Carlos Rosario International Public Charter School

Continuous Education Plan
SY 2021-22

Table of Contents

Health and Safety

PART 1.A: Health and Safety Plan

Please see the "Health and Safety Plan" section below for health and safety questions.

PART 1.B: Support Across Learning Environments

1. **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
   1. **Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space;**
   2. **Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and**
   3. **The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:**
      a. **For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and**
      b. **For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.**

1.1 The operations plan can be implemented in our current facilities. The needed modifications to the structure with regard to COVID necessary remediation has been completed.

1.2 We expect to increase the number of faculty and academic support staff to accommodate small class sizes and operating classes both in the building and online, simultaneously. We are also adding an additional academic administrator as well as looking to increase our central office leadership team to consolidate planning efforts.

1.3 The Operation Plan for the Carlos Rosario Charter School allows for on-site, hybrid and virtual learning for all adult students for 180 day at 12 hours a week. The School will provide professional development for all faculty and staff to ensure a healthy and safe learning environment. Our school calendar can be found here. And a sample schedule of a typical school week can be found below:

	M	T	W	TH	F
AM (9-12) /PM (1-4)					
In-person	In building	In building	In building	In building	All student zoom
Hybrid	A: in building B: zoom	A: in building B: zoom	A:zoom B: in building	A: zoom B: in building	All students zoom
Virtual	zoom	zoom	zoom	zoom	zoom
EVE (6-9)					
In-person	In building	In building	In building	Zoom	
Hybrid	A: in building B: zoom	A: in building B: zoom	A:zoom B: in building	A: zoom B: in building	
Virtual	zoom	zoom	zoom	zoom	

The Operation plan adheres to OSSE's Health Guidance of May 21 , 2021 through the following means:

Students will self select their schedule and method of instruction and will be placed into cohorts accordingly. *(Example: A student may be placed in ESL 4 based on their language level, then select an AM hybrid class schedule).* We will maintain cohorting through the following methods:

- **Physical Space:**
  - For in-person classes students will have staggered dismissal times to limit the number of students in the hallways. Arrival times are not staggered because adult students naturally arrive in a staggered way. There are signs on the floor, hallways, and stairwells that direct foot traffic to the right side of hallways and stairwells, and that support distancing.
  - Bathrooms will be monitored to make sure that the numbers of people in the bathrooms do not exceed its social distancing capacity and cleaning will be conducted on a strict schedule. Everyone will be instructed to use the bathrooms located on the floor where they work or attend class, not on other floors.
  - Classrooms have been set up with desks distanced 6-ft apart with student desks facing the same direction, and extra furniture has been removed. If tables are used instead of desks, students will have designated seats that provide 6-ft distance between them. Computer stations when used will provide 6-ft distance between users. When not possible, computer stations in use will be separated by plastic flexible screens.

- ○ Offices have also been set up to support 6-ft distancing between workspaces in shared work offices and areas.
  - ○ When used, meeting rooms, the auditorium, and the cafeterias will be used with 6-ft distancing. Spacing will be supported by designating pre-spaced seating indicators, markers on the floor and signage.
  - ○ There are separate entrances for employees (parking lot entrance at each campus) and students (front entrance of both campuses). To the extent that visitors are permitted, we usually direct them to the front entrance. With contractors and visitors who may have equipment to haul in from parked vehicles, they are permitted to use the parking lot entrance. Individuals with disabilities that require use of a ramp are also permitted to use designated entrances with ramps.
- **Scheduling:**
  - ○ In addition to the 3 differentiated hours offered for the class schedule, AM/PM/EVE, the School will offer students 3 learning mode options as well, (in-person, hybrid, virtual) which will limit the number of students in the building at the same time.
  - ○ Break times have been eliminated to limit large group movement in hallways.
- **Staffing:**
  - ○ The School will adhere to its health and safety plan and group teachers and students according to the scheduled times to be in the building.
  - ○ Faculty members will cohort with students based on their scheduled teaching assignment and our ABVI schedule. In-person teachers will teach in person 4 days a week. Hybrid teachers will teach in person 2 days a week (either A or B). Virtual teachers will teach synchronously via zoom and come in person for designated activities. Faculty and students will be supported to succeed in each modality in the following ways: bootcamp for technology access, multilingual guides for students along with videos and technology team access, frequent classroom visits by coaches and academic supervisors, frequent conferencing with students and faculty for fast feedback cycles.

Our LEA will require all students and staff to wear CDC-approved masks/facial coverings. Because we serve adults, our LEA will adhere to the six-feet of social distancing guidance within classrooms and therefore limit the spread by removing all excess furniture and marking the floor where desks and all furniture must remain in order to maintain six-feet of distance.

- In the event of a positive COVID-19 case within our school, we will follow the School's dismissal guidelines in such instances (see response to Health & Safety question #12 herein).

In the event of an unexpected closure or partial closure, we will communicate with our adult students using the following methods and timeline.
- We use Remind as our community communication platform. We will notify students through text messages and emails. Teachers will help reinforce these messages via Remind as well. If students have questions, they will be able to call the school phone number or reach out to their teacher via Remind.

Key to a smooth year with uninterrupted learning is through dissemination of materials:
- All learning materials and student devices will be distributed at the beginning of each semester. All students will be issued a data enabled laptop and be on-boarded to the School's learning platforms, regardless of the mode of instruction in which they engage (in-person, hybrid, virtual).
- Uninterrupted instruction through remote learning: The School will make every effort to provide internet enabled laptop for each student who needs the laptop and lacks reliable

internet access. This will allow students to access all digital materials and ensure they will continue learning uninterrupted despite changes to their schedule. This will allow them to attend class virtually, as appropriate for their program of instruction, and enable the teacher to continue tracking their progress toward their learning goals.
- We have cut down on common touch items in areas and there will be no material sharing of students in the classroom. For example, each student will have a station in the culinary arts classes complete with all needed materials.

1.3 a For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:
- Communication with families: If a student realizes that they have been exposed or have contracted COV-ID 19, they will let their teacher know or a member of the Student Services Department. Staff members will adhere to the internal protocol to notify the campus principal and School's COVID Points of Contact. The internal protocols cover exclusion, dismissal, and return to school criteria in the event of COVID-19 exposure.
- Dissemination of materials: The School will arrange for students to be able access their learning materials via the school's LMS (Schoology). For the beginning levels where the digital literacy skills of students vary, teachers will send links via Remind to ensure students will be able to access their learning materials until the time they feel comfortable navigating the system.
- Uninterrupted instruction through remote learning: All students will receive a data enabled laptop for the duration of their studies with the school. This will allow them to access all digital materials and ensure they will continue learning uninterrupted despite changes to their schedule or if they are unable to attend for health reasons.

1.3 b For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions:
- The above is true in the event that an entire campus is shut down in response to an outbreak. The school will communicate the campus closure with students via Remind and students will continue their learning virtually. Health and safety protocols for closure and quarantine will be followed as detailed in our Health and Safety section.

2. Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:
   a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):
   ☒**The LEA itself**
   ☐Another District LEA
   ☐One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning
   b. How the LEA will deliver its distance learning program (select one):
   ☐Centrally at the LEA level
   ☒**By campus/at the school level**
   ☐Both (please describe the LEA's approach)
   c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.

The Carlos Rosario School is an adult education school. We will offer instruction/class time totalling at least 12 hours weekly, in line with the full time minimum standard for adult schools per DC Code.

    d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;

All students will be able to request virtual or hybrid options in our ESL, IT Fundamentals and GED programs.   Students with certified medical needs will gain priority space in these programs.

    e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and

    f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., 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.) in the program.

As an adult school, our LEA chooses to offer some virtual learning classes through our unique program.   The program will offer the core academic content for students through Schoology and Zoom, facilitated by a teacher. We plan to use the following materials with our remote instruction, depending on program of study: Achieve 3000, Pearson tech tool for the Future textbook series and a variety of school-created and curated materials.   We have found that the following remote learning practices provide the most effective instruction: provide a mix of whole group, breakout and individual instructional means through scheduled whole class zooms, coaching sessions and teacher office hours. We will tailor instruction depending on the students' needs and learning styles. The schedule will mirror that of the students who attend on-site learning option.

Students will be able to pick up materials from campuses on a predetermined schedule. For students with challenges to pick up materials, the school will arrange delivery or shipping as needed.

To ensure that the above remote learning model is highly effective, we will employ the following:

- Staffing: One teacher per virtual or hybrid class and at times, a para or additional support teacher depending on class size, session, etc
- Materials: Providing class text/s and materials as needed
- Technology: Laptop with internet access support as needed
- Schedule: Varies depending on student enrollment in our AM, PM or EVE session of classes

Part 2. A: Whole Child Supports

3. **Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**

    a. **How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**

    Classroom teachers and students build strong relationships by design. This includes teachers and students engaging in culturally responsive activities to establish classroom norms, routines and a community of care and that each community member is valued and respected. Students share their goals, backgrounds through structured activities to support classroom rapport and relationship building.

    The Student Services Department (SSD) offers mental health counseling services in four languages: English, Spanish, French and Amharic to accommodate our student population needs. Our counselors are licensed in the District of Columbia. Among the activities organized and facilitated by our mental health counseling team are the following:

    - Regular in-class workshops on topics such as parenting, emotional resiliency and vocabulary, relationships, self-care, anxiety management (including test anxiety) and others.
    - Safe Space conversations/Conversation circles: The counseling team will continue to offer at least once a month opportunities for students to "drop by" facilitated group conversations in Zoom meetings (in-person when applicable and on a very limited basis) to discuss topics related to mental health awareness and well-being. Many times these meetings have been a resource for students to contact our counselors directly to establish one-on-one weekly sessions for clinical mental health counseling;
    - Dedicated spaces or events such as Welcome Back Day, offer students an opportunity to visit a counselor and learn about the importance of mental health support and stress management before a crisis occurs.

    b. **How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**

    c. **How the LEA will provide direct mental and behavioral health services for students in need.**

    The Student Services Departments, one at each campus, employs multiple outreach strategies that help to meet the social and emotional needs of our students. Each team engages with the entire campus community of students at the beginning of each semester. These strategies include surveys where students can indicate specific needs for follow-up, in-class workshops, and virtual class visits to the departments. Our team members are knowledgeable in trauma-informed practices, which allows us to refer students within the department for other vital services. For example, a student seeking

support with employment may also need support with affordable housing. In this case the student will be referred internally from the Employment team to the Case Management team.

The Student Services Department is staffed with a team of professionals that specialize in different areas to accommodate the varying needs of our student body. These areas include employment services, case management, career advising and other services required. The bilingual counselors and mental health professionals will provide direct mental health services, in English, Spanish, Amharic and French, to students through one-one-one sessions, classroom workshops and group drop-in sessions.

4. **Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.**

Our LEA monitors student behavior using a variety of positive, relevant and appropriate approaches for our adult students. This includes structured sharing of our student handbook in classrooms, welcome assemblies and classroom visits by the Student Services and Administration teams. In our adult education context, our students choose to come to the School for their unique learning goals and are leveraged to cultivate positive, asset oriented cultures and relationships.

As noted previously, we will be offering in-person, hybrid and virtual class options for students depending on the program of study in which the student is enrolled. Below is a list of behaviors that could result in a student being excluded from in-person, hybrid or virtual classrooms. (e.g., inappropriate conduct on virtual platforms);

- Possession of, distribution of, or sale of drugs, drug paraphernalia or alcohol in online environments
- Attending school or school event under the influence of drugs or alcohol
- Providing fake information for enrollment eligibility (i.e., DC Residency)
- Making threats
- Sexual harassment
- Cheating/plagiarism
- Profane language
- Disruptive behavior/willfully interruption the learning process
- Damage to school property
- Improper use of school equipment
- Solicitation
- Disrespect to any student or staff

5. **Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

Our school is an adult basic education environment with classes running typically three hours per day. As such, our adult school does not have lunch/breakfast program. We are presently considering the extent to which we will make food and refreshments available for purchase, at cost, for next year. Any food will be provided by the School's in house food services team in compliance with all applicable health and safety requirements.

Part 2.B: Educator Wellness

6. **Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:**
   a. **Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
   b. **How the LEA might offer access to mental health support for staff internally or through established partnerships with community organizations.**

The School plans to continue to support teacher and staff social-emotional and mental health needs by continuing to make available a myriad of resources. The table below reflects some of the resources to include resource name, description, and examples:

Resource:	Description:	Examples:
Equitable - Employee Assistance Program (EAP)	This no-cost program is available to all teachers and staff of the school. The program is voluntary and seeks to address a broad and complex body of issues affecting social-emotional and mental health.	-Confidential emotional support -Work-life solutions -Financial resources -Identify theft services -Legal guidance -Online will preparation -Online/phone support
TouchCare	TouchCare members have a personal assistant in their pockets to answer healthcare and benefits questions. Members can access a myriad of services via computer, phone,	-Benefit navigation -Bill negotiation -Cost comparison -Provider search -RxCare
Carlos Rosario Health and Wellness Sessions Sample Sample	This initiative supported all teachers and staff of the school during the 20/21 School Year. Each session was developed by a team inclusive of arts integration, counseling, and professional development. Participation was voluntary and centered around the theme of Connect, Center, and Reflect. Sessions were also made available for both synchronous and asynchronous teaching and learning. The School will consider continuing this approach as we plan this summer for the return of staff in the fall semester.	-Connect, center and reflect topics ● Breathe, transform fear into love ● Name what is most on your mind ● Stress management and sense of control ● How we live in uncertainty ● Pausing for mental interruption ● Mental stress/anxiety to your physical ● Ujjayi breathing: The ocean breath ● Virtual cooking sessions
Professional Development and Instructional Coaching Sample	Using needs assessment data, the PD team designed sessions to support teachers. The team further provided articles, best practices, talk time, and	-One hour session with school counselors to support teachers to unpack emotions from the school year.

Sample	opportunities to support overall wellness. Mentorship includes goal setting and support for personal and professional growth. The School will continue to have PD sessions that support teacher wellness.	-Resources provided via Schoology (LMS), weekly bulletins, and faculty/staff meetings. -Book clubs -Continuing education support for teachers and staff
TicketsatWork	Having fun, getting away, and saving money are important for the well-being of all teachers and staff. This cost-free benefit provides access to thousands of discounts.	-Hotels -Theme parks -Concerts -Sporting events -Movie tickets -Rental cars -Gift cards -Restaurants -Spas
All-Staff Meetings and Diversity, Equity, Inclusion, & Belonging (DIEB) Work	The School will continue to gather all staff periodically to foster a sense of community and disseminate information. Notably, the School commits to continuing to deepen our DEI to foster a shared sense of belonging.	-Racial literacy training -All-Staff meetings inclusive of community building, collaborative work, and meaningful dialogue.

Part 2. C: Family Engagement

7. **Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:**
   a. **How the LEA will solicit and incorporate student/family feedback on these plans[3], both before the school year starts and consistently as the school year progresses;**

Over the course of SY 2020-21, the School has consistently solicited feedback from students regarding re-opening, class schedules, health and safety, and their learning. Our community of staff will continue to solicit and incorporate student and family feedback on these plans. The solicitation of feedback has occurred through the use of surveys and inviting students to attend student focus groups. Student focus groups met at the beginning, during, and at the end of the semester. The Carlos Rosario International Public Charter will continue soliciting student input and plans to facilitate two focus group discussions per semester with students for SY21-22.

We plan to conduct the first focus group at the mid-semester point of each semester in order to evaluate our instructional plans and inform where we need to make adjustments to best meet the needs of our students. The second focus group will occur at the end of each semester to solicit students' input on the overall instruction throughout the semester. The information gathered by these focus groups will strongly inform programmatic decisions and instructional plans structured by the academic administrative team.

The school will also conduct at least one survey per semester in a similar timeline with the focus groups as a way to reach out the the whole student community. s. All of the above will

be conducted in English, Spanish, Amharic, and French to cover our most dominant language groups within our school population. Feedback and results of these surveys will be communicated to school community through Remind, email newsletters from the CEO via their school issued email addresses, and reviewed with student government representatives at respective campuses.

   b. **How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**

There are many methods by which the school communicates with students. Consistent and clear communication with students is vital for maintaining the health and safety of the school community. Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently across many forms of media including the following: the school website, social media channels, and individual outreach. The Carlos Rosario International Public Charter School's website will be the location for general information about the School as well as specific details on program offerings and details relating to typical school operations:

■ Current and prospective students will be able to find on the School's web page information on how to contact school administration, express interest in attending class, and information about the School's health and safety plans in regards to reopening.
■ The School's web page will contain select student resources items relating to registration and resources available through the Student Services Department.
■ Distance learning resources will be made available to students via their Learning Management System (***Schoology)*** course home page.
■ The home page of the School's website will always house information pertaining to emergency school closures relating to COVID-19 or for any other health or safety related reason.
■ The School's website is able to be translated into the language of a students' choice which will assist those students in obtaining important information.

The Carlos Rosario International Public Charter School robustly uses *Facebook* and *Instagram* in the following ways:

● To build broad awareness of the School and to engage the broader DC community (and country) of the successes of the Carlos Rosario International Public Charter School's students and staff.
● Facebook and Instagram are leveraged to communicate operating status, and updates on community activities and resources that are time-sensitive (i.e., learning packet pickups, student support giveaways, food drives,etc.).

The Carlos Rosario International Public Charter School's administrators and faculty utilizes a text messaging service (Remind) to communicate with students the following:

● high priority/whole school announcements.
● sensitive student related information.
● schedules for in-person, phone, or Zoom. meetings and classes.

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. To achieve these ends, the School has under its employ across all functions a vast network of employees who are fluent in the three dominant languages of our student body (Spanish, Amharic, and French). All school departments produce materials relating to all facets of our school operations in multiple languages. Furthermore, as a long established adult

education school with a focus on ESL programming, we have significant experience in communicating with English Language Learners impactfully in the following ways:

- the creation of image rich information materials with concise syntax and phrasing in our messaging
- slowing of cadence and clearly pronouncing words when producing audio materials amongst many other tactics and devices.

Lastly, our Student Services Dept. utilizes real time translation services for students who fall outside of our dominant languages through the company **Language Line Services, Inc.** *when providing in-person or virtual services and support to our students.*

    c. **How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

Assessment at the School happens in a variety of formats and it is consistent at the beginning of, during, and at the end of a semester. The assessments used are formative, summative, school-designed, and standardized. These assessments provide a wealth of information on how instruction should be designed and implemented. Teachers are in continuous communication with students about their progress and performance.

English language learners are assessed in language proficiency tests at the beginning of the semester and at the end of the semester. These proficiency (reading, speaking and writing) tests were created at the school and are based on the curriculum by which the students learn English. Their results are communicated to them through messaging, in-person conferences, or through the use of breakout rooms in a virtual setting. The assessments administered at the beginning of a semester informs instruction and how teachers design their lesson in order to meet students' needs. Formative assessments are strongly encouraged and used throughout a semester in order to gage student progress. At mid-semester, teachers and students participate in one-on-one conferences where the teacher checks with a student about their progress. At the end of the semester, students are again assessed on their language proficiency in reading, writing, and speaking where growth is expected. The results of their status and progress are indicated to students through end of the semester conferences.

English language learner students are also assessed through *CASAS* standardized tests. The CASAS test provides testing of basic and academic for adults to assist in the transition to higher education and the workforce. This assessment is administered at the beginning of and at the end of the semester. Students are made aware of their performance through communication with their teacher through the various methods indicated above. Furthermore, students at the high intermediate and advanced proficiency levels of English also take a reading test in *Achieve 3000* to track their reading progress. Students upon taking such an assessment are immediately made aware of their performance due to the program being a digital program.

Digital literacy skills are crucial for students to be successful in their studies as well as in their work. In consultation with their teachers, students reflect on their digital literacy skills which are specific to their particular language level. Over the course of the semester students continuously track their progress with their teachers. Teachers also incorporate digital literacy activities in their lessons to help students build their skills.

