, technical support resources, and proper in person protocol to ensure safety and optimal health, when returning to the building.

All safety communication will be sent out via Blackboard as it is developed, and will be posted on the school's website, specifically at https://www.paulcharter.org/announcements/. We have the capabilities to communicate any immediate shifts and urgent notifications via robocall and text, and all questions forwarded through the info@paulcharer.org email address will be addressed within a 48 hour timeframe. Our Tech and Wifi troubleshooting resources are available by dialing (202) 378-2269. Parents will receive a call back to have an appointment set up to get their school device repaired or replaced.