For those students who are not English language learners, assessment comes in other forms. Spanish and English GED students demonstrate their progress in key subject areas by taking the *TABE* tests. Results of these tests are communicated to students through conferences with teachers. Both students and teachers,upon viewing and discussing results, wil design a growth plan that will assist the student in making progress when they take the test at the end of the semester. GED students also use the Achieve 3000 reading program to work on their reading and to build their skills in this area. With the program, students are also required to take a pre and post assessment.

Students in workforce classes take assessments specific to the career track for which they are enrolled in. These assessments include assessing their skills in technology, culinary arts, and nurse aide training. Their results are also conveyed through conferences between teacher and student.

Part 2 D: Attendance and Re-Engagement

8. **Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.**

Re-engagement:
We will identify students as being consistently less engaged in their class based on the following behaviors: student attendance, student leave reporting by taking a leave of absence, student work completion rate, student responsiveness to outreach, activity online and participation during synchronous class time.

For the students who are consistently less engaged with their learning, the school will offer in person one-on-one technical and multilingual support starting the first week of each semester. Spots are prioritized for students who need support that struggled to engage in the 2020-2021 school year with the navigation of the various online tools/platforms and need of english language support. Teachers refer students to tutoring sessions by appointments twice a week. If their disengagement is not related to their technological skills, they will be referred to the Student Services Department for support that will meet their needs.

For the purpose of tracking students who are consistently less engaged with learning in order to reach out to them proactively, the school uses the following channels:
- Teachers identifying students
- Referrals from Student Services
- LMS Schoology weekly reports that demonstrate synchronous/asynchronous engagement, performance and attendance.
- Students who did not demonstrate adequate growth as measured by lexile gains in our intermediate/advanced ESL classes and GED in English

The school uses a multidisciplinary approach to identify and support students who are consistently less engaged with learning. When a student is identified under this category a team formed by teachers, administrators, tutors, Student Academic Resource (SART), and Student Services staff work in collaboration to support the student.

Strategies include multilingual tutoring, counseling, case management, Targeted Reading Intervention Group (TRIG), Student Academic Resource Team (SART) and smaller class size. School is migrating to a new student information system that facilitates customization of weekly/monthly reports.

Attendance:
Schoology is the LMS for the Carlos Rosario School. Classroom teachers will monitor a combination of students' synchronous class participation and engagement via Schoology or Remind for daily submission of daily asynchronous work, such as discussion boards, assignment submission (could be a photo of work, engagement in a document, etc.) as appropriate.

Remind is the School's messaging tool where students, teachers, or other team members engage. Remind is an option for students to also receive instructional support and submit assignments.

- Examples of presence in distance learning may include online learning tools, such as Spark 3000, My English Lab, etc. (these vary by program and level)
- Examples of additional learning tasks include conversations or virtual meetings in small groups or one-on-one with instructional or support staff to discuss learning material
- Face-to-face engagement via zoom Completed exit tickets (Google form, etc.) after a student engages a pre-recorded lesson OR using software that provides demonstration of similar completion of work
- Email (using only school-provided and secure student and teacher email addresses), text or uploaded photos of completed assignments, projects, or videos of activities in a secure portal.

The Carlos Rosario School will implement the following steps to address absences:

- Teachers, support staff and administrators will collaboratively follow-up with absent students.
- Teachers will contact absent students via Remind, email, and phone to determine reason for absence and determine support needs for student future attendance.

What constitutes sufficient engagement in the LMS for the student to be marked present?

Adult learners have many competing priorities that can make attendance difficult at times. We seek to maintain high levels of engagement with each learner by maintaining constant communication with our learners at the classroom level. In alignment with our adult learner goals and present needs, students will be marked present for active participation in synchronous class session via the established instructional mode (virtual, hybrid, or in-person); engagement with teacher during office hours; or submission of class assignments or materials for a days' lessons when synchronous attendance is not possible, provided they have received prior approval from their teacher.

Marking a student present with sufficient engagement requires the student to attend synchronous class sessions and to complete and submit daily asynchronous work via LMS or other means established by the classroom teacher. Asynchronous work may include signing into the LMS to (1) responding to the day's posts (e.g., attendance, discussion, update, assignment) or accessing assigned material for a specific day; (2) posting and/or the submission of work from the day's synchronous class; (3) time spent interacting within the LMS (e.g., reading articles, watching videos, reading responses). Additionally a student may be marked present if they attend teacher office hours, attend a tutoring session or receive prior approval from their teacher to complete an asynchronous assignment in lieu of attending a class session synchronously.

Teachers should enter attendance within 24 hours of their class time.

What constitutes evidence of education engagement daily for the student to be marked present?

- Teachers are responsible for daily attendance taking in our student information system. Students will be marked present for a combination of attending their synchronous portion of class and completing daily asynchronous work. Where given prior authorization from the classroom teacher and completing asynchronous work/lesson- a

student may be marked present for occasional absences from synchronous class sessions.
- Where possible, the School will maintain records of student engagement and asynchronous work completion in Schoology and other platforms, depending on academic program and feasibility. These may include Spark3000, My English Lab, Teknimedia, Aztec Learning, Test Out and others.
- Tutors track engagement and progress daily and a student engaged in a tutoring session would count as present.

Accelerated Learning

Part 3. A: Set Clear Goals and High Expectations for All Students

9. **How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:**

Category	Approach	Yes
Standards	Taught **fewer** standards than in a typical school year / not able to teach all the standards	
	Taught a **narrowed or prioritized** set of standards relative to a typical school year	
	Did not adjust standards / Taught the **same standards** as a typical year	X
Scope & Sequence	**Adjusted** curricular **scope**	X
	Adjusted curricular **sequence**	X
	Did **not adjust curriculum** / followed same curricular scope and sequence as a typical year	
Assessments	**Adjusted** types of **assessments** administered	X
	Adjusted assessment administration **schedule and/or frequency**	X
	Adjusted use of assessment data for planning instruction	X

10. **Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:**

   a. *For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year? (check boxes)*

☐English language arts (ELA)
☐Math
☐Science
☒**English language proficiency**

a. *Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of- course and end-of-year assessments;*
      ☒**Placement Assessments**
      ☒**In House Assessments**
      ☒**Achieve 3000**
      ☒**CASAS**
      ☒**TABE**
      ☒**Other program specific assessments per workforce expectations**

b. *A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);* Timeline for testing:

Program/Class	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, Onsite, Remote - synchronous and Remote - asynchronous	Interventions and supports
ESL OR-L8 and Adv Eng	Reading, writing, speaking (with grammar embedded in those measures), and digital literacy diagnostic at the beginning of the semester, and an aligned post assessment to measure growth and identify exit skill achievement for promotion/retentio	within the first three-four weeks of semester for the diagnostic assessment and the last 3 weeks for the post assessment	all modalities are possible	Formative assessments (exit tickets, homework and other progress indicators) will be monitored continuously to develop response plans in real time, aligned with student needs. Particular attention goes to

	n			ensuring we unpack what could be a digital literacy or access issue versus a language acquisition and/or skill mastery support need.
ESL OR-L8 and Adv Eng	CASAS Reading for Life and Work series	October February	Remote or in-person	Individual and small-groups. Samples of students will be tested across all levels L1-L5 and all classes will be tested in levels 6-8.
Computer Basics 1 and 2	Unit-based formative assessments based on Northstar digital literacy standards	monthly	all modalities are possible.	Students are supported with a paraeducator that is assigned to the classes to provide

	including diagnostics at the beginning of each unit and throughout units including performance tasks.			one on one and small group supports.

IC3	IC3 GS5 Certification, three exams: -Computing Fundamentals -Living Online -Key Applications	monthly	Remote - synchronous and asynchronous Teknimedia (online platform), including diagnostics, foundational concepts, video, exams practice Web-based, proctored exam	Formative assessments (exit tickets, homework and other progress indicators) will be monitored ongoingly to develop response plans in real time, aligned with student needs. Particular attention goes to ensuring we unpack what could be a digital literacy or access issue versus a language acquisition and/or skill mastery support need.
IT-Fundamentals	CompTIA IT Fundamental Certification: basics of computing, IT Infrastructure, software development and database use	End of Semester	Remote - synchronous and asynchronous TestOut (online platform), including diagnostics, foundational concepts, video, exams practice Web-based, proctored exam	Students are supported with a paraeducator that is assigned to the classes to provide one on one and small group supports.
Nurse Aide Training	NNAAP Certification	End of Semester	On-site, in-person proctored exam	Students are supported with a nurse aide assistant that is assigned to

			(skills and written)	the classes to provide one on one and small group supports.

Culinary Arts	ServSafe Certification as the official mid-term for Fundamentals 1 AM and EVE class Fall	Mid term	Remote - synchronous and asynchronous National Restaurant AssociationServSafe Online platform, including Instructor resources from the such as diagnostics test, foundational concepts / Case study, powerpoints, video, exams practice. Web-based, proctored exam	Students are supported with a paraeducator and study-buddy that is assigned to the classes to provide one on one and small group supports
Bilingual Teaching Assistant	Parapro Certification Exam	End of semester; until student passes	On-site, in-person, web-based, proctored exam	Individual/small group tutoring
GED Spanish	Spark 3000	Two times during the year	(web based platform)	Individual students at their own pace
	Paxen Focus Formative Assessments	on-going	(web based platform)	Individual students at their own pace
	Plazas Comunitarias	Monthly (depends on student's progress)		Individual students at their own pace
	Teacher made formative assessments	on-going	(hybrid-fillable PDF/student monitored via Zoom) all modalities are possible	Individual/small group

GED English	TABE remote testing	Three times during semester	all modalities are possible	Individual/small group

- Placement tests are administered as part of enrollment and registration prior to the start of each semester (July/August and January) for English language level placement and course eligibility.
- CASAS Reading tests are administered as a pre and a post assessment, at the beginning and end of each semester.
- Internally-developed ESL proficiency tests are administered as a pre and a post to measure progress as well as for summative purposes to determine promotion or retention at the end of each semester.
- Career training certification exams are administered at different times during the semester, pertaining to when learning culminates in preparation for those tests.
- GED English classes take the Test of Adult Basic Education TABE each September, December, February, and May/June

c. *Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:*
  i. Whether these goals are set by the assessment provider or are determined by the LEA; and
  ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and
    - ESL students will take the Comprehensive Adult Student Assessment System (CASAS) test five times annually to inform progress towards goals of achieving growth of one Educational Functioning Level (EFL) by the National Reporting System (NRS)
    - GED program students will take quarterly lexile gains tests and TABE tests to monitor growth
d. *How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and*
  - We use assessments for student progression and completion in each ESL level and program
  - Faculty, academic administrators and coaches will conference monthly to quarterly on progress towards specific program goals to adjust instruction and increase supports as needed

Subject Area and Goal	Content Area Details	Level/Classes	Assessment	Administration schedule

ESL: every ESL student will pass the digital literacy skills test	Assessment	ESL levels 1-8	CR Digital Literacy Assessment	September, January, February, June
GED English and intermediate/advanced ESL: every student will improve reading proficiency	Reading as measured by increases in Lexile	ESL levels 6, 7, 8, Advanced English, GED English	Spark 3000	Monthly

Our vision is for students to achieve their career and academic goals. Students in ESL will gain English language proficiency while students studying in GED will make progress towards their high school credential. Students in technology skills classes will gain mastery in digital literacy and online learning and living. We will monitor progress in a variety of ways, depending on the student program. We expect students to gain an Educational Functioning Level in ESL and GED programs while gaining certifications in skills and career training programs. Faculty, coaches and academic administrators will partner to frequently monitor progress towards these goals

Part 3. B: Employing Intentional Strategies for Accelerating Learning

11. **Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.**
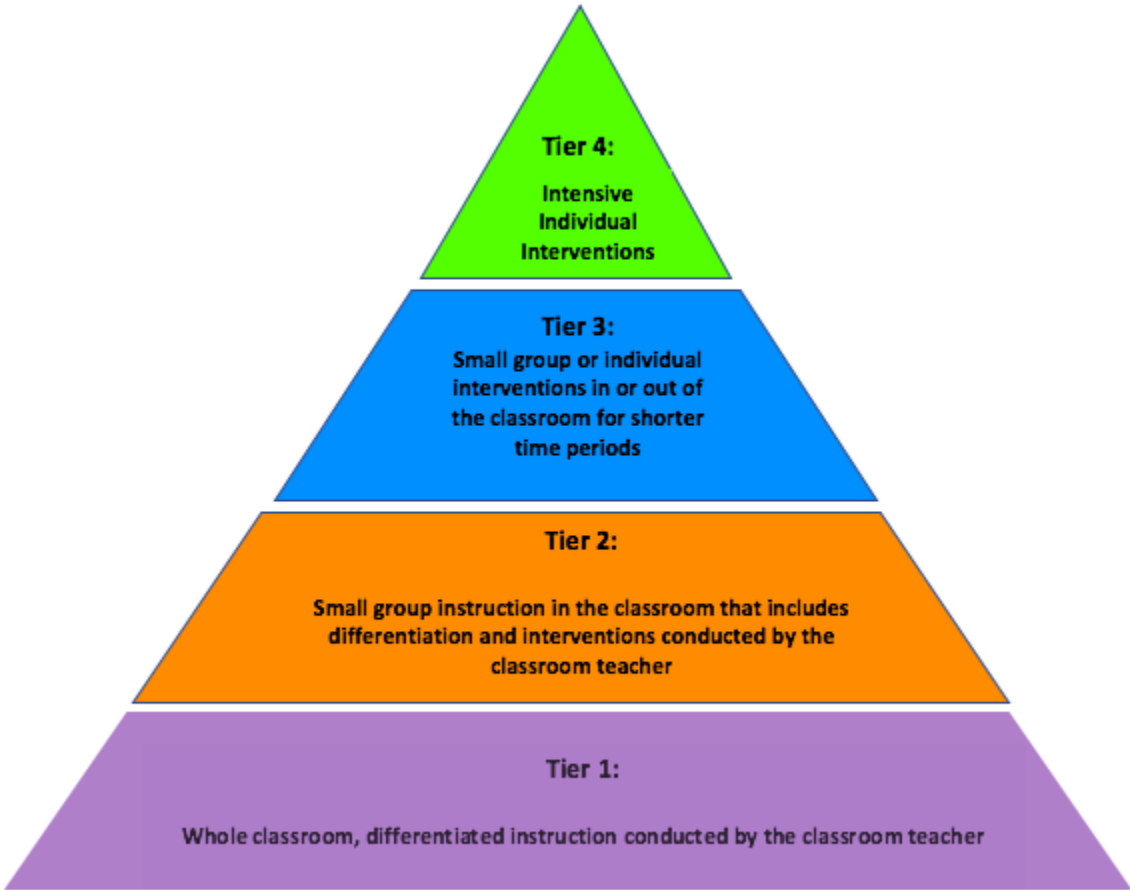
The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use data management tools of student promotion data from SY 20/21, student lexile gains in SY 20/21, student EFL gains in SY 20/21, attendance data and digital literacy gains. Our coaches, academic administrators and Director of Learning and Evaluation will partner to collect, analyze and support our staff in addressing student learning needs. The plan includes analysis based on program, level and teacher history and will be reviewed in professional development sessions and monitored monthly for gains/gaps.

The Student Support Team (SST) will receive this data to recommend tiered interventions/responses:

Student Support Team (SST) - All academic referrals would be submitted to the Student Support Team, which would determine the most appropriate support to meet the referred students' needs. The Student Support Team would develop students' academic support plans which would include appropriate goals, setting, accommodations, and interventions for students. The team would meet on a weekly basis to review incoming referrals. SST members:

(relevant members attend each meeting)

- **SST Coordinator/Specialist** *(manages referrals, process, plans, data, outside services)*
- **SART** *(individual specialized support, tier 4*)*
- **Tutors** *(individual support, tier 3*)*
- **TRIG** *(reading support in groups, tier 3*)*
- **Paraeducators** *(in class support, tier 2*)*
- **Referring Teacher** *(whole class, differentiation, tier 1*)*
- ***Counselor/Staff/Outside Agency Representative/Specialist as needed***

Tier 4:
Intensive Individual Interventions

Tier 3:
Small group or individual interventions in or out of the classroom for shorter time periods

Tier 2:
Small group instruction in the classroom that includes differentiation and interventions conducted by the classroom teacher

Tier 1:
Whole classroom, differentiated instruction conducted by the classroom teacher

12. **Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply). Please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.**

Section	Activity	Explanation of approach and expected impact on accelerating student learning

Schedule Adjustments	Adjusted class/block/bell schedules	Class times will run 3 hours daily with a combination of 2 synchronous hours (consistently for in person, hybrid and fully virtual options) with one hour of asynchronous work daily. Teachers will extend office hours to students to support coaching and cycles of feedback to support individual growth and data coaching. This strategy will accelerate learning by consolidating class times by eliminating a break during class and increasing personalization by increasing data conferencing and providing an additional thirty minutes of classroom time compared to past years.
	After-school programming	As our students are adult learners, oftentimes adult students do not have additional time after class activities. And, the school makes available extracurricular engagement opportunities as well as supplemental tutoring before and after class. Students will have access to student services support as well as tutoring to support accessing digital tools. This strategy accelerates student learning by mitigating barriers to accessing online learning tools to supplement (and in some cases access) learning materials.
	Summer 2021 programming	Students in GED programs will have access to summer programming to support their continued progress towards program completion. Students receiving SART support will also have the opportunity to participate in a summer program for their specific learning goals and needs. All students will maintain access to their learning management system, Schoology as well as reading platform, Achieve 3000 throughout the summer. This accelerates learning by increasing length of study over the summer. Our Citizenship students who are preparing for interviews will also continue to have access to resources that will help them prepare. Some opportunities for mock interviews may also be provided where possible.
	Summer 2022 programming	To be determined; will include at a minimum GED and SART supports/classes.
	School break/holiday programming	To be determined; may include GED and SART supports.
Instructional Changes	New curriculum purchase	Revisions to Culinary Arts and GED English classes to allow for more targeted instruction, which will accelerate student achievement. We are actively evaluating our digital literacy exit skill targets in ESL classes to ensure they are timely and relevant.

		Note, these are not purchases but internally revised.
	New Interventions	TRIG, Enhanced SART support
	New uses of staff planning time for accelerated learning	Students will be provided daily asynchronous work. Faculty will use this time to prepare, personalize and do data analysis to inform instruction.
	New professional development for staff on accelerated learning	We will have structured professional development to support teachers with the three different modes of instruction, in-person, hybrid, virtual, on specific strategies and techniques that work best for each instructional delivery method. We are leaning into research based strategies for hybrid learning that have shown success. We will also increase faculty capacity to use of student achievement data to support differentiation, student data conferencing to intern accelerate achievement.
Staffing and Related Supports	New Staffing	Additional faculty support to support students in in-person and virtual learning environments
	New Hardware	Laptop purchase
	New Software	New SIS, Digitized assessment tools
	New Vendor	Assessment delivery support

13. **Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.**

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by professional development specialists, in partnership with academic administrators and faculty. All plans will be informed by stakeholder feedback and data.   We are identifying what would work well by looking at a variety of factors. Using information gleaned from school year 2020-21, we are planning on supporting teachers through two weeks of in service prior to the start of the school year with bimonthly professional development for faculty.   Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will revise our plans to ensure they meet our teams' needs. Additionally, we will leverage data cycles of the start of semester, mid semester and end of semester each fall and spring and ensure our professional development planning is informed by the most current student achievement needs.

14. **Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.**

The Carlos Rosario International Public Charter School has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school after the COVID-19 pandemic. We have collected a robust amount of feedback from our learners in order to design program offerings that meet the diverse needs of our adult students. To that end, we will continue offering virtual, hybrid and in-person classes to meet our adult students' busy lives. We also learned that issuing laptops to students supports instruction as it makes it substantially easier to onboard students when there is one standard device in a classroom.

We have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. These include student circles, embedding workshops within classes to support student to student peer learning and honoring of the diverse languages and student goals. At times, lessons and other materials are videotaped and all class materials are available to students on Schoology to access as needed.

Student Technology On-Boarding :
At the beginning of the school year, and at regular intervals across the year, the Carlos Rosario International Public Charter School will provide virtual and in-person technology training to support students. These trainings will include:
- A technology boot-camp for students where they will be introduced to the required tech tools (Remind, Zoom, Schoology, and Google Docs) during the first two weeks of school.
- Teachers will hold office hours where students are encouraged to ask tech questions.
- Computer Assisted Language Learning (CALL) teachers and paraeducators will serve as a student support system for technology/technology troubleshooting questions.
- Instructional videos focusing on the use of the tech tools in Spanish, Amharic, and English will reside on a Carlos Rosario IPCS YouTube channel.
- The School's IT Department will provide tech support to students for their school-issued laptops. Students will be trained to send IT support tickets via email by their teachers and other student support staff members.

Device Support
The Carlos Rosario School will provide a device and some internet access (or support to receive internet access) for all students. To protect student's personally identifiable information, the School maintains student privacy and engages privacy practices including: school assigned emails that are protected within the School's cloud; use of Remind messaging system which keeps all contact information private; securities via professional Zoom accounts for all classes; layers of firewalls and virus protection on all school-provided devices; careful review of technology solutions provided for student use to ensure protection of their personally-identifiable information; and requirement that those with access to student personally-identifiable information, including contractors, maintain confidentiality and use the information only for authorized purposes. All devices can be serviced remotely by an IT help desk member. Students will receive instructions for how to contact the help desk as needed.

15. **For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.**

Not applicable for Carlos Rosario International PCS.

Part 3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. **Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:**
     a. *The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;*
     b. *At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;*
     c. *How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;*
     d. *How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and*
     e. *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.*

As an adult education center, the School does not receive IDEA funds or provide special education services using IEPs.

However, we do have a Student Academic Resource Team (SART) that gives support to students that are having learning difficulties whether due to social-emotional impacts, limited or interrupted education in their home countries, or physical challenges. The SART program follows these steps:

1. Faculty, counselors, or students themselves, submit referrals for academic support related to one of the needs listed above.
2. Once a referral is submitted, the SART staff gather data specific to the academic need stated.
3. SART staff meet with an academic support team such as the teacher, tutor, counselor, and the student, to make an academic support plan to address the student's need. The academic support plan may include any of the following:
   a. tutoring (in class or out of class)
   b. modified materials
   c. modified in-class assessments
   d. social-emotional support
   e. physical modifications to the classroom materials/tools
4. During the semester, the teacher submits notes on the plan's implementation and on the student's progress.
5. When the student changes class the following semester, the SART staff meet with the new teacher to share the academic support plan.
6. Notes and monitoring continue to the end of the school year when a final meeting is held to discuss the progress of the student and if academic support needs to be continued or revised.
7. SART and Student Services staff are in touch with students in the care of the District of Columbia or who are experiencing homelessness.

For SY21/22, students who have been supported by SART during SY20/21 will continue to be supported through the process described above. As SY 20/21 winds down, SART staff have met with each teacher, tutor, and counselor that works with students supported by SART and have made notes on the progress students have made during SY20/21 by looking at test data, student work, and teacher and tutor progress notes, as well as classroom observations and have made recommendations to what supports to continue in SY21/22. Consequently, any necessary accommodations to instruction, materials or assessments will be continued. In addition, the SART staff will continue to ensure that students have the digital literacy skills they need to continue to access their education in a variety of ways by using the school's LMS and being able to follow directions, complete tasks, and submit assignments. This will be accomplished by specialized tutoring and support in learning the tech skills needed.

English Learners

18. **Describe the LEA's plan to serve English learners, including students participating in distance learning, including:**
   a. *The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and*
   b. *The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and*

how the LEA will determine if the student is making progress towards those goals.

The School serves adults, many who study in our school English as a Second Language (ESL program). Students in this program take assessments and work towards exit skills aligned with achieving Comprehensive Adult Student Assessment System (CASAS) standards. Students and teachers collaboratively establish goals for English language acquisition across modalities of reading, writing, listening and speaking.

Our adult English language learners in career training, GED studies and skills classes benefit from sheltered instruction through explicit vocabulary instruction. Faculty engage in Sheltered Instruction Observation Protocols (SIOP) of establishing both language and content objectives to support students.

Our distance learning classes are supported by use of My English Lab, Achieve 3000 and Schoology to provide content-rich instruction and engagement that supports language learning.

Any students new to the school who are English language learners will be given our school's placement test during the application period. The placement test will be one-to-one, via Zoom or in person, per the preference of the applicant. Once classes begin, students will be given the school's pre-test (TEAAL) to assess their current abilities in the class to confirm correct placement in their ESL level at the beginning of each semester. In addition, English language learners will be given the CASAS test to assess current Educational Functional Level. Then, at the end of each semester, students will be given the school's post-test (TEAAL) to assess their growth and eligibility for promotion to the next ESL level, as well as the CASAS test to assess growth in their Educational Functional Level.

Effective Use of Funds in the 2021-22 School Year

For LEAs receiving ESSER III-ARP funds: Please outline your LEA's approach for the use of federal emergency grant funds by responding to the questions below. You will provide additional detail and spend plans when you complete an ESSER III-ARP application in Enterprise Grants Management System (EGMS) later this summer. If relevant, you may reference other responses provided in this CEP or in the health and safety plan.

19.   **LEAs receiving ESSER III-ARP funds only:** Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The School serves adults and is not eligible for title I funding which currently makes it ineligible for ESSERIII-ARP funds. The School is aware that OSSE is working on providing equivalent funding for those schools not eligible for these funds but as of yet has not received a formal allocation.

If the school receives equivalent funding it will use the funds in a manner consistent with required uses as indicated in any grant award documents. Although it has not received a funding allocation, the School is putting into place various interventions to ensure its adult students make up for any academic losses in the prior school year, as detailed above.

All subsequent ESSER III-ARP questions will be answered as Not Applicable

- **All LEAs** receiving ESSER III-ARP funding must create a plan for the safe return to in-person and continuity of services.

- *NOTE: For additional guidance on ESSER Funding or to receive a copy of the Application Planning Tool, please contact Linda Sun, Director of Federal Programs and Strategic Funding, OSSE.ESSER@dc.gov.*

2021-22 School Year Health and Safety Plan Questions

Please provide the LEA's detailed plan to implement each of the following mitigation strategies to minimize COVID-19 transmission in the school setting.

Face Masks
1. **Provide the LEA's plan to comply with the requirements that:**
    a. **except for specific circumstances (e.g., while eating) articulated in OSSE's guidance, all students, staff and visitors, including those who are full vaccinated, must wear non-medical face coverings or face masks at all times while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
    b. **masks must be worn correctly.**

Answer to Question 1: To ensure all students, employees, contractors and visitors, including those who are fully vaccinated, wear a non-medical face covering or mask while on school grounds, school vehicles, and at school-related activities, we have developed the following Policy which will remain in effect until such time as face coverings are no longer required for schools:

School Face Mask Policy

Everyone entering school property (outside or inside), school vehicles, or attending school-related activities regardless of where they are held (on or off-campus) is required to wear nonmedical face coverings or face masks at all times, with limited exceptions permitted (see below). This is required for everyone (employees, students, contractors, and visitors) even if they are fully vaccinated.   This is consistent with OSSE and DC Health face covering requirements for schools, though we recognize that this is different from other settings in the District of Columbia which may permit individuals to not wear masks. Individuals who are not vaccinated are especially encouraged to wear face coverings while traveling from the school or school activities, especially on public transportation or ride-sharing.

Details on face covering requirements:
- The School will provide cloth reusable face coverings for all students and employees who come to campus and it will be their own responsibility to wash it between uses. Everyone will be expected to bring multiple face masks with them to school each day. If they do not have a face covering, a face covering will be provided that may be disposable.
- Face coverings should be two to three layers of tightly woven fabric, cover the nose and mouth, and fit snugly against the sides of the face. Alternative face coverings that do not meet these requirements will not be permitted.
- Face masks with vents or valves are not permitted. Face gaiters or bandanas are not permitted.
- A face mask is not a substitute for physical distancing.
- Clear face masks (not face shields) may be considered such as for communicating with students who are deaf or hard of hearing.

- Clear face shields may not be used instead of a face mask. (Please note that authorized staff such as screeners conducting daily health screens at building entrances are authorized to wear face shields and/or use clear plexiglass barriers in addition to face masks for eye protection purposes.)
- Everyone should exercise caution when removing their face mask (when permitted to do so). The face mask should be carefully folded and stored out of reach from others, ideally on a napkin beside them (e.g., if eating/drinking) or in the individual's bag (e.g., in a paper bag, or plastic bag the mask is wet or dirty), and wash or sanitize hands immediately after touching the mask.
- Everyone is encouraged to bring multiple clean masks each day. If a mask becomes dirty, wet or has not been properly handled, it should be removed immediately and replated with a clean one. Hands should be washed or sanitized immediately afterwards.
- As an adult school, we expect that everyone should be able to wear masks unless there is a contraindication, medical or other, for doing so. For individuals who refuse to wear a face covering at all times except when permitted (e.g., actively eating or drinking), the following procedures will be followed:
  - Individual will be instructed to put back on their mask. If they refuse to do so, they will be asked to leave campus or school activity and School staff (Academic team for students, Human Resources for employees, School contact for contractors and visitors) will follow-up with the individual to determine why and try to address the issue. The individual should not return to campus without a face mask unless they have been cleared to do so the School COVID Points of Contact.

Exceptions to requirement that everyone wear masks at all times:
- *Employees, contractors or visitors* who are unable to wear a face mask, either for a medical reason or otherwise, are generally not permitted to come to campus or participate in in-person school activities at this time. Those who have a contraindication, medical or otherwise, that prevents them from wearing a mask should contact the School's Human Resources Department in advance of coming to campus or attending a school activity to discuss if there are appropriate alternatives. If an employee has a medical condition that prevents them from wearing a face covering, they must have documentation on file with Human Resources from a medical provider that they are not able to wear a face covering. We will work with employees to ensure that appropriate accommodations are provided to the extent feasible under OSSE and DC Health guidelines for schools. At this time there are no exceptions for visitors or contractors to be permitted on campus or at school activities if they are not wearing a mask.

- *Students who* cannot safely wear a face mask for some or all of the time may be permitted an exception to the face mask requirement. Most students, including those with disabilities, are able to wear face masks. If a student participating in in-person activities is unable to wear a face mask throughout the day due to a medical or developmental contraindication, the student should contact the School's designated special needs coordinator, Alice-Ann Beachy, for more information about this potential exception to the mask requirement. The School may require additional information to confirm the basis for the exception to the face mask requirement. Once granted, the student must maintain a physical distance of at least 6' at all times (even outside) when not wearing a mask.

- Eating and drinking:
- In class: Given the duration of most in-person class sessions (2 hours), faculty and students are discouraged from eating during class time. If they need to drink during class, they may briefly remove their mask only while actively drinking (and not speaking), and then immediately put back on their mask. This must be done while maintaining physical distancing from others.
- In shared office/work areas: The same policy on classroom eating and drinking applies to everyone in shared office/work areas.
- Alone in closed classroom/office/work areas: When you are alone in your classroom, office, or work area with the door closed, you may remove your face mask to eat or drink. You may also take mask breaks during this time. In the event that someone comes into the classroom, office or work area, you must immediately put back on your face mask.
- In designated eating areas: Everyone is encouraged to eat outside weather permitting. The School plans to reopen the cafeterias for everyone for distanced eating and drinking. Spaces will be designated to support physical distancing of at least 6-ft, and everyone should use alcohol wipes that will be provided to clean up their eating area before and after using it. This includes wiping down the chair and table space used. (As a reminder, staff lounges & staff lounge restrooms remained closed at this time for eating and drinking. They are reserved for use by security staff at this time. Employees may use the staff lounge kitchen equipment (e.g., refrigerator, microwave, toaster, sink) while maintaining physical distancing but are encouraged to limit their time in the lounge to allow for others to do the same.

- Employee working alone in a closed classroom/office/work area: When you are alone in your classroom, office or work area with the door closed, you may remove your face mask and take mask breaks. In the event that someone comes into the classroom, office or work area, you must immediately put back on your face mask.

- Emergencies:
- Face coverings should not be worn when engaging in activities in which there is a risk of burn or injury from the use of a face mask.
- If there is an emergency and someone is having trouble breathing or is unconscious, the individual does not need to and should not wear a face covering. In that instance, staff should seek immediate medical attention for the individual consistent with the School emergency response plan, and follow OSSE's PPE requirements (see OSSE Health & Safety Guidance, May 21, 2021, at pages Attachment B).

- Other potential exceptions that require advance planning and approval:
- There may be other limited exceptions to the requirement that everyone wear masks all the time. Examples include, but are not limited to: giving a speech for broadcast or to a large audience (such as in the auditorium), provided no one is within 6-ft of the speaker; speaking to or translating for a deaf or hard of hearing person; and when required to use equipment for a job that precludes the wearing of a mask and the person is wearing or using that equipment. In each of these instances, prior approval should be obtained from your supervisor and the School COVID Points of Contact to ensure that it is

necessary and that any appropriate alternative protections (e.g., face shields) are utilized.

To ensure easy compliance with this Policy, any member of our community who arrives without a face covering, or who loses or damages their face covering while attending a school activity, will be provided a new one which may be a disposable mask. The School will keep a supply of PPE and masks, until such time as face coverings are no longer required at schools.

2. Provide the LEA's policies and procedures in the event that a student, staff member, or visitor is unable or unwilling to wear a face mask at all times.

Answer to Question 2:

As an adult school, we expect that everyone should be able to wear masks unless there is a contraindication, medical or other, for doing so. For individuals (Students, Employees, Contractors, and Visitors) who refuse to wear a face covering at all times except when permitted (e.g., actively eating or drinking), the following procedures will be followed:

- ○ Individual will be instructed to put back on their mask. If they refuse to do so, they will be asked to leave campus or school activity and School staff (Academic team for students, Human Resources for employees, School contact for contractors and visitors) will follow-up with the individual to determine why and try to address the issue. The individual should not return to campus without a face mask unless they have been cleared to do so the School COVID Points of Contact.

See the School Face Mask Policy provided in response to Question #1 above for more details.

Physical Distancing
3. Provide the LEA's policies and procedures to support physical distancing between individuals and within and across groups, including in classrooms, common spaces, during arrival and dismissal procedures, and during extracurricular activities.

Answer to Question 3:

School Physical Distancing Policy

As part of the School's health and safety precautions, everyone on-campus and at school activities - whether inside or outside - must maintain a distance of 6 feet of physical distance between each other (measured head to head). This applies to all Students, Employees, Contractors, and Visitors. We continue to maintain 6-ft distancing at this time since we are an adult school, and 6-ft is the current recommended distancing for adults by OSSE (*See* OSSE Health & Safety Guidance for School: Coronavirus (COVID-19) Recovery Period, Updated May 21, 2021, at pp.5-6).

The 6-ft distancing requirement applies to everyone on campus and at school activities, including but not limited to hallways, classrooms, offices/work areas, bathrooms, whenever eating or drinking, and during all other activities except as expressly permitted (see below for limited exceptions).

There is no limit to the number of people who may be in a room or area, so long as there is sufficient space for everyone to maintain a 6-ft distance and other health & safety protocols are followed (e.g., student cohorting). The School in coordination with the Facilities team has measured rooms to determine for each space how many people can use the space with the existing furniture and while maintaining a 6-foot distance. Just as with indoor activities, there are no limits on the number of individuals who may participate in outdoor activities so long as distancing is maintained and other health & safety protocols are followed (e.g., student cohorting).   At this time, however, the School will not hold in-person student assemblies (indoors or outdoors) and will limit large meetings or other gatherings (especially involving students) as much as possible. This is because student cohorts should be maintained and not intermingle with other students as much as possible. To the extent staff meetings are held, physical distancing, face mask requirements, and hand hygiene protocols must be strictly adhered to.

For school vehicles (e.g., school bus or van), drivers and riders must follow all safety protocols. All passengers must sit at least 6-ft distance from one another, and from the driver. They must also wear a mask at all times, and use hand sanitizer upon entry and exit of the vehicle. Passengers will fill up seats from the back of the vehicle, and depart starting from the front. Where there is a vehicle back door that is practicable to sue, passengers will use it to get in and out of the vehicle. School vehicles transporting students will be cleaned, disinfected and sanitized according to a regular cleaning schedule.

Building entrances/exits: To further support physical distancing, at this time the School has designated separate entrances for Employees (parking lot entrance at each campus) and Students (front entrance of both campuses). To the extent that we have authorized Visitors, we usually direct them to the front entrance. For Contractors and Visitors who may have equipment to haul in from parked vehicles, they may be given to use the parking lot entrance. Individuals with disabilities that require use of a ramp are also permitted to use designated entrances with ramps.

Each classroom will be organized to support students seated and standing at least 6-ft apart from one another (head to head), with desks facing in the same direction. Teachers will stay at least 6-ft from students and each other. Classrooms have been cleared of extra furniture to support distancing and cleaning. If there are more desks in the classroom than may be used while maintaining 6-ft distance, the School will mark off the desks that may be used, and may also mark the floors where those desks and chairs should be positioned. If tables are used instead of desks, students will have designated seats that provide a 6-ft distance between them. Computer stations when used will allow for 6-ft distance between users. When not possible, computer stations in use will be separated by plastic flexible screens.

Bathrooms have also been marked to support 6-foot distancing in those spaces. Bathrooms will be monitored to make sure that the numbers of people in the bathrooms do not exceed its social distancing capacity. Everyone will be instructed to use the Bathrooms on the floor where they work or attend class in order to further support distancing.

Shared offices/work areas have also been marked to support 6-foot distancing in those spaces. For those who have shared desks or work areas, you must coordinate so that you are not using the space at the same time, and at all times you must maintain 6-ft distancing.

Common areas, including hallways, stairwells, and elevators, have been marked with physical distancing signs on the floors and walls to remind everyone to maintain 6-ft distancing, and to stay to the right side in hallways and stairwells - to allow for 6-ft distanced two-way traffic if needed.

- *Staff lounges (*including restrooms) remain closed to all employees except the Security staff for them to eat, drink, use the restroom, and take work breaks with 6-ft distancing. Employees may enter the staff lounge briefly to use the kitchen equipment in the staff lounges so long as they can do so while remaining distanced. This includes, e.g., refrigerator, microwave, toaster, sink. Staff may also briefly enter the staff lounge to go to the mailboxes, however everyone is encouraged to use the mailboxes only when necessary and to instead send materials electronically as much as possible. Employees should also use provided alcohol wipes when touching common touch surfaces, and wash their hands or use hand sanitizer immediately after. Staff should eat at their desks alone with the door closed, outside weather permitting, or in designated eating areas (e.g., the cafeteria when it reopens) so long as at least 6-ft distancing can be maintained and cleaning protocols are followed. Touch water dispensers and water fountains have been removed or disabled; both campuses now have touchless water dispensers for all community members to use, and people are encouraged to bring their own water bottle to use.
- When reopened, *Cafeterias* will also be marked for at least a 6-ft distance, so that people can use the cafeteria to eat and drink safely. There will also be rigorous cleaning protocols to be followed in between meals.
- *Restrooms:* Some sinks and bathroom stalls will be closed off to enable users to maintain 6-ft distance in the bathrooms. Where unable to maintain distance, physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals.
- *Computer station in Harvard front office & SG staff lounge*: These computer stations are usually used for non-exempt staff to clock in and out. During the pandemic the School has shifted to using an app for clocking in and out, therefore this computer station should not be needed for that purpose. If still in use, staff who use the computer should clean the surfaces they touch with the cleaning product provided at the computer station.
- *Photocopiers, printers, paper cutting boards:* To the greatest extent possible, these and other community use items will be limited for use by individuals working on that floor and in that department, classroom, or office. Staff who use

the equipment should immediately clean the surfaces they touch with the cleaning product provided beside the equipment.

- *Lockers:* Individual lockers that are not shared with others may continue to be used so long as 6-ft distancing can be maintained. Lockers located in restrooms will generally not be used given space limitations with distancing requirements. People using lockers in hallways may not access lockers during classroom arrival and dismissal times when there are people using the hallways.
- *Hallways & Stairwells:* There will be hallway traffic flow direction markings on the floor and walls with two-way traffic separated by 6-ft or maximum possible where space is not sufficient. Adult students arrived in staggered fashion for classes already, and class dismissal times will be intentionally staggered to limit hallway and stairwell traffic, and to limit intermingling of student cohorts. Classes may also be designated to use specific staircases for arrival and departure to further limit the number of people and mixing of cohorts in stairwells. Hallways will not be used for sitting or congregating. All furniture for sitting during breaks has been removed or closed off for use. Instead of having students stand or sit in line in the hallway, school departments such as Registration, Assessment, and Student Services will try to use other methods for scheduling appointments with students that need to be done in person, and always maintain 6-ft distancing during necessary meetings or use a plexiglass barrier if not feasible to distance. As much as possible, the School will arrange virtual appointments with students.
- *Entrances:* There are separate designated entrances for employees (parking lot entrances) and students (front entrances). Contractors and visitors are primarily designated to use the front entrances unless they need to use the parking lot for delivery purposes. In addition, individuals with disabilities who need to use the ramp to enter the building may use the appropriate designated entrance that enables them to do so while still undergoing the daily health screen at the building entrance.

To the extent there are *Extracurricular activities* scheduled, these will be required to maintain 6-ft distancing just like all other school activities -- whether they take place on campus or somewhere else.

During class arrival and dismissal times: For in-person classes, students will have staggered dismissal times to limit the number of students in the hallways. Arrival times are not staggered because adult students naturally arrive in a staggered way. In addition, not all school students will be on campus at the same time since there are multiple session times each day (AM, PM, and EVE) and there are multiple options for students to attend class depending on the program they are enrolled in (In-person, Hybrid, and Virtual). This mix of class offerings will provide a natural staggering of both students and employees in school buildings and their arrival and departures times. There are also signs at building entrances and in the buildings on the floor, hallways, and stairwells to direct foot traffic to the right side of hallways and stairwells, and to reinforce the distancing requirements. There are also elevator signs that limit use to two people at a time.

In-person meetings: Meetings with individuals or groups must also follow 6-ft distancing requirements. Efforts will be made to have some meetings in-person, but only if distancing can be maintained. If not feasible to conduct the meetings in-person, individuals working on campus can still conduct meetings virtually from their respective offices/work areas.

Limiting Visitors to Campus: The School continues to limit non-essential visitors. All visitors will be informed in advance of the School's health & safety requirements for entry to the building, including face masks and physical distancing. Individuals who are requesting permission for a visitor to come to campus must submit the request to their supervisor and the School COVID Points of Contact for pre-approval.

Exceptions to physical distancing requirements:
- In the limited instances where it is not possible to maintain 6-ft of distance, plexiglass barriers will be used to protect individuals, e.g., the security desk, front office, registration front desk, and student services front desk. Barriers and face shields may also be used by screeners conducting daily health screenings at building entrances.
- When in school vehicles and when traveling to and from school: Everyone is encouraged to maintain the physical distancing of 6-ft to the greatest extent possible. The School has designated seating in school vehicles that support 6-ft distancing.
- Nurse Aide Training students who are practicing and taking their practical skills exam for licensure may be required to be less than 6 -ft from at least one other person for some of the practical skills, e.g., blood pressure check. These instances are limited in number and duration. In those instances, the School follows applicable protocols from DC Health and DC Board of Nursing.
- In the event of an emergency, staff may need to be less than 6 feet from an individual, such to remove the mask from a someone who is having trouble breathing or is unconscious, or if someone becomes sick with COVID-related symptoms and needs assistance being escorted out of the building or to the campus isolation room. In those instances, staff should seek immediate medical attention for the individual consistent with the School emergency response plan, and follow OSSE's PPE requirements.

Traveling to and from School:
Everyone is encouraged to maintain social distancing and wear face coverings while traveling from the school or school activities, especially on public transportation or ride-sharing. (This is especially the case for individuals who are not yet fully vaccinated.) They are encouraged to stand back from gathering points such as intersections where reasonable and safe, and avoid congregating in groups. They should also avoid touching unnecessary surfaces and objects, and if necessary, use hand sanitizer after touching them.

4. **Provide the LEA's policies and procedures regarding the use of cohorts for students and/or staff, including steps to minimize interactions between cohorts, as applicable.**

Answer to Question 4:

School Cohort Plans

As a reminder, the School maintains a 6-ft physical distancing requirement for everyone on campus and at school activities. This includes within classrooms and cohorts of students, to provide the greatest protection possible for our school community members. In addition, we have student cohorts and limited in-person interaction between employees. The following outlines the School's cohort plans.

Student Classroom Cohorts: The School's SY21-22 planned schedule of classes anticipates its adult students selecting whether to attend classes in-person, hybrid, or all virtual, with synchronous and asynchronous learning during the week, and Fridays being the common day for which there are no classes meeting in-person on campus. For those students meeting in-person for any amount of time, the School will create cohorts of those in-person students based on their assigned session (AM, PM, EVE) and by class within each in-person session time. Each in-person class has a designated classroom on campus, and will be assigned to use bathrooms on the same floor as their classroom. Each class of students will be a cohort that will have minimal to no interaction with other cohorts of students, and will remain distinct to the greatest extent possible.

Class changes will be discouraged and will be decided by the Registrar based on legitimate need. Students will not be permitted to drop in to another in-person class or session other than the one to which they are assigned.

Academic supports will be provided to individual students as needed in the student's classroom to the extent feasible while following physical distancing requirements.

The Registration Department will be open during in-person class sessions, however most Registration services can be and will be encouraged to be conducted remotely. Limited in-person services will be available to the extent they can be provided while maintaining 6-foot distancing or using plexiglass barriers when not possible to distance.

The School's Student Services Department will continue to provide supports for students including access to services, counseling, employment assistance, and referrals. SSD will be open during in-person class sessions, however most Student Services can be and will be encouraged to be conducted remotely. Limited in-person services will be available to the extent they can be provided while maintaining 6-ft distancing or using plexiglass barriers when not possible to distance.

Employee Cohorting:

- Faculty and other student-facing staff may teach more than one session time and rotate between classroom cohorts during the same session time. This will be kept to the minimum extent feasible.
- All other Employees: At this time, there are no plans to cohort employees who are not student-facing, but in-person meetings (especially large meetings) are expected to be kept at a minimum even when employees are all working in the building. In addition to following all other health & safety protocols (e.g., physical distancing, masking, and hand

hygiene), this will enable the School to limit exposure, potential spread, and impact on operations in the event of COVID-19 infection on campus.

Bathrooms: To support cohorting efforts and contact tracing, everyone is assigned to use bathrooms on the same floor as their classroom, office or work area.

Meals/Cafeteria: As an adult school, we are not required to serve meals and all students do not regularly eat on campus. As a result of the limited on-campus eating by students, it will not be done on a class cohort basis, but rather on an individual basis.

Class time is now limited to 2 hours in-person for most students, thus greatly limiting the need for students to eat while on campus. To the extent that students need to eat while on campus, they may do so outside if weather permits, or in the cafeteria when it reopens. Once reopened, the cafeteria will allow for distanced eating and drinking for students and staff on an individual basis, and with individuals responsible for using an alcohol wipe to clean the chair and table area where they eat and drink, and the cleaning staff conducting regular cleaning and disinfection of eating areas in between meals. Students will also be advised to wash their hands, or if not feasible to use hand sanitizer, before and after eating, and not to share utensils, cups, plates or other eating items. The School is also considering providing pre-packaged and/or pre-ordered "grab and go" meals with single-use utensils and packaging, as it did in SY20-21 to in-person students. These prepackaged meals may be distributed in a contactless manner either at the classroom, building exit, or in the cafeteria. Students usually take them as they leave campus and eat them outside or away from campus, further limiting potential exposure on campus. The School has suspended food and drink self-service stations, food preparation booths and food sampling at this time. The School will make an effort to use disposable food service items to the extent feasible, and also in consideration of environmental waste concerns.

Employees will be provided access to space to eat if they are unable to eat alone in their classroom/office/work area with the door closed. Employees can eat outside weather permitting, and the School plans to reopen the cafeteria for limited, distanced eating and drinking on an as-needed basis and with the same cleaning and hand hygiene protocols indicated above.

Breaks: The School has suspended student break times, which ordinarily are used by those who are interested in getting a meal. Instead, the School has provided options for students that will include some form of grab-and-go meals that will be available at the classroom, building entrance, and/or cafeteria. The School will continue to evaluate the need and feasibility for breaks, but at this time has no plans for resuming breaks in SY21-22.

Canceling, Eliminating, or Modifying Activities

The School has cancelled or greatly limited extracurricular activities at this time to support student cohorting as much as possible.

Activities in which voices are projected (such as choir, theatre, or where wind instruments are used) present greater risk of spread of respiratory droplets, and will be cancelled or modified to be outdoors and/or allow for at least 10 feet of physical distancing.

Virtual activities and events will be considered instead of field trips, student assemblies, special performances, or school-wide meetings.

The School has also limited non-essential visitors to its buildings to the greatest extent possible. All visitors must get advance permission to come to campus, receive the School's health & safety protocols in advance, and be monitored for health & safety compliance during their visit.

Handwashing and Respiratory Etiquette
  5.   **Provide the LEA's policies and procedures to support handwashing and respiratory etiquette including frequent, proper handwashing strategies and encouraging covering coughs and sneezes.**

Answer to Question 5:

School Policy on Handwashing and Respiratory Etiquette

Hygiene Requirements for Everyone:
The School expects everyone on campus and at school activities to follow the latest COVID-19 hygiene guidance including:
  - **Wash hands** often with soap and water for at least 20 seconds. If not able and hands are not visibly dirty, use alcohol-based **hand sanitizer**. It should be alcohol-based hand sanitizer that contains at least 60 percent alcohol.
  - **Avoid touching eyes, nose, mouth** with your hands.
  - **Cover coughs and sneezes** with tissue or elbow/shoulder.   Used tissues should be thrown in the trash, and then wash hands or use hand sanitizer immediately after.
  - **Use hand protection when touching surfaces or door handles, or make sure to clean hands immediately after**. The same goes when using shared equipment such as printers or copiers.
  - **When entering or leaving a room,** use hand sanitizer.
  - **When using a desk, workspace, or area** to eat in (e.g., in the cafeteria), use hand sanitizer and use an alcohol wipe to clean the immediate desk or area you are using.
  - **Limit sharing of equipment and supplies** to the greatest extent possible.
  - The School expects everyone to perform hand hygiene at the following **key times**:
    - Before and after eating food;
    - Before and after group activities;
    - After using the restroom;
    - Before and after putting on, touching, or removing face masks or touching face;
    - After removing gloves; and
    - After blowing one's nose, coughing or sneezing.
  - Encourage everyone to **bring their own water bottle**, and **use touchless water dispensers**. During this time, the water fountains remain shut off and not in use.

School Hygiene Supports:
The School will make available adequate supplies (e.g., hand soap, paper towels, hand sanitizer, tissues, alcohol wipes, etc.) to support healthy hygiene practices throughout the school, including classrooms, offices, bathrooms, and other common spaces such as building entrances, hallways, cafeteria, and auditorium.

  - The School will have **hand sanitizer available for everyone** throughout the school, including at entrances, in school vehicles, and in hallways, classrooms and where special workstations are set up during this time, e.g., packet distribution tables.

- The School will have **cleaning bins with key hygiene supplies** in every classroom and office/work area designated for in-person use. The School will maintain a stock of additional supplies upon request.
- The School has shifted to **touchless fixtures** to the greatest extent feasible, e.g., water dispensers, automatic water faucets and toilets, touchless door openers and trash cans, touchless hand sanitizer dispensers.
- The School has also **minimized the use of shared supplies or equipment**, especially for students. If shared supplies or equipment are used, e.g., copier machines, there are cleaning/sanitizing supplies provided to apply after each use.
- **Electronic devices are assigned to an individual.** In the event that a student needs to borrow a device (e.g., because of a technology issue or they forgot their device), the School will provide recently sanitized equipment for them to use.

6. **Provide the LEA's plan to make available adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices including, as relevant, in classrooms, bathrooms, offices and common spaces.**

Answer to Question 6:

The School plans to have "cleaning bins" containing hand sanitizer, paper towels or tissues, and alcohol wipes in all classrooms and office/work areas. The School will provide soap, hand sanitizer and paper towels all the bathrooms, and hands-free hand sanitizer dispensers throughout school buildings especially at building entrances, in hallways, and in and/or outside classrooms. All cleaning bins include information on who to contact to request additional cleaning supplies. The School's custodial staff will also regularly check and replenish the soap, hand sanitizer and paper towel dispensers, on at least daily basis.

Personal Protective Equipment (PPE)
7. **Provide the LEA's policies and procedures to acquire, distribute and support the appropriate use of PPE including gowns/coveralls, gloves, surgical masks, eye protection (face shield or goggles) and N95 masks, as relevant and necessary.**

Answer to Question 7:

School COVID-19 Personal Protective Equipment (PPE) Policy
The School will provide personal protective equipment (PPE) where required to do so, and to support health & safety, to Students and Employees. In doing so, the School at a minimum follows OSSE's recommended PPE best practices for staff (Appendix B to OSSE Health and Safety Guidance for Schools, updated May 21, 2021).

In addition to the detailed OSSE guidance, the School will provide:

- For the screeners who may be taking temperatures, they will be provided gloves and face shields and/or plexiglass barriers (in addition to wearing cloth face coverings that cover the nose and mouth and fit snugly to the sides of the face.
- For areas where there is not sufficient space to maintain 6-ft of distance, the School will provide staff with plexiglass shields or face shields. This includes, for example, the Front Office and Registration.
- The School will provide reusable cloth face coverings for all staff who are required to come to the school building, and for all students attending in-building events. The School has a supply of disposable face coverings for individuals who may arrive on campus with no mask or an unacceptable mask (e.g., mask with vent/valve).
- The School will have hand sanitizer and cleaning materials in classrooms and throughout the building where there are staff who may be working in-person as needed.
- Hand hygiene must be performed between glove changes. If skin comes into contact with any secretions or bodily fluids, the skin must be immediately washed. Always wash hands immediately after removing gloves.
- Contaminated clothing must be immediately removed and changed.
- The School will provide appropriate equipment for special categories of workers including (with the caveat that the necessary PPE is dictated by the activities undertaken, not necessarily by job title of the worker; in other words, someone who is cleaning up other people's work spaces will be given the appropriate PPE whether or not they have a custodial job title):
  - *Cleaning staff* and staff who are cleaning and disinfecting areas or equipment used by a sick individual must wear:
    - Face mask (may wear non-medical (cloth) face covering)
      - If there is increased risk of exposure to COVID-19 (e.g., cleaning an area occupied by an individual with symptoms of COVID-19), wear surgical mask instead of non-medical (cloth) face covering.
    - Gown/coveralls
    - Gloves
      - Gloves must be worn at all times when performing cleaning and disinfecting
    - Cleaning staff may also need to wear other PPE based on cleaning/disinfectant products being used and whether there is a risk of splash (e.g., eye or respiratory protection). Cleaning staff must follow all product instructions on the product's safety data sheets (SDS).
  - *Staff doing routine cleaning (e.g., of high-touch surfaces* that does not involve areas used by a sick individual) must wear:
    - Face mask (non-medical (cloth) face coverings)
    - Gloves
    - *Note:* This is also the PPE that should be worn for staff handling dirty laundry (unless it is laundry used by a sick individual, in which case follow the higher level of PPE required by this policy)
  - *Food service staff* must wear*:*
    - Face mask
    - Gloves (when handling food products)

- - - Additional PPE that may be required according to food preparation regulations and requirements.
  - *Staff responding to or escorting a sick individual who is <u>not</u> known or suspected to have COVID-19:*
    - Lower risk: If the sick individual is able to wear a face covering and is able to maintain 6-ft distance, designated staff assisting or accompanying the sick individual must wear the following:
      - Face mask (may be a non-medical (cloth) face covering)
    - Medium risk: If the sick individual is not able to wear a face covering or is not able to maintain 6-ft of distance, the designated staff assisting or accompanying the sick individual must wear the following:
      - Face mask (may be a non-medical (cloth) face covering)
        - If potential for bodily fluids to be splashed or sprayed (e.g., a sick individual is coughing): use Surgical mask and Eye protection (face shield or goggles) instead of non-medical cloth face covering.
      - Gown/coverall (e.g., long sleeve button-down shirt)
      - If a specific task requires it (e.g., when administering medicine): wear Gloves.
    - Higher Risk: If the staff are in close/direct contact with less than 6 feet of physical distance from the sick individual and performing a higher-risk or aerosol generating procedure, including administration of nebulized medication, staff must wear the following:
      - N95 mask (with completion of Respirator Fit Testing program prior to wearing the mask)
      - Eye protection (face shield or goggles)
      - Gown/coverall
      - Gloves
      - *Note:* The School does not have a school nurse, but if it did the nurse must follow additional guidance for Healthcare Providers per DC Health if engaging in aerosol-generating procedures.
    - *Note:* Extra PPE equipment is stored in the campus isolation rooms. Anyone needing this equipment must ask the Officer in Charge/Health & Safety Lead to get the equipment from the isolation rooms. No one else is authorized to enter the isolation rooms.
  - *Staff responding to or escorting a sick individual who <u>is known or suspected</u> to have COVID-19 (this includes designated Isolation Room Staff):*
    - If the individual who is known or suspected to have COVID-19 is able to wear a face covering and is able to maintain 6 feet distance, designated staff assisting or accompanying the sick individual must wear the following:
      - Face mask (may be a non-medical (cloth) face covering)
    - If the individual who is known or suspected to have COVID-19 is not able to wear a face covering or is not able to maintain 6 feet of distance, the designated staff assisting or accompanying the sick individual must wear the following:

- Surgical mask
- Eye protection (face shield or goggles)
- Gown/coverall (e.g., long sleeve button-down shirt)
- Gloves
- *Note:* In addition to these PPE requirements for the staff, the sick individual in the isolation room should also wear a face shield or surgical mask (unless they are having trouble breathing, in which case they should not be wearing a mask and emergency response procedures should be followed)..
- *Note:* This equipment is stored in the campus Isolation Rooms for use when there are known or suspected cases of COVID-19 on campus. Anyone needing this equipment must ask the Officer in Charge/Health & Safety Lead to get the equipment from an Isolation Room. No one else is authorized to enter the Isolation Rooms.
- *Note:* The sick individual and any staff accompanying or supervising them to and in the Isolation Room should safely remove and store their face mask, or dispose of their surgical mask, after use. They should also safely dispose of the other PPE worn while accompanying or supervising the individual known or suspected to have COVID-19.
  - *Staff performing contactless temperature checks using barrier/partition controls (e.g., plexiglass barrier):*
    - Surgical mask
    - Gloves
    - *Note:* More details on the PPE and procedures to be followed for conducting physical temperature checks are provided with the protocol for daily health screening.
    - *Note:* If a physical barrier/partition is not used, then staff must wear a surgical face mask and eye protection (goggles or face shield that fully covers the front and sides of the face), in addition to gloves. A gown/coveralls (e.g., large, button-down long-sleeved shirt) may be worn if extensive contact with the individual being screened is anticipated, but as a general matter with our adult student population this is unlikely with use of contactless thermometers.
  - *Staff administering a COVID-19 test:*
    - The School has no current plans to have staff administer COVID-19 tests for other people. If it ever does so, it staff administering those tests must wear:
      - N95 mask (with completion of Respirator Fit Testing program prior to wearing the mask)
      - Eye protection (face shield or goggles)
      - Gown/coverall
      - Gloves
- In addition to the specific staff tasks identified above, the School will follow at a minimum OSSE's PPE requirements for school Employees and Students, and expect

Contractors and Visitors to do the same, including the following guidance based on level of risk:

- Lower risk: 6-ft of physical distance cannot always be maintained. Close contact with secretions or bodily fluids is not anticipated. Staff must wear the following for lower risk activities:
  - Face mask (may be a non-medical (cloth) face covering)
- Medium Risk: Staff are in close-direct contact with less than 6 feet of physical distance. Close contact with secretions or bodily fluids is possible or anticipated. Staff must wear the following for medium risk activities:
  - Face mask (may be a non-medical (cloth) face covering)
  - Gown/coverall (e.g., large, button-down, long-sleeved shirt)
  - If potential for bodily fluids to be splashed or sprayed (e.g., student is coughing): Use Surgical mask and Eye protection (face shield or goggles) instead of non-medical cloth face covering.
  - If a specific task requires it (e.g., when administering medicine): Wear Gloves.
- Higher Risk: The School does not have a school nurse, but if it did the nurse must follow additional guidance for Healthcare Providers per DC Health if engaging in aerosol-generating procedures. Staff must wear the following for higher risk activities:
  - N95 mask (with completion of Respirator Fit Testing program prior to wearing)
  - Eye protection (face shield or goggles)
  - Gown/coverall
  - Gloves
- *Note:* The Nurse Aide Training Practical Skills Exam is administered by another entity that may administer the test at our school. We provide the testing agency with our school health & safety requirements including PPE, and expect them to follow those requirements. The Practical Skills Exam, however, may have different PPE requirements set by the Board of Nursing which must be followed in the test setting.

Maintain Clean and Healthy Facilities

8. **Provide the LEA's schedule for routine cleaning of rooms, surfaces and objects, including high touch objects and surfaces (e.g., pens, keyboards, elevator buttons, light switches, handles, stair rails, faucets, phones, doorknobs, grab bars on playgrounds).**

Answer to Question 8:

School Routine Cleaning Schedule

The School's cleaning, disinfecting, and sanitizing protocols follow DC Health's guidance on cleaning and disinfecting and the latest school cleaning guidance issued by OSSE. The School has established the following Routine Cleaning Schedule for cleaning staff to following for cleaning and disinfecting campus facilities when in use:

		Throughout the day	Daily	Weekly	Monthly
Classroom	Floors of classrooms		C, D		
	Student desks, chairs	C, D (in addition to being wiped down by each user)	C, D		
	Teacher desks, chair	C, D (in addition to being wiped down by each user)	C, D		
	Walls	C, D (bathroom stall walls and other wall surfaces as needed)			
	White boards, stylus (keep shared stylus to a minimum)	C (in addition to being wiped down by each user)			
	Shared Manipulatives, text books, etc. (kept to a minimum - ordinarily these will not be shared items))	wiped down by each user			
	Shared Pens, pencils, white board markers, crayons, markers (kept to a minimum - ordinarily these will not be shared items))	wiped down by each user			
Hallway/Stairs	Fixtures (i.e., switches, knobs, buttons, including building entrance handles and intercom buttons)	D	D		
	Railings	D	D		

	Lockers (regardless of location, i.e., including lockers in classrooms and bathrooms)				
	Floors of hallways		C, D		C, D
	Windows (regardless of location)			C	
Office and Common Area	Shared Pens, pencils (kept to a minimum - ordinarily these will not be shared items))	wiped down by each user			
	Fixtures (i.e., switches, knobs, buttons)	D	D		
	Chairs, Desks	C, D (in addition to being wiped down by each user)	C, D		
	Shared Copiers, Printers, etc. (regardless of location, i.e., including copiers and printers in hallways, etc.	C, D (in addition to being wiped down by each user)			
Bathrooms	surfaces	C, D	C, D		
	floor		C, D		
	Fixtures, handles, switches, faucets	C, D	C, D		
Outdoor Space	Outdoor tables, benches/chairs	C (in addition to being wiped down by each user)			C
	Umbrella handles/knobs (seasonal)	C (in addition to being wiped down by each user)			C

	Parking lot and pedestrian gate handles and intercom buttons		D		
Other	Cloth items used (e.g., kitchen dish towels, linens, clothing, Nurse Aide Training suite pillow cases & sheets)	Laundered after each use			
	School vehicles	C, D		C, D	

Chart legend:
- C = Clean. Cleaning is the removal of dirt and germs from surfaces. Cleaning is done with soap and water or detergents. Normal routine cleaning removes most virus particles from surfaces or objects.
- D = Disinfect. Disinfection is the use of chemicals to kill any germs that remain on a surface after cleaning. *Note:* Cleaning and disinfection can be a two-step process (first cleaning, then disinfection), or a one-step process (if an all-in-one cleaning and disinfection product is used).

Additional Information about School's Regular Cleaning Schedule:

The following is additional information about the School's regular cleaning schedule:

- DC Health's guidance educates us on how COVID-19 is spread. We understand that the main way that COVID-19 spreads is person-to-person from close contact (less than 6-ft away). It is also possible to catch COVID-19 by touching surfaces or objects contaminated with the virus, and then touching your mouth, nose, or eyes. However, this is less common than person-to-person spread, and the risk is much lower. Practicing good hand hygiene (frequent hand washing or use of hand sanitizer), and avoiding touching your mouth, nose or eyes with unwashed hands can decrease your risk of catching COVID-19 from surfaces. In addition, cleaning and disinfection of surfaces and objects can reduce the risk of spreading COVID-19. For these reasons, the School has prioritized cleaning and disinfection throughout its campuses, including a cleaning schedule (see above), providing cleaning supplies in all classrooms and work areas, and sharing information to the School community on how to prevent the spread of COVID-19.
  - As an adult school, all members of the School community will play a role in cleaning surfaces that they use as they finish using them (e.g., desk, chair, computer station), in addition to cleaning staff who will clean and disinfect according to the schedule below. All classrooms, staff departments and bathrooms will contain cleaning supplies that are safe for use by students and staff assigned to those areas.
- Routinely clean and disinfect surfaces and objects that are frequently touched (e.g., doorknobs, light switches, classroom sink handles, countertops). This is in addition to shifting to touchless where practicable, e.g., touchless sink faucets.

- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions. The alcohol wipe can be reused as long as it remains wet.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by individuals. See CDC's guidance for safe and correct application of disinfectants.
- Information will be provided to every classroom reminding staff of cleaning protocols.
- Implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., art supplies, instruments, educational materials, Smartboards, computer stations used for testing) will be limited to the extent feasible. When used, shared objects will be cleaned and sanitized between use.
- Outside tables and benches/chairs will be included as part of routine cleaning but do not need to be disinfected.
- Shared bathrooms will be assigned to specific groups of students and staff to the extent feasible according to the floor on which their classroom or office is located. Bathrooms will be cleaned and disinfected daily after each of the three class sessions (AM, PM, EVE).
- School bus and van drivers will practice all safety actions and protocols as indicated for other staff, and will require that passengers follow all safety actions and protocols.
- The School will implement safe and correct storage for cleaning and disinfection products, and product use instructions followed.
- No disinfectant products will be used near students or other employees. Cleaning staff will ensure that there is adequate ventilation when using these products to prevent students or themselves from inhaling toxic fumes. Cleaning and disinfecting will occur in between class sessions and in the evening when students are not present in the classrooms.
- As detailed in the School's COVID-19 PPE Policy, Gloves will be worn for all tasks in the route cleaning and disinfection process. Cleaning staff will also be instructed to clean their hands often, including immediately after removing gloves. This includes individuals who handle dirty laundry.
- When school buildings are closed for instruction and regular staff operations, access to the buildings will be limited to essential activities and those who enter a campus building following any required daily health screening will be required to inform security staff where they will be in the building. This helps not only for safety but also to identify areas that have been used and require additional cleaning and disinfecting beyond the regular schedule in effect during building closure.

9. **Provide the school/LEA's cleaning and disinfecting protocols in the event that (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or (2) if the school/LEA is notified that a student, staff member or visitor who tested positive has been in the school.**

Answer to Question 9:

School Special Cleaning Procedures in Event of Known or Suspected COVID-19 Infection

Following OSSE and DC Health's cleaning guidelines for schools in the event of a sick individual in the school buildings (OSSE Health & Safety Guidance, May 21, 2021, pages 17-18; DC Health Cleaning Guidance, April 20, 2021), the School has implemented the following procedures:

- *If someone develops symptoms of or tests positive for COVID-19 while at school or within 24 hours of being in the school building*: the School will clean and disinfect the area(s) where the sick individual has been.
- *If a COVID-19 case is confirmed while the school is open and the COVID-19 positive individual is in the school building:*
    - If the sick individual is a student or faculty working in a classroom with students: The student's class cohort (including students and faculty) will be dismissed and the room vacated as soon as possible (with the exception of vaccinated individuals who do not need to be isolated). To the extent that there are other individuals who came in close contact with the sick individual, they will also be dismissed and the other areas used by the sick individual (e.g., bathroom) will be vacated as soon as possible. The exception for this is vaccinated individuals who even if they are in close contact with a COVID positive individual, they do not need to be dismissed unless they are exhibiting symptoms. (Close contact is defined by the CDC as less than 6 feet away for cumulatively 15 minutes or longer in a 24-hour period.)
    - If the sick individual is anyone else: Other individuals who have had close contact with the sick individual will be dismissed and the room(s) the sick individual used (e.g., office, bathroom) will be vacated as soon as possible. The exception for this is vaccinated individuals who even if they are in close contact with a COVID positive individual, they do not need to be dismissed unless they are exhibiting symptoms.
- *If an individual has symptoms but is not confirmed to have COVID:* The rest of the individual's cohort may remain in the classroom or other area and continue to use the room. Area or items used by the sick individual will be immediately cordoned off or closed to use by others.
- *If a COVID-19 case is confirmed but the COVID-19 positive individual has not been in the building that day:* The rest of the individual's cohort may remain in the classroom or other area and continue to use the room. With the exception of the sick individual's area - that area will be cordoned off and not used until further notice.
- *Once a room is vacated after a sick individual has left*, the School will wait as long as possible before entering the room to clean and disinfect (**wait at least several hours**).

The School will notify its cleaning vendor for them to conduct deep cleaning and disinfecting, which may include electrostatic spraying of affected areas. The classroom or office/work area and all other spaces or equipment in which the sick individual was in contact will receive deep cleaning and disinfection. This includes the Isolation Room after use by a sick individual. During deep cleaning and disinfection, the School will increase air circulation to the area as feasible.

- ○ If an individual develops symptoms of or tests positive for COVID-19 and it has been **more than 24 hours, but less than 3 days**, since the sick individual was in the school building, the School will clean any areas where the individual has been.
- ○ If the individual develops symptoms or tests positive for COVID-19 and it has been **more than 3 days** since the sick individual was in the school building, no special cleaning and disinfection procedures are necessary, and the School will follow its routine cleaning and disinfection procedures.

- As a reminder, all staff supporting, accompanying, or cleaning areas after a sick individual has departed must follow the School's COVID-19 PPE requirements.
- *Note:* The School does not currently have anyone needing to undergo an aerosol-generating procedure (e.g., tracheostomy suctioning) or receive nebulized treatments on campus. In the event this arises in the future, the School will adhere to all cleaning and disinfection protocols, PPE and other precautionary measures detailed by OSSE and DC Health.

10. **Provide the school/LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies.**

Answer to Question 10:

School Cleaning & Disinfecting Supply Plans

The School plans to have a surplus of cleaning and disinfection supplies (in addition to other COVID related supplies, such as PPE) to begin SY21-22, and regularly check on an at least weekly basis to ensure that the School has appropriate cleaning and disinfection supplies. In addition, the School's cleaning contractor supplies its own cleaning, disinfection and sanitization supplies to ensure it complies with the School's contract for the provision of those cleaning services on a regular, and special as-needed basis (such as in the event of COVID-19 infection or spread on campus).

The School requires anyone cleaning and disinfecting on campus following infection or outbreak on-campus to wear gloves due to the COVID-19 health and safety risks. This requirement is extended to all contractors. The School periodically conducts random checks to ensure that its employees and contractors are complying with all health & safety requirements, including but not limited to the cleaning and disinfecting schedule and the mandatory PPE for such cleaning activities. While these obligations are not expressly mandated in the School's existing cleaning contracts, the contractors are obligated to comply with applicable laws and school requirements. The contractors have indicated their commitment to do so.

11. **Provide the LEA's plan to perform necessary maintenance to ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) so that they are ready for use and occupancy and are adequately maintained throughout the operating period.**

Answer to Question 11:

School's Maintenance and Operations Plan for Ventilation and Water Systems and Features

The School has maintained its buildings in operating mode throughout the COVID-19 pandemic. In the event of a prolonged shutdown of school buildings, or even after prolonged limited use, the School will ensure that building systems, including ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use via the processes articulated below:

A.   Air Systems - Ventilation, etc.

● Prior to reopening after any prolonged shutdown, the School will engage with an HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible and increase circulation of outdoor air as much as possible at both campuses.

● Prior to the start of SY21-22, the School is having an external review of the School's HVAC systems conducted to ensure the systems are operating in accordance with air circulation, filtration and ventilation recommendations from the CDC, OSSE (at pages 4-5), the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) Guidance for Building Operations During the COVID-19 Pandemic, and ASHRAE guidelines for schools and universities.

● On an ongoing basis, the School will maintain ventilation systems by, among other things:
    o   Ensure ventilation systems are operating properly.
    o   Use MERV 13 filters on interior and exterior air vents at both campuses and replace them on a quarterly basis.
    o   Quarterly servicing of air handlers including cleaning and sanitizing.
    o   In conjunction with the quarterly cleaning and sanitizing maintenance cycle, the air intakes at both campuses are set to circulate the maximum amount of outdoor air subject to other conditions, such as heat and humidity.

● Interior and exterior doors may not be opened to the extent they are fire-rated or based on other safety and operational requirements. This means that they are not allowed to be propped open or otherwise left open. Leaving doors open would also circumvent the School's security and emergency response system, and would cause the ventilation to not work as properly.

● The School has very few windows that are able to open, and based on its review of the ventilation system and other health & safety considerations, the School has determined these windows should remain closed at this time.

B.   Water Systems

●   Prior to reopening after any prolonged shutdown, the School will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead, copper) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following CDC guidance and as described below:
        o   Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.
        o   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.
        o   Additional devices such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.
●   The School will conduct regular flushing after reopening as appropriate, such as if water systems in school buildings are receiving low or no use.

Response to a Confirmed or Suspected COVID-19 Case
  12.   Describe the LEA's policies and procedures to:
        a. Comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE's guidance; and
        b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.

Answer to Question 12:

School's COVID-19 Admission, Exclusion & Dismissal Protocols

The School has layered processes in effect to ensure that individuals who are COVID-19 positive or meet other COVID-19 exclusion criteria are not admitted to the school building, or are dismissed when their status is identified. The School will provide them with resources that are available to them (e.g., access to continued remote learning for students), and information about when they may return to campus. If an individual or cohort is potentially exposed to COVID-19 while on campus, they will also be dismissed and provided information on resources available to them and when they may return. The School has implemented leave policies that are flexible and non-punitive to allow for sick employees to stay home, and are supportive of students staying home when sick. Employee leave policies will seek to support employees for the following potential leave needs, and to do so in a confidential to protect individuals' personal information:
● Employees who report COVID-19 symptoms;
● Employees who are awaiting COVID-19 test results for reasons including symptoms, travel, or exposure (thought employees are advised to plan ahead when traveling to try to ensure sufficient time to isolate following return);
● Employees who test positive for COVID-19;
● Employees who are a close contact of someone who tests positive for COVID-19; and
● Employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.

Admission & Exclusion Criteria

The School has implemented COVID-19 related admission and exclusion criteria for its campuses. These criteria are communicated to the School community in a variety of ways including information that is translated and disseminated to students, staff, contractors, and authorized visitors, and posted on the School's website.

The School requires everyone entering school buildings at this time to undergo a daily health screening.

The daily health screening involves *asking* questions about:
- Are they experiencing any COVID-19 related symptoms now or in the past 24 hours (see current symptoms list below).
- Are they confirmed positive for COVID-19 or have they been in close contact with an individual who is confirmed positive for COVID-19 within the last 10 days (this includes household members)
- Are they or a household member awaiting COVID-19 test results? (Not including a school-based routine asymptomatic testing program.)

School community members are also instructed to not come to campus if they have travelled domestically or internationally outside of the DMV area in the last 10 days and they are not vaccinated. Additional information is provided about the possibility of shortening this isolation period to 7 days if a COVID test is taken 3-5 days after returning and the test is negative.

School community members may complete the daily health screening electronically up to 2 hours before arriving at the building entrance. Employees use an app via BenefitsApp (available in English and Spanish). Students, Contractors, and Visitors use a QR code to access a linked confidential questionnaire (available in English, Spanish and Amharic). The School provides support to students in completing the daily health screening form, such as by having staff with tablets available at designated screening stations at the building entrance. The School also maintains a back-up paper system in the event that there is an issue using the electronic forms, e.g., if the internet is not working. All responses are provided to the School COVID Points of Contact and are maintained confidentially for at least 30 days to support contact tracing.
- If an individual leaves and returns to campus the same day, they must go through the daily health screening again at the building entrance (though they may show the same app completion as before, if it is still within 2 hours of when the individual completed the questionnaire). Individuals who complete the daily health screen at one campus and then visit the other campus must also complete the daily health screen at both campuses. These requirements impact few individuals and have not been burdensome as we work to ensure that we have a manageable daily health screen process with limited access to individuals' responses.

In addition to asking individuals daily health screening questions:
- Individuals are asked daily to agree to comply with the School's health and safety protocols and policies. This is done through the daily health screening app/form.
- Individuals must either take their temperature at home within 2 hours of arriving to campus (and be able to tell the screener what the temperature reading was) or the trained screener will take their temperature using contactless thermometers and following PPE and distancing requirements including plexiglass barrier and/or face shield, gloves, and face mask (see PPE section for more information on PPE protocols followed). We have continued to use this practice because of positive feedback from our School community, their familiarity with the process, and because this has proven the

most efficient method of confirming that everyone has checked their temperature despite access, language and technology barriers.

- Trained screeners at building entrances are required to *look* at each individual to see if they observe any visible COVID-related symptoms, such as excessive coughing, shortness of breath without recent physical activity, or extreme fatigue. If they do, they are instructed to not allow the person in the building, ask the individual to go home and isolate, and provide them with an "dismissal form" which provides additional resources and information, including that they should consult with their healthcare provider on next steps to take.
- The following procedure is used for trained screeners using contactless thermometers to take temperatures when need (i.e., when individuals have not taken their temperature at home before coming to campus):
    - The School follows a detailed protocol that includes cleaning and disinfecting the thermometer, use of gloves, and hand sanitizer before and after use of the thermometer consistent with DC Health Dept. guidance which will includes:
        - **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** disposable gloves and a surgical mask.
        - **Stand with face behind a physical barrier**, such as a glass or plastic window or partition, **or wear eye protection (glasses, goggles, or face shield)**, that can serve to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks. This is in addition to the required cloth face covering that covers and fits snugly over the nose and mouth.
        - **Make a visual inspection** of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), or fatigue.
        - **Check the temperature, with arm but not face reaching around the partition,** making sure the screener's face stays behind the barrier at all times during the temperature check (unless the screener is wearing eye protection such as a face shield).
        - **Remove the gloves (and eye protection, if applicable)** and discard following proper procedures.
            - **If performing the temperature check on multiple individuals:**
            - Ensure that you are using a **clean pair of gloves for each individual** and that the thermometer has been thoroughly cleaned in between each check.
            - Exception: If using a disposable or contactless thermometer, and there is no contact with the individual, then the gloves do <u>not</u> need to be changed each time.
        - **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.
        - **Thoroughly clean the thermometer before and after each use** per manufacturer's instructions. The alcohol wipe can be reused as long as it remains wet.

A. Symptoms Exclusion (UPDATED)

An Employee, Student, Contractor or Visitor **must stay home, or not be admitted** to the school, and must follow the applicable DC Health guidance for isolation and quarantine, if they:
- have any of the identified COVID-19 related symptoms that are new or unexplained in the last 24 hours. As of the date of this Plan, the identified COVID-19 related symptoms are:
    - Fever (subjective or temperature of 100.4 degrees Fahrenheit or higher) or chills
    - Cough
    - Congestion or runny nose*
    - Sore throat
    - Shortness of breath or difficulty breathing
    - Diarrhea
    - Nausea or vomiting
    - Fatigue
    - Headache
    - Muscle or body aches
    - New loss of taste or smell

* If the runny nose is circumstantial (e.g., after being outdoors in cold weather) and temporary (subsides within 30 minutes) and the individual is not experiencing other COVID-19 symptoms or other criteria for exclusion, then the individual does not need to be excluded. The ultimate decision on whether to exclude someone due to COVID-19 symptoms rests with the screener at the building entrance based on the information provided by the individual requesting entry and the screener's observation of the individual.

An individual with any of the above symptoms will not be admitted to the school building, and they are advised to not come to campus. If they are on campus, they should immediately leave. If they are not able to immediately leave the school premises, they should be isolated from other individuals and wear a face mask. The School has designated Officers in Charge/Health & Safety Leads as Isolation Room Staff in that even, and they should follow all PPE requirements for a "suspected" or "confirmed" case of COVID-19 when they are supporting, accompanying, or supervising in the isolation room any such individual.

- Exception: Individuals with a pre-existing or chronic health condition that includes one or more symptoms that are also on the list of COVID-19 related symptoms (see above): you will still be able to come to campus while you are experiencing the symptoms <u>if in advance</u> a healthcare provider has provided the School written or verbal documentation that those specific symptoms are not due to COVID-19. (Staff should provide the documentation to Human Resources; Students should provide the documentation to the campus Principal). This follows OSSE guidelines for DC charter schools and is because experts have found that individuals with COVID-19 may experience symptoms from a pre-existing or chronic condition while infected with COVID-19. Individuals with questions should contact Human Resources (for staff) or the campus Principal (for students) if they have questions.

As an adult school, individuals on campus (including Students) should self-monitor for COVID-19 related symptoms and immediately inform the Officer in Charge/Health & Safety Lead on duty and leave campus if they develop symptoms while at school. If they are unable to leave

campus immediately, the Officer in Charge/Health & Safety Lead are trained Isolation Room staff and will initiate those isolation and PPE protocols (see PPE section for more information) until the individual is able to safely leave campus.

   B.   COVID-19 Positive Exclusion

Anyone who is confirmed positive for COVID-19 **must stay home, or not be admitted** to the school, and must follow the applicable DC Health guidance for isolation and quarantine.

   C.   Close Contact with COVID-19 Positive Individual (UPDATED)

Anyone who has been in close contact in the last 10 days with an individual confirmed to have COVID-19 **must stay home, or not be admitted** to the school, and must follow the applicable DC Health guidance for isolation and quarantine. The School requires a **10-day quarantine** period for individuals who have been in close contact with someone who is confirmed COVID-19 positive.

DC Health recommends that individuals should get tested for COVID-19 if anyone in their household has symptoms of COVID-19, even if the individual themselves does not have symptoms. All members of the household should be tested at the same time. Individuals who are fully vaccinated against COVID-19 should only get tested in this instance if they develop symptoms.

This exclusion requirement does not apply to individuals who do not currently have any symptoms consistent with COVID-19 AND have either:
   ● have tested positive for COVID-19 in the last 90 days, or
   ● are fully vaccinated against COVID-19 (which means fully vaccinated for 14 days after completion of a COVID-19 vaccination series).

   D.   Awaiting COVID-19 Test Results or Have Household Member Awaiting COVID-19 Test Results

Anyone who is awaiting COVID-19 test results - regardless of the reason for taking the COVID-19 test - **must stay home, or not be admitted** to the school, and must follow the applicable DC Health guidance for isolation and quarantine. The School requires that the individual not return to campus until they receive a negative test result (if they are asymptomatic) and following other exclusion requirements if they are symptomatic.

DC Health recommends that individuals should get tested for COVID-19 if anyone in their household has symptoms of COVID-19, even if the individual themselves does not have symptoms. All members of the household should be tested at the same time. Individuals who are fully vaccinated against COVID-19 should only get tested in this instance if they develop symptoms.

This exclusion requirement does not apply to individuals who have taken a COVID-19 test administered through the DC Health asymptomatic testing program in schools or other formal screening or surveillance testing programs.

This exclusion requirement also does not apply to individuals who do not currently have any symptoms consistent with COVID-19 AND have either:
   ● have tested positive for COVID-19 in the last 90 days, or
   ● are fully vaccinated against COVID-19 (which means fully vaccinated for 14 days after completion of a COVID-19 vaccination series).

E. Travel Exclusion

Anyone who has traveled in the last 10 days to any place other than Maryland or Virginia, unless they did not attend school for seven days, got tested for COVID-19 three to five days after returning to DC, and received a negative COVID-19 viral test result.

This exclusion requirement does not apply to individuals who do not currently have any symptoms consistent with COVID-19 AND have either:
- have tested positive for COVID-19 in the last 90 days, or
- are fully vaccinated against COVID-19 (which means fully vaccinated for 14 days after completion of a COVID-19 vaccination series).

Fully vaccinated individuals should still get a COVID-19 test three to five days after international travel, but they are not required to stay at home while awaiting the test results, unless they have symptoms. Anyone with COVID-19 related symptoms must follow the exclusion criteria for symptomatic individuals.

Pre-visit Information & Daily Health Screening - Implementing Admission and Exclusion Protocols
Prior to arriving on campus, individuals are provided information about the School's health & safety protocols and policies, including everyone's responsibilities to support a safe learning and work environment for School community members. This includes not coming to campus if you are experiencing COVID-19 related symptoms, are confirmed COVID-19 positive, or if you are required to quarantine due to travel or exposure to COVID-19. Employees are provided information about leave available to them if they are unable to come to campus for COVID-19 related reasons. Students are also supported in their continued virtual learning in the event they are unable to come to campus for COVID-19 related reasons. They are also provided information about resources available to them and suggested actions (e.g., encourage them to contact their healthcare provider to determine next steps) and when they may return to campus.

Individuals are also provided information in advance about the mandatory daily health screening that is conducted for all Employees, Students, Contractors, and Visitors every day prior to being permitted to enter any school building. Individuals are required to answer daily health screening questions and agree to comply with all school health & safety policies prior to being allowed to enter school buildings. The daily health screening questions currently are available for Employees via app (in English and Spanish) and for Students, Contractors and Visitors via their phone using a QR code (in English, Spanish and Amharic). The daily health screen may also be answered in paper form if someone does not have the ability to complete the questions electronically.   The daily health screening at this time also includes a contactless temperature check conducted by trained screeners who follow the School's PPE requirements for that activity, including using a plexiglass barrier or shield, as well as face mask and gloves, to protect themselves while taking people's temperature. As part of the daily health screening, individuals are asked if they are experiencing COVID-19 related symptoms or otherwise sick, or are they positive for COVID-19. If so, they are instructed to not come to campus and are contacted by the School to follow-up with resource information and information about when they can return to campus. Current practice is to follow-up by sending them confirmation of this information in writing.

Campus Dismissal Criteria & Protocols
In the event that the School learns there is someone on campus presently who is positive for COVID-19 or meets other exclusion criteria (e.g., develops COVID-19 symptoms while on campus), the School COVID Points of Contact will inform the individual that they must leave

school premises. This may be done through or with the assistance of key staff on-site, e.g., the Principal and Student Services Department (for Students) or Human Resources (for Employees). Dismissal when appropriate is both for the individual and other community members' protection from the virus, and is an important piece of the School's mitigation strategies to protect against spread of COVID-19 on campus. In the event that there are staff who must support or escort the dismissed individual out of the building, those staff will follow all PPE requirements based on their level of engagement with the individual (e.g., PPE required for escorting an individual who is COVID-19 positive).

For other members of the same cohort as a COVID-19 positive individual who has been in the building, the School COVID Points of Contact with work with other key staff (e.g. Principal and Classroom teacher for student cohort; Human Resources for staff cohorts) to ensure that the dismissal instruction is communicated and affected individuals leave the building promptly and receive resource information (e.g., where they may go to get a COVID-19 test) and information about when they may return to the building.

The following outlines more details on the School's dismissal protocols:
- For Students, the School will:
    - Immediately isolate the student from others (students and faculty)
    - If not already wearing a face mask, the student should immediately put on a face mask or surgical mask. The exception is if they are unable to breath or are unconscious, in which case the School will follow its emergency response procedures. This includes calling 911 if there is a medical emergency or urgent medical attention is needed.
    - Contact Security or the Officer in Charge to identify the Officer in Charge or Health & Safety Lead on duty who is designated to serve as the Isolation Room Staff. The Isolation Room Staff will immediately escort the individual outside and wait until they have left campus. If the individual is unable to leave the building, the Isolation Room Staff will escort the isolated student to the isolation area and supervise the student until they are able to leave campus. The Isolation Room Staff will follow all PPE protocols for such instances.
        - The School has designated 2 Isolation Rooms at each campus. They are located on the lower level of each campus in an area not frequently passed or used by others.
    - Provide information about available resources, instruct the Student to contact their healthcare provider to get direction on next steps, and information about when they can return to campus.
    - Dismiss all students and staff in the affected classroom or area (except those who are fully vaccinated) until DC Health has conducted initial contact tracing.
    - Immediately follow all cleaning and disinfection protocols for any room/area or materials with which the student was in contact.
- For Employees, Contractors and Visitors, the School will follow a similar protocol including:
    - Sending the individual home immediately or if not able to leave yet, escorting them to the Isolation Room until they are able to leave.
    - Provide information about available resources, instruct the Student to contact their healthcare provider to get direction on next steps, and information about when they can return to campus.
    - Dismiss all Employees and other individuals in the affected office/classroom, or other area where the infected person has been in contact with others (except those who are fully vaccinated) until DC Health has conducted initial contact tracing.

○ Immediately follow all cleaning and disinfection protocols for any room/area or materials with which the student was in contact.

In the event of an unexpected closure or partial closure, we will communicate with our adult students using the following methods and timeline.
- We use Remind as our community communication platform. We will notify students through text messages and emails. Teachers will help reinforce these messages via Remind as well. If students have questions, they will be able to call the school phone number or reach out to their teacher via Remind.

We will also communicate with affected Employees, Contractors, and Visitors through appropriate means, including email, messaging and/or phone.

Implementing these admission, exclusion and dismissal protocols promptly is important to further protect the health and safety of our School community members. We have communicated these protocols to School community members so they know in advance what actions the School will take in the event of COVID-19 infection or potential exposure on campus.

Return Criteria

The School will follow OSSE guidance on when individuals may return to campus following dismissal or exclusion for COVID-19 related reasons (see OSSE Health & Safety Guidance, May 21, 2021, Table 1 at pages 24-27). The following outlines those criteria:

A. Has COVID-19 Symptoms

For individuals who are excluded or dismissed from the school building for having any COVID-19 symptoms, they should seek health care guidance to determine if COVID-19 testing is indicated. They must not return to campus or enter the school building until:

If the individual is tested:
1. If they are tested, they must quarantine until they receive the test results.
2. If they test positive, they must follow the return criteria herein for positive test results.
3. If they test negative, or provide documentation from a healthcare provider that the person is suffering from another condition and not COVID-19 (e.g., chronic health condition, or alternate acute diagnosis such as strep throat): they may return so long as they meet the standard criteria for return to school after illness.

If the individual is not tested:
1. Submit documentation from a healthcare provider of an alternative diagnosis and not COVID-19, and meet standard criteria; **OR**
2. Meet both of the following 2 symptom-based criteria to return:
   a. At least 24 hours **after** the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; **AND**
   b. At least 10 days from when symptoms first appeared, **whichever is later**.

Note: Students and Employees with pre-existing health conditions that present with specific COVID-19 symptoms must 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 those symptoms are not due to COVID-19.

Also note that individuals may have to comply with other standard existing requirements for return to campus after illness. Employees may get this information from Human Resources.

B.   Positive COVID-19 Test Result (Antigen or PCR Test) (UPDATED)

If any student, staff, or visitor confirms that they are positive for COVID-19, then the individual must inform the School as soon as possible and not return to campus or enter the school building until:

If symptomatic:
1.   At least 24 hours **after** the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; **AND**
2.   At least 10 days* after symptoms first appeared, **whichever is later.**

Note that according to OSSE guidance, some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.

If asymptomatic:

1.   10 days from positive test.

In either case, close contacts (including all household members) who are not fully vaccinated against COVID-19 must quarantine for 10 days from the last date of close contact with the positive individual.

C.   Awaiting a COVID-19 Test Result (UPDATED)

If any student, staff member, or visitor is themselves awaiting a COVID-19 test result, then the individual must not come to the school or enter the school building until:

1.   Person must quarantine while waiting for test results.

2.   **If test negative:** If the individual received a negative antigen test, that result should be confirmed with a negative PCR test. May return if they receive a negative PCR test and meet standard criteria to return to school after an illness. There is one exception: If the individual receives a negative test result after close contact with an individual with confirmed COVID-19 (including household members) should *not* shorten the time period of 10 days before returning to school.

3. **If test positive:** Then they must follow the return criteria for those who test positive (see above) and seek further guidance from their healthcare provider or DC Health. They should also inform the School as soon as possible.

Individuals who are awaiting COVID-19 test results as part of a DC Health asymptomatic testing program in schools or other formal screening or surveillance testing program.

D.   Close Contact with a Person who has COVID-19 (including Household Members) (UPDATED)

 If any student, staff, or visitor has been in close contact (including household member) with a person who is positive for COVID-19, then the individual must not return to campus or enter the school building until:

1. 10 days from last exposure to COVID-19 positive individual, or as instructed by DC Health.

2. If the close contact is a household member:
    a.   Isolate from the COVID-19 positive individual, then may return after quarantine of 10 days from last close contact. The close contact must continue to self-monitor for symptoms until 14 days after the last exposure to the COVID-19 positive individual.

    b.   If unable to isolate from COVID-positive individual, may return after:

        i.   Quarantine of 10 days from end of the COVID-19 positive individuals' infectious period (defined as 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; **AND**

        ii.   At least 10 days from when symptoms first appeared, **whichever is later**.

A negative COVID-19 test during this period will not shorten the quarantine period of at least 10 days.

DC Health strongly recommends that individuals who live or work with someone at higher-risk for COVID-19 should quarantine for 10 days.

Individuals may return immediately after close contact with confirmed COVID-19 individual if the following apply:
    ● They do not have any symptoms consistent with COVID-19 AND either:
        ○ They have tested positive for COVID-19 within the last 90 days OR
        ○ They are fully vaccinated against COVID-19.

E.   Household Member Awaiting a COVID-19 Test Result (UPDATED)

If any student, staff, or visitor has a household member awaiting COVID-19 test results, then the individual must not return to campus or enter the school building until:

1. If a household member of an individual tests negative:
    ● May return immediately if the student, staff or visitor has no symptoms of COVID-19 and no other exclusionary criteria are met. The household member must continue to self-monitor for symptoms until 10 days after the last exposure to the COVID-19 positive individual.
2. If the household member tests positive:
    ● Isolate from the COVID-19 positive individual then may return after quarantine of 10 days from last close contact, or as instructed by DC Health.
    ● If unable to isolate from COVID-positive individual, may return after:

        i.   Quarantine of 10 days from end of the COVID-19 positive individuals' infectious period (defined as 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; **AND**

        ii.   At least 10 days from when symptoms first appeared, **whichever is later**.

A negative COVID-19 test during this period will not shorten the quarantine period of at least 10 days.

DC Health strongly recommends that individuals who live or work with someone at higher-risk for COVID-19 should quarantine for 10 days.

Individuals may return immediately in the event of a household member awaiting a COVID-19 test result if the following apply:
    ● They do not have any symptoms consistent with COVID-19 AND either:
        ○ They have tested positive for COVID-19 within the last 90 days OR
        ○ They are fully vaccinated against COVID-19.

F.   Travel to High-Risk State or Country

If any student, staff, or visitor has travelled for nonessential activities to a high-risk state or country as determined by the District of Columbia, they may not return to campus or enter the school building until:

    ● 10 days from return to the District of Columbia, OR
    ● 7 days, if tested for COVID-19 3-5 days after return, AND receive a negative test result. (Note that the negative test does not shorten the 7-day quarantine period)

If the individual has tested positive for COVID-1o in the last 90 days or is fully vaccinated, the individual may return immediately after domestic or international travel, provided they do not currently have any symptoms consistent with COVID-19 or meet any other exclusion criteria.

- It is recommended that individuals who previously had COVID-19 or are fully vaccinated should get a COVID-19 test 3-5 days after traveling.

13. **Provide the LEA's plan to comply with the requirements to:**
    a. **Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;**
    b. **Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;**
    c. **Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.**

Answer to Question 13:

School COVID Points of Contact

The School's COVID-19 Points of Contact are Kristine Dunne, General Counsel, and Alice-Ann Beachy, Harvard Street Campus Vice Principal. Their contact information, including email and cell phone number, are shared with the School community, and community members are encouraged to contact them to report cases of COVID-19 or if they have questions, suggestions, or feedback on the School's COVID-19 health & safety protocols. The School's COVID-19 Points of Contact will be able to receive calls throughout the day, and in the evening and weekends.

All Employees, Students, Contractors, and Visitors who have been on campus recently or had plans to be on campus should report positive cases of COVID-19 to the School's COVID-19 Points of Contacts as soon as possible.

- If an employee receives information from a student that they are positive for COVID-19, you should communicate this information immediately to the School's COVID-19 Points of Contact.
- If an employee receives information that a student has COVID-19 symptoms or suspects that they have COVID-19, please also inform the School's COVId-19 Points of Contact.
- Employees may also report their COVID-19 positive status directly to Human Resources if they prefer (but they are not required to do so). If they choose to inform HR, HR will immediately inform the School COVID-19 Points of Contact.

The School's COVID-19 Points of Contact may also proactively reach out to Employees, Students, Contractors, or Visitors who had COVID-19 related symptoms, are suspected to have COVID-19 or have been absent to inquire.

The School's COVID-19 Points of Contact are also responsible for:
- Reporting positive cases of COVID-19 to DC Health, in the manner requested by health officials;
- Communicating with individuals who are confirmed positive for COVID-19 about resources available to them and when they may return to campus.
- Communicating with individuals who are sick with COVID-19 related symptoms or who suspect they may have COVID-19, to provide information on resources available to them and when they may return to campus.
- Communicating with the School community about COVID-19 spread on campus in the event that it occurs.
- Training School community members who come to campus about campus health & safety protocols, including prohibition on coming to campus if you are experiencing COVID-19 related symptoms or are required to quarantine due to travel or COVID-19 exposure. Also providing information to School community members about risks to individuals with preexisting or chronic conditions that may exhibit as COVID-19 symptoms, and the need to obtain written or verbal documentation from a healthcare provider that those specific symptoms are not due to COVID-19. Otherwise the individual must follow the standard quarantine requirements for individuals experiencing COVID-19 symptoms. In some cases, the School may seek the counsel of a healthcare provider or public health expert (since the School does not have a school nurse) to determine the appropriate course of action to maintain health & safety on campus. To be clear, the School will not exclude students or staff with COVID-like symptoms if they have provided written or verbal guidance from a medical professional that such symptoms are chronic and unrelated to COVID-19.
- Ensuring that school health & safety protocols and policies are implemented, including daily health screening.
- Training and supporting additional School staff to support health & safety operations, including regular monitoring and enforcement of health & safety protocols, and implementation of positive case plans including use of isolation rooms if needed.
- Keep apprised of updated health & safety guidance from OSSE, and DC Health that applies to charter schools. When school health & safety updated protocols are issued, implement and share with the School community.

14. **Provide the LEA's procedures to support DC Health with contract tracing in the event of a positive case of COVID-19.**

Answer to Question 14:

School's Plan to Support DC Health Contact Tracing

The School uses a daily health screening questionnaire that is available via app (for Employees) or QR code/link (for Students, Contractors, and Visitors) that aligns with the OSSE's recommended daily screening form. The forms are available in English and Spanish (for Employees) and also Amharic (for Students, Contractors, and Visitors). There are backup paper forms in the event that someone is unable to use the electronic system. The School stores the records for at least 30 days in order to support DC Health with contract tracing efforts should a positive COVID-19 incident occur on campus.

The School's COVID-19 Points of Contact Kristine Dunne and Alice-Ann Beachy will report all positive cases and close contact with positive cases to DC Health as required by OSSE's Updated Health & Safety Guidance (p 28-29).

The School requires anyone visiting campus who later learns they are **COVID-19 positive** and they were on campus **during their infection period** to inform the School's COVID Points of Contact. (The infectious period starts 2 days before symptom onset date (or positive test date for people who do not have symptoms) and typically ends 10 days after symptom onset date (or positive test date for people who do not have symptoms).

Immediately upon learning of the positive case, the School's COVID-19 Point of Contact will notify DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website using the Non-Healthcare Facility COVID-19 Consult Form. Thereafter, the School COVID-19 Points of Contact will continue to support DC Health's ongoing contract tracing work and follow any DC Health instructions. The School will also follow its communication protocols in effect for notifying close contacts and the School community where appropriate.

15.   Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.

Answer to Question 15:

School Health & Safety Communications Protocol

The School has a Communication with Families and Staff Protocol in place to protect the privacy of the individuals while alerting School community members to mitigate spread of the virus. Specifically, the protocol requires that the Schoo's COVID-19 Points of Contact notify either the entire school or the impacted individual(s)s within the cohort of any positive COVID-19 case at the School during the infectious period. The School's COVID-19 Points of Contact will work closely with DC Health to determine whether the Employees, Students, Contractors, and Visitors within the infected person's cohort or who came in contact with the person on campus may stay at school or be sent home and for how long. The School's COVID-19 Points of Contact will update impacted School community members on how to participate in virtual, remote learning until it is safe to return to on-site learning. As an adult school that will be offering virtual, hybrid, and in-person learning for SY21-22, students will have an opportunity to continue their learning remotely during any quarantine period due to COVID-19.

The School will comply with all OSSE related guidance in planning for responding to confirmed or suspected COVID-19 cases. We will comply with the requirement to not admit or to dismiss any Employee, Student, Contractor or Visitor who is COVID-19 positive or otherwise meets criteria for dismissal or exclusion, per OSSE's guidance and as detailed above in response to question #12.

The School also commits to dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting by notifying the affected individual and/or cohort as soon as possible and asking them to leave the building immediately. If they are unable to leave, such as due to illness from COVID-19 symptoms, they will be escorted to the Isolation Room by the

designated Isolation Room Staff until the individual is able to leave the premises, which should occur as soon as possible.

To meet the needs of our diverse community, details on these topics will be available in English, Spanish and Amharic languages (which are the predominant languages spoken by our School community) and disseminated to School community members. The information will also be shared on the School's intranet and website, staff bulletins, and updates will be shared by other methods such as through classroom distribution. The School is also conducting health & safety training for all individuals as they return in-person to the building, and including information about dismissal and exclusion criteria, and the School's contract tracing plans.

The following additional communications measures will be undertaken in the event of a positive COVID-19 case on campus during the infectious period:

- School Communications: Depending on guidance provided by DC Health, the School will communicate with:
  - **the individual who is positive or symptomatic**:
    - They should self-isolate, monitor their symptoms, consult healthcare professional
    - When they are allowed to return to campus consistent with DC Health and OSSE guidance (current as of 8/21/2020).
    - Connect them with School resources if needed
      - Students will be connected with Student Services for assistance if needed
      - Students will be provided information on how to continue their virtual learning remotely (if they don't already have that information)
      - Staff will be connected with HR for assistance
    - When they are permitted to return to campus.
  - **individuals who were in close contact with the positive or symptomatic person:**
    - Inform them that there is someone who is positive (or symptomatic) who they may have been in close contact with on campus, while maintaining appropriate confidentiality
    - Similar types of information as for positive/symptomatic individual (quarantine, monitor for symptoms, consult healthcare professional, when can return to campus, supports if needed)
    - Contact the School if you develop symptoms. Staff should contact HR. Students should contact the Principal. Contractors/visitors should contact the School COVID Point of Contact.
    - When they are permitted to return to campus.
  - **School community:**
    - Inform them that there has been a case of someone who is positive at the campus and what is being done, while maintaining appropriate confidentiality..
    - Ask them to contact the School if you develop symptoms.
    - Remind everyone about basics: face coverings, distancing, hand hygiene, etc.

- Remind everyone what the school is doing health and safety wise, including extensive cleaning and disinfecting at all times, and especially when there is a positive case or someone who develops symptoms.
- Next steps on whether the building or a portion of the building is closed for a period of time.
- Notification to all staff and students in event of school schedule change.
- Education about COVID-19 prevention, and signs and symptoms of the virus at www.coronavirus.dc.gov.
- Referral to the Guidance for Contacts of a Person Confirmed to have COVID-19, available at www.coronavirus.dc.gov.
- Information about COVID-19 testing options in the District of Columbia available at www.coronavirus.dc.gov/testing.

COVID-19 Testing and Vaccines

16. **If applicable, describe the LEA's current or planned COVID-19 testing protocol for symptomatic and/or asymptomatic students and/or staff, including steps the LEA will take to encourage participation in the testing program. Please include the LEA's plan to ensure that results of such testing programs are reported to DC Health per DC Health's COVID-19 reporting requirements: dchealth.dc.gov/page/covid-19-reporting-requirements.**

Answer to Question 16:

School COVID-19 Testing Plans

The School has engaged in limited COVID-19 testing on campus: a two-week Rapid test pilot in February 2021, and a PCR test pilot in June 2021 (with the possibility of extending it through the summer). At this time, the School has not confirmed its COVID-19 testing for SY21-22, which depends on the outcome of its June 2021 through Summer testing pilot. All COVID-19 testing on-campus has been self-administered asymptomatic testing (nasal Rapid test or saliva PCR test) on a voluntary basis of our entirely adult community of Students, Employees, Contractors and Visitors on a weekly basis on designated days. Each time we have had testing, we have partnered with an outside organization that oversees the laboratory testing that is properly approved and licensed to do so by DC Health. We have had robust protocols for on-site testing in place including relating to:

- Consent forms (available in English, Spanish, and Amharic) so that participants can provide informed consent,
- Dedicated room for testing that is separate from other activities,
- Appropriate PPE to be worn during testing and potentially coming into contact with bodily fluids,
- Maintaining 6-foot physical distancing to the greatest extent feasible, and if not following PPE and other protocols for when distancing is not feasible,
- Disposal of medical waste,
- Collection and testing of test kits,
- confidential review and transmission of negative and positive test results to DC Health in accordance with DC Health requirements,

- Transmission of test results to individuals who are tested, including instructions on any next steps they should take (e.g., isolate, receive a confirmatory PCR test, consult their healthcare provider), and
- Dismissal and Exclusion criteria and protocols in effect in the event of a positive test result.

17. **Provide the LEA's plans to support COVID-19 vaccination of staff and students, as eligible, including efforts to encourage participation in public and community-based vaccination opportunities.**

Answer to Question 17:

School COVID-19 Vaccination Advocacy & Support Plans

The School has strongly encouraged all School community members to get vaccinated as soon as they are clinically permitted to do so. As an adult school, all School community members are eligible for the vaccine based on age, although a small number of individuals may have contraindications for getting the vaccine. The School has supported eligible School community members in getting vaccinated by:
- Survey School community about their views about the COVID-19 vaccine, including whether they intend to get vaccinated, and if they have concerns (and the nature of their concerns). With this information, can provide targeted information to the School community to address their unique concerns, as well as be able to track the approximate level of School community vaccination.
- Sharing information about COVID-19 vaccinations from trusted resources, such as DC government, CDC, and community health organizations such as Mary's Center.
- Publicizing community vaccination events and informational programs.
- Providing vaccine information to the School community in multiple languages, including English, Spanish and Amharic.
- Provide Employees with paid time off to get vaccinated. Ensure there is no penalty for Students who are absent from class due to getting vaccinated.
- Hosting vaccination information webinar for School community with trusted community health organizations (e.g., Mary's Center) and representatives from the healthcare field.
- Hosting vaccine clinic on-site with language support in English, Spanish and Amharic. This was a 6-day clinic (3 days for first dose, 3 days for second dose) including evening hours that were critical to support our School community members who work or have other responsibilities during the day.
- Provide feedback to City leaders regarding community member barriers to getting vaccinated, such as hours of availability and documentation requested as part of the vaccination process.

- In sharing COVID-19 policies for Summer 2021 and SY21-22, plan to share information about how people who are fully vaccinated and exposed to COVID-19 or who travel will not be required to quarantine so long as they are not symptomatic.
- While vaccines are strongly encouraged, the School has not conditioned continued reopening of school buildings on reaching a School community level of vaccination. The School has also not at this time instituted a requirement that individuals be vaccinated if they are able. If it does so in the future, it will clearly communicate this requirement, such as for Employees, in advance and provide for an appropriate process for accommodations such as based on disability or religion.
- As part of the school enrollment process, the Registration Department will also encourage students to have all other recommended vaccinations up to date, however as an adult school this is not a requirement for enrollment or in-person attendance. If it is determined that a student has been unable to get other recommended vaccines (besides COVID-19 vaccination), the Registration Department will coordinate with the student support team to share community resources available for adult vaccinations.

Students with Disabilities
18. **Provide the LEA's plans to provide appropriate accommodations to students with disabilities with respect to its health and safety policies and procedures.**

Answer to Question 18:

School's Plan to Support Students with Disabilities

The School commits to provide appropriate accommodations for Students with disabilities with respect to the School's health and safety policies and procedures by taking the following steps:
- As an adult school, providing in-person, virtual and hybrid options for students to enable their participation to the greatest extent feasible and to mitigate factors that could discourage participation such as accessibility, consistent with applicable disability laws.
- Students wishing to request a waiver, adjustment, or reasonable accommodation for a disability may contact the School's designated special needs coordinator, Alice-Ann Beachy, for more information.
- The School has communicated information to students about how students with disabilities may seek accommodations.
- The School will ensure that appropriate accommodations are offered to students with disabilities with respect to health and safety policies and procedures to ensure that all students have an equal opportunity to participate in educational activities. As an adult school, students may self-initiate a request for accommodation. Faculty and school counselors may also identify a student's potential need for accommodations. The School determines if accommodations are appropriate based on how they impact the student's access to their education and if an accommodation would pose an undue hardship to the School. As an adult school, there are greater flexibilities regarding availability of in-person, hybrid and remote instruction for SY21-22 which may also serve to support flexibility for accommodations for students with disabilities.

Information for High Risk Individuals

The School will notify all students and staff that DC Health recommends that any individual at increased risk for experiencing severe illness due to COVID-19 should consult with their healthcare provider *before* attending in-person activities at school. Based on the most recent OSSE health & safety guidance dated May 21, 2021, this includes, but is not limited to, older adults and people with the following conditions:

- Cancer
- Chronic kidney disease
- Chronic lung diseases, including COPD (chronic obstructive pulmonary disease), asthma (moderate-to-severe), interstitial lung disease, cystic fibrosis, and pulmonary hypertension
- Diabetes (type 1 or type 2)
- Down syndrome
- Heart conditions(such as heart failure, coronary artery disease, cardiomyopathies, or hypertension)
- HIV infection
- Immunocompromised state (weakened immune system)
- Liver disease
- Overweight and Obesity
- Pregnancy
- Sickle cell disease or thalassemia
- Smoking, current or former
- History of solid organ or blood stem cell transplant
- History of stroke or cerebrovascular disease
- Substance abuse disorders

- Any student or staff member who has a medical condition not on this list but is still concerned about their safety are recommended to consult with their healthcare provider before attending in-person activities. The CDC provides a complete list of conditions that might place an individual at increased risk of severe illness from COVID-19, and information for older adults.
- The School does not require a written clearance from high-risk individuals prior to participating in in-person activities at school. High-risk individuals, however, are encouraged to consult with their health care provider.
- Staff who are high-risk and are concerned about returning to in-person activities at school should contact Human Resources for further information including available leave benefits.
- Students who are high risk and are concerned about returning to campus should contact Student Services for additional information and remote learning alternatives while not attending in-person classes.

Training, Technical Assistance, and Monitoring
19. **Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including:**

a. **who will receive training and technical assistance;**
b. **the topics that the training and technical assistance will address; and**
c. **how and by whom the training and technical assistance will be delivered.**

Answer to Question 19:

School Health & Safety Training Plan

The School provides COVID-19 health & safety training for all Employees working in-person in school buildings. Prior training has been entirely in-person or via Zoom, and are now shifting to a recorded training that all Employees must certify that they have taken prior to being given permission to work in school buildings. The health & safety training covers all aspects of the School's health & safety protocols, including but not limited to:
● Daily health screening
● Admission, dismissal, and exclusion criteria
● Return criteria
● Health & safety measures on campus, including face masks, hand hygiene, physical distancing, and regular cleaning.
● Required PPE
● Cohorting and limitations on in-person meetings
● COVID-testing and vaccination

In addition, the School:
● Distributes all health & safety policies in English, Spanish and Amharic to the School community.
● Holds periodic virtual staff meetings and student meetings to share health & safety information and respond to questions and feedback received about health & safety policies.
● Post in school buildings and on-campus signs and information to reinforce health & safety protocols. This includes, for example, information about the daily health screening, signage (and signage translation) to support mitigation strategies in the building (such as face masks, hand hygiene, physical distancing). There is also cleaning information provided with the cleaning bins located in each classroom and office/work area in use.
● Provide health & safety information to teachers to share with students in their classrooms. This information summarizes the key mitigation measures in effect in person that we expect all individuals, including Students to follow. It also includes information on "what to do if...?" (such as what to do if you become sick while in the school building).
● Send reminder communications to students, including through Remind, about health & safety protocols in effect on campus. This includes, for example, reminders about face masks, hand hygiene, daily health screening, and admission and exclusion criteria.
● Include reminders in staff bulletins about unique health & safety protocols that remain in effect at DC schools that may not apply elsewhere in the District of Columbia (e.g., face mask requirement for all individuals regardless of vaccination status).

- Provide support and technical assistance on a case-by-case basis for managers as they plan for safe in-person activities, such as food services, culinary arts instruction, nurse aide training, and IT support. This enables efficient, safe advance planning for in-person activities that are designed and implemented in accordance with the School's health & safety protocols and policies. Such as, assisting the food services program in identifying safe options for continuing to provide food service options and safe space for distanced eating and drinking on campus.
- Provides more in-depth specialized training for:
  - (1) School COVID Points of Contact,
  - (2) Officers in Charge at each campus,
  - (3) Health & Safety Leads at each campus (who also serve as Isolation Room Staff),
  - (4) Staff who conduct daily health screenings at building entrances, and
  - (5) Staff who observe others self-administering COVID-19 asymptomatic tests on campus.

  These trainings go through in detail all aspects of the School's health & safety policies and protocols, with particular emphasis on their specific areas of responsibility. All of these specialized training are available in-person so that Isolation Room Staff especially can view the Isolation Rooms and familiarize themselves with the PPE supplies and protocols that apply for the Isolation Rooms and related activities.

All training is conducted by or under the direction of the School COVID Points of Contact. The School COVID Points of Contact receive their own training by attending OSSE technical assistance calls, reviewing applicable guidance, research, and attending health & safety programs available for educators and for the legal industry.

20. **Provide the LEA's plan to monitor the implementation of the health and safety plans at each campus, including how, when and by whom the implementation will be monitored, and how the LEA will respond if a given campus is not adhering to the plan.**

Answer to Question 20:

School's Plan for Monitoring Health & Safety Plan Implementation

The School supports and monitors implementation of the School's health & safety plans at each campus through designated Health & Safety Leads who are present when there are people in the building. These Leads have checklists to use daily to support their teams complying with key elements of the School's health & safety plans, such as daily health screening, physical distancing especially in common areas, and proper wearing of face masks. Health & Safety Leads (who are primarily also fully trained Officers in Charge at their campuses) also take the lead in handling any instances of individuals who must not be admitted or excluded from school buildings for COVID-19 reasons, especially if someone becomes sick with COVID-19 related symptoms while on campus.

Health & Safety Leads also elevate questions, feedback and suggestions about the School's health & safety plans to the School's COVID Points of Contact. Answers and updates in response are then transmitted back to the campuses by the School's COVID Points of Contact. The School's COVID Points of Contact also visit both campuses to support the Health & Safety Leads, monitor implementation, and generally support health & safety protocols.

The School also engages in periodic surveys and focus groups to share and receive feedback and questions about the School's health & safety plans. This is vitally important to gauge understanding of, agreement with, and full implementation of the School's health & safety plans. Information is shared, and feedback may be provided, in multiple languages to support the School community.

The School has communicated to the entire School community that its commitment to health and safety is paramount. To that end, the School intends to enforce its health & safety requirements, including by addressing any noncompliance that it identifies. For the sake of everyone's safety, the School will not allow the health & safety policies to not be followed or ignored. In addition, the School encourages everyone to keep each out accountable and remind ourselves when we may forget that the pandemic is not yet over and we must still be vigilant and adhere to basic health measures including face masks, hygiene, distancing, anc cleaning, among others.

Communicating Policies and Procedures to Students, Families, Staff and Visitors
21.   Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.
Answer to Question 21:

School's Plan for Communicating Health & Safety Policies and Procedures to School Community

The School plans to communicate key health and safety policies and procedures with Students and Employees through the School website, staff bulletins, student announcements and communications, information distributed to students through their teachers, as well as training for all in-person employees, and an orientation for in-person students. To meet the needs of our diverse community, details on these topics will be available in English, Spanish and Amharic.

In the event of an unexpected closure or partial closure, we will communicate with our adult students using the following methods and timeline.
- We use Remind as our community communication platform. We will notify students through text messages and emails. Teachers will help reinforce these messages via Remind as well. If students have questions, they will be able to call the school phone number or reach out to their teacher via Remind. We may also use social media to share information on campus or school-wide closures.

In addition, the following is the School's Family Engagement Policy which includes the School's plans on communicating key health & safety policies, procedures and updates to the School community, including Students and Employees.

Family Engagement Policy

PURPOSE or POLICY STATEMENT:
This policy will describe how the Carlos Rosario International Public Charter School will partner and communicate with students about continuous learning and school operations.

DESCRIPTION:
This policy articulates how the Carlos Rosario International Public Charter School will communicate with and train students on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

Consistent and clear communication with students is vital for supporting the community of students and for maintaining the health and safety of the school community. Communication to students will happen across many media: posted signage in the building, access to resources and information on the school website, and through social media channels and individual outreach.

General School Wide Communication

Consistent and clear communication with students is vital for maintaining the health and safety of the school community. Communication to students will happen across many media: posted signage in the building, access to resources and information on the school website, and through social media channels and individual outreach.

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated on *FaceBook and Instagram*, the homepage of the School's website, and through direct outreach to students via the communication tools of our SIS (school information system) and/or *Remind*.

Website:

The Carlos Rosario International Public Charter School's website will be the location for general information about the School as well as specific details on program offerings and details relating to typical school operations:

- Current and prospective students will be able to find information on how to contact school administration on the School's webpage.
- The School's web page will contain select student resources items relating to registration and resources available through the Student Services Department.
- Students seeking resources specific to the COVID-19 pandemic can visit the School's page that lists trusted external agencies that offer guidance and support.
- Distance learning resources will be made available to students via their **Schoology** course home page.
- The home page of the School's website will always house information pertaining to emergency school closures relating to COVID-19 or for any other health or safety related reason.

Social Media

The Carlos Rosario International Public Charter School robustly uses Facebook and Instagram in the following ways:

- To build broad awareness of the School and to engage the broader DC community (and country) of the successes of the Carlos Rosario International Public Charter School's students and staff.
- FaceBook and Instagram are leveraged to communicate operating status, and updates on community activities and resources that are time-sensitive(i.e. learning packet pick ups, student support giveaways, food drives).
- FaceBook and Instagram are utilized to provide fast and accurate information regarding changes to COVID-19 health and safety measures suggested (or mandated) by the CDC or the DC Department of Health as well as information on local resources

Direct to Student
The Carlos Rosario International Public Charter School's administrators and faculty will utilize the communication tools of the school's SIS (school information system) and/or ***Remind*** to communicate with students in the following ways:
- Convey high priority/whole school announcements.
- Sensitive student related information.
- Teachers use Remind to schedule ways to connect in-person, via phone, or Zoom**.**

How will you facilitate introductions to new teachers and classmates at the beginning of the school year?
- Teachers will be calling and introducing themselves during the week of PD to new students (as well as reaching out to former students).

How will the LEA ensure that students are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).

Carlos Rosario School teachers will provide regular feedback to students on their work and progress. Channels of feedback will include, but not be limited to, the following:

- In Schoology, teachers can respond and comment on student postings in discussion boards. Students can also complete assessments created in Schoology where they will receive immediate feedback upon completion of the activity.
- Students can complete a Google Form that targets specific language structures.
- Students will be able to email written assignments to their teacher for feedback through various channels: through Google Docs where they will receive feedback via the comments feature or students can capture an image of their work and text/email it to their teacher.
- During synchronous class sessions students will receive verbal feedback from their teacher. Teachers will also be able to ask " check for understanding" questions.
- Students may participate in class activities such as Kahoot, Flipgrid, Nearpod, Quizlet, etc. all of which offer feedback in the form of teacher comments or being told if the answer to a question is right or wrong.
- Teachers are expected to respond within 24-48 hours of assignments being submitted if individual grading needs to happen (e.g. constructive writing feedback).
- Teachers will deliver auto-graded activities in Schoology where students receive feedback.
- Some teachers will use the auto-graded assignments in *My English Lab.*

- GED English is using the AZTEC software that has a feedback cycle as well as the aforementioned Schoology expectations.
- The workforce training programs each have deliverable and feedback cycles in place through Schoology activities.

STUDENT ENGAGEMENT IN CONTINUOUS LEARNING

The Carlos Rosario International Public Charter School has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage students in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. We will engage students in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learning at home and in-person at school.

Trainings:

At the beginning of the school year, and at regular intervals across the year, the Carlos Rosario International Public Charter School will provide virtual and in-person training to support students in navigating the continuous learning plan of the School. These trainings will include:

- A technology boot-camp for students where they will be introduced to the required tech tools (Remind, Zoom, Schoology, and Google Docs) during the first two weeks of school.
- Teachers will hold office hours where students are encouraged to ask tech questions.
- Computer Assisted Language Learning (CALL) teachers and paraeducators will serve as a student support system for technology/technology troubleshooting questions.
- Instructional videos focusing on the use of the tech tools in Spanish, Amharic, and English will reside on a Carlos Rosario IPCS YouTube channel.
- The School's IT Department will provide tech support to students for their school-issued laptops. Students will be trained to send IT support tickets via email by their teachers and other student support staff members.

Continual improvement:

At the conclusion of learning intervals, the Carlos Rosario International Public Charter School will solicit student feedback through various methods:
- The School will perform focus groups across campuses targeting a broad range of students (from those actively engaged to students who have disengaged or have elected to disenroll; ESL and workforce training students) at least two times per academic year.
- The School will have at least two surveys extended to students loaded through Survey Monkey and disseminated to students via Remind as well as their course page on Schoology.

Resources

Learning resources can be accessed in the following spaces:
- Instructional videos focusing on the use of the tech tools in Spanish, Amharic, and English will reside on a Carlos Rosario IPCS *YouTube* channel.
- Printed resource guides and other training materials will be available for students via their Schoology course page.

COVID-19 PREVENTION COMMUNICATION

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

Reporting:

> To prevent the spread of coronavirus, we will require students and staff to report if they develop COVID-19 symptom(s) or are positive for COVID-19, or if someone with whom they have been in close contact (such as family or household members) is positive for COVID-19:
> - To maintain the privacy of the students, affected students should contact the Student Services Department within 24 hours of the onset of symptoms or receipt of positive test results. This information will be shared immediately with the School's COVID Point of Contact.
> - To maintain the privacy of the employees, affected employees are to contact the Human Resources Department. This information will be shared immediately with the School's COVID Point of Contact (Kristine Dunne or Alice-Ann Beachy).
> - The School's protocols will be followed regarding reporting to the DC Department of Health and informing members of the School community. Reporting information will also be provided on the School's website.

Trainings:

> To prevent the spread of coronavirus, the Carlos Rosario International Public Charter School will offer training for students, staff, and families. Topics may include:
- How to Safely Return to School: a training on in-school health and safety processes and protocols for students, families, and staff.
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay healthy and safe during the global pandemic.

The School will provide health and safety training conducted by staff. In addition, the School has invited PCSB Health & Safety Consultant Diana Bruce, an external expert, to conduct a training on health and safety during the COVID pandemic. This is to ensure that the entirety of the school community is knowledgeable and aware of the precautions and actions needed to maintain a safe and healthy school.

Signage and Resources:

- Signs will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing a cloth face covering). These signs will align with CDC and PPE guidance.
- Posted signs will include visual images where appropriate, e.g., showing a person wearing a mask or hand washing.
- There will be hallway traffic flow direction markings on the floor with two-way traffic separated by six feet or maximum possible where space is not sufficient.
- Key health and safety training and resources will be available on either the Carlos Rosario International Public Charter School website, Schoology, the School Youtube channel, or Google Drive or intranet (for School employees).

2020-21 School Year Assessment Data Collection Questions

Note: Assessment data collection responses will be submitted by **each individual K-12 school**, rather than each LEA.

The Carlos Rosario International PCS is an adult school. As such, we are administering assessments aligned to our context and programmatic needs. Please see this table for complete assessment details for our LEA.

1. Please describe your approach to assessing student learning in the past school year (2020-21), including:
   a. Information on the school's strategy and approach to assessing student learning given the school's specific operating status throughout the 2020-21 school year;
   b. Whether assessments were delivered remotely or in-person; and
   c. Highlighting any changes to your original assessment plans due to the impact of the pandemic.

The Carlos Rosario Charter School provides ESL classes and workforce programming. Several assessments were administered throughout the spring semester to gauge student progress. As noted in the detailed Assessment Plan, the school administered assessments virtually, where feasible and in-person where virtual options were limited due to either student digital literacy skills or where virtual options did not exist. Virtual administration of the CASAS test proved to be extremely challenging as it required 5 students to each proctor and required strong digital literacy skills for our learners. As a result we also provided in-person CASAS testing for our students at the beginning levels of ESL. As a result of these combined obstacles, we were unable to test all of our ESL students despite large efforts. Our other programs, GED in Spanish, GED in English, and workforce development programs were able to continue assessing students virtually.

2. Please identify the content areas for which your school administered non-state summative spring assessments (interim, benchmark, end-of-course, or end-of-year) in both 2019-20 and 2020-21.
   a. *Please limit your responses to those assessments administered as common assessments at the school or LEA level as opposed to those developed and used solely by individual teachers.* (check boxes with columns for 2019 and 2020)
      i. ESL levels Orientation A - L8 - a summative assessment aligned to curriculum (TEAAL - Test of English Language Achievement for Adult Learners), a digital literacy assessment, and the CASAS Reading for Life and Work assessment
      ii. Computer Basics 1 and 2 - the NorthStar Digital Literacy test modules
      iii. Culinary Arts programs took the ServSafe exam and a final, summative assessment
      iv. Nurse-Aide Training - the official NAT exam
      v. IT Fundamentals - ITF+ exam
      vi. IC3 - the IC3 exam modules
      vii. Bilingual Teaching Assistant - ParaPro exam
      viii. GED English - TABE and official GED exam (when ready)
      ix. GED Spanish - Achieve 3000 and official GED exam (when ready)
      x. Math for Life and Work - TABE test

3. Did you set assessment-specific goals[3], benchmarks, or targets for performance on assessments administered in the 2020-21 school year?
    i. Select: **Yes**/no
    ii. If yes, are these goals/targets set by (select one):
        1. Assessment provider (e.g., NWEA)
        2. **The LEA or school** (e.g., charter organization, school or teacher)
    iii. If yes, are the goals/targets meant to measure (select one)
        1. Student proficiency
        2. Student growth
        3. **Both**

4. Please describe the steps your school took in the 2020-21 school year to assess all students equitably, including but not limited to students with disabilities, students with the most significant cognitive disabilities, English learners and English learners with disabilities.
    a. *We acknowledge that schools may be developing individual assessments or tools for certain situations where vendor-created tools are unavailable. Understanding where there may be gaps will help us better understand where supports may be needed.*
    b. If applicable, include information on the specific assessments used to assess different groups of students (content area, grade, and type [interim, benchmark, etc.])
    c. Provide narration on accessibility and the availability of accommodations and accessibility features.
    d. Highlight where there may be gaps or challenges in providing common assessments for all students (e.g., if vendor-created tools are not available at certain grade levels or for certain content areas).

In order to assess all students equitably, we used more proctors to assist students in one-on-one breakout rooms. We also provided limited on-campus support with health and safety measures in place. We provide accommodations to students based on need. Accommodations can include, but are not limited to, larger text, more time, a teacher who can translate and/or read instructions.

5. Please describe any strategies you implemented to change curricular scope or sequence for ELA, math and science based on the impact of the pandemic on school schedules, distance learning and reopening status. Please share any takeaways or lessons learned.
    a. If applicable, highlight any concrete strategies that adjusted the school's original plans for standards coverage, curriculum, and scope and sequence. Examples could include, but are not limited to: implementing Student Achievement Partners' priority standards; adjusting timing or sequencing; acceleration planning; redesigning 2020-21 quarter 1 to focus on content missed in quarter 4 of 2019-20. Include details for all content areas and identify where approaches differed across grades, as appropriate.
    b. Outline how the changes in standards/content coverage impacted the school's plan for non-state summative assessments and ability to measure student learning.

To accommodate for distance learning and the pandemic, we adjusted the scope and sequences as necessary to align to the current situation. Some examples include eliminating thematic units

on local DC attractions and adding themes about health, wellness, and vaccinations. We also leaned more heavily on textbooks that provided online modules, allowing students to continue their learning online instead of picking up paper packets of in-house developed materials. While we did adjust scope and sequences as needed, we did not trim or eliminate any curriculum objectives or standards. Teachers and students continued to learn the skills of their course, as they were designed.

6. Please identify which assessment tools you used for non-state summative spring assessments in ELA, math and science (for tested grades) at your school(s) in the 2020-21 school year, as well as the data on participation numbers, the "goals" identified above and performance toward those "goals."

   a. *Please limit your response to assessments administered in spring as common assessments at school or LEA levels versus assessments developed and used solely by individual teachers.*
      i. ESL levels Orientation A - L8 - a summative assessment aligned to curriculum (TEAAL - Test of English Language Achievement for Adult Learners), a digital literacy assessment, and the CASAS Reading for Life and Work assessment
      ii. Computer Basics 1 and 2 - the NorthStar Digital Literacy test modules
      iii. Culinary Arts programs took the ServSafe exam and a final, summative assessment
      iv. Nurse-Aide Training - the official NAT exam
      v. IT Fundamentals - ITF+ exam
      vi. IC3 - the IC3 exam modules
      vii. Bilingual Teaching Assistant - ParaPro exam
      viii. GED English - TABE and official GED exam (when ready)
      ix. GED Spanish - Achieve 3000 and official GED exam (when ready)
      x. Math for Life and Work - TABE test

   b. *A reminder that tested grades/courses included*
      i. *ELA, mathematics: grades 3-8; high school (ELA 1, ELA II, Algebra I & Geometry)*
      ii. *Science: grades 5, 8 and high school biology*

Our school is an adult school and does not have K-12 metrics or assessment targets in ELA, mathematics or science. Please see our detailed Assessment Plan.

   c. *If your school sets individual grade-level goals, please provide a row for each grade and student group. If your school sets goals across grade levels, please list the aggregated goals, participation, and performance for the grade span and student group.*
   d. *If your schools did not assess locally in science, please describe in your narrative responses why not and how you will address science content.*
   e. *Be sure to identify tools used to assess specific student groups (e.g., students with disabilities, English learners, etc.).*
   f. *For the purposes of this collection, "goals" are defined as LEA- or school-determined expectations for individual students or student groups. If the LEA or school is using an assessment tool for which they set specific goals for students*

(e.g., MAP), OSSE expects the LEA or school is using those defined goals for this exercise, but LEAs or schools should note and explain where this is not the case.

g. *If you do not have information on the number of students meeting or exceeding a goal, please fill out all the remaining columns. Collecting information on the types of assessments used and the participation in those assessments will help OSSE better understand the non-state summative assessment landscape across LEAs.*

Tool	Type of Tool	Source	Format	Content Area	Grade(s)	Student Group (auto-populated)	# of Eligible Students	# of Eligible Students Assessed	Goal	# of Students Meeting or Exceeding Goals
TEAAL - Test of English language Achievement for Adult Learners	*Diagnostic, Formative, & Summative*	*In-House*	*Remote*	*Reading, Speaking, Writing - Grammar embedded*	*ORA-L8*					
Digital Literacy	*Diagnostic & Summative*	*In-House*	*Remote*	*Digital Skills*	*ORA-L8*					
CASAS	*Summative, Criterion Referenced*	*CASAS*	*Remote*	*Reading*	*ORA-L8*					
TABE	*Summative*	*TABE*	*Remote*	*Math*	*Math & GED English*					
ParaPro	*Summative*	*ETS*	*Remote*	*Teacing*	*Bilingual TA*					
Spark	*Diagnostic & Summative*	*Achieve 3000*	*Remote*	*Reading*	*GED SP, ESL L6-8*					

ServSafe	*Summative*		*Remote*	*Culinary Arts*	*3-8*					
IC3	*Summative*	*Certiport*	*Remote*	*IC3*						
NorthStar	*Summative*	*NorthStar*	*Remote*	*Digital Literacy*	*Compute r Basics*					
Nurse Aide Training	*Summative*	*Pearson*	*Remote*	*Nursing*	*NAT*					

7. What are your school's takeaways from the results of assessments and assessment administration this year, and what caveats would you highlight?
   a. Detail how your school is approaching understanding the results of non-state summative assessments this spring. If there are any high-level takeaways, please share.

While we were unable to test the majority of our ESL students with the standardized CASAS test, we were able to deliver a modified version of our internal English Language and digital literacy assessments to all our ESL students. Results have shown that our students have made gains in their digital literacy skills and demonstrate English language growth despite the challenges that COVID has created. In the areas of career training and GED, we saw students and teachers rise to the occasion. Test scores and certification rates were largely similar to the data we would expect to see in a non-distance-learning year.

   b. Outline any caveats for interpreting the data from spring assessments at the school and/or LEA level. Caveats for interpretation may include information on student participation; opportunity to access standards/instruction; impact of remote administration on results; questions of test security, etc.
   c. Provide context for any missing information in question 6, if appropriate.

8. How did your school communicate the results of 2020-21 school year assessments to individual students and their families?

As is standard practice, at the end of each semester teachers communicate directly with our adult students about their progress throughout the semester. This includes providing students with their pre and post assessment scores for summative assessments as well as a discussion of their progress toward their specific learner identified academic goals.

9. Please describe how your school used or will use the results from 2020-21 school year assessments to improve instruction and student performance, access to summer enrichment, and access to instruction and enrichment in the 2021-22 school year.

Data from the 20-21 school year assessments will be used to inform evaluation and adjustments to instruction and/or curricula in the next school year.

NOTE: For additional guidance on Data Assessments, please contact Danielle Branson, Director of Assessments, OSSE.Assessment@dc.gov. Or contact Naomi Rubin DeVeaux at ndeveaux@charterinstitute.org.

Assurance Statement for Continuous Education Plans (CEPs)

The LEA attests to the following statements regarding **delivery of instruction**:

☐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 completing the **ELA curriculum materials survey** coinciding with the submission of the CEP.

☒ **Not Applicable**

The LEA attests to the following statement regarding **2021-22 school year attendance**:

☒**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 2021-22.**

The LEA attests to the following statement regarding **graduation and promotion** for 2021-22:

☐The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203[4] and/or in accordance with its charter agreement - if applicable.

☒ **Not Applicable**

The LEA attests to the following statements regarding serving **students with disabilities**, including students in non-public special education school settings (please check all boxes):

☒**Students with disabilities have equitable access to distance and in-person 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 any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.

☐LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses 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 baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. 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 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

☒**The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.**

☐The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,

☐The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding **technology**:

☒**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, stakeholder and public engagement** (please check all boxes):

☒**The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.**

☒**The LEA has taken comments of the above-named groups into account in the development of the CEP.**

☒**The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.**

☒**The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.**

☒**The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:**
- **An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and**
- **Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.**

☐The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
☐The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.
☒**Not Applicable**

The LEA attests to the following statement regarding locally administered assessments:
☒**The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.**

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education and accelerate learning for the 2021-22 school year.

Further, by submitting this continuous education plan, the LEA will ensure that schools provide a minimum of 180 instructional days of at least 6 hours of instructional time in accordance with 5A DCMR 2100.3 for the 2021-22 school year. Any deviation from this requirement must be approved by the Superintendent prior to communication and implementation.

LEA Name: ____Carlos Rosario International Public Charter School _____
LEA Leader Name: _____Allison R. Kokkoros_____
LEA Leader Signature: __[electronically signed] _____
Date: ____6/30/2021_____

Assurance Statement for Health and Safety Plans

The LEA attests to the following statement regarding operating in accordance with the **DC Health and OSSE public health guidance:**

☒**The LEA assures that it will adopt the measures in the DC Health and OSSE COVID-19 guidance for schools to help reduce the risk of COVID-19 transmission among students, staff, families and the community.**

LEA Name: _Carlos Rosario International Public Charter School _____

LEA Leader Name: ___Allison R. Kokkoros_____

LEA Leader Signature: _[electronically signed] _____

Date: ____6/30/2021_____

Assurance Statement for 2020-21 School Year Assessment Data Collection

The LEA attests to the following statement regarding **locally administered assessments**:

☒**The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.**

School and LEA Name: ___Carlos Rosario International Public Charter_____

School Leader Name: ____Allison R. Kokkoros _____

School Leader Signature: _[electronically signed] _____

Date: _____6/30/2021_____

Notes

---

[1] The American Rescue Plan Act defines "evidence-based" using the same definition as the Every Student Succeeds Act, to mean an activity, strategy, or intervention that:

    (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

        (I) strong evidence from at least one well-designed and well-implemented experimental study;

        (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or

        (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

    (ii)

        (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

        (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Please see the US Department of Education's guidance on using evidence to strengthen education investments for more information.

[2] Please refer to OSSE's web site for guidance on allowable uses of the ESSER III-ARP funds at osse.dc.gov/recoveryfunding

[3] For the purposes of this collection, "goals" are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., MAP), are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

[4] In the 2019-20 school year, the DC 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.