CONTINUOUS EDUCATION & SCHOOL RECOVERY PLAN

Introduction

Truth Families and Stakeholders,

We hope this message finds you healthy and enjoying the lead-up to school year 2020-2021! As we near the beginning of school, we want to give a clear update on our plans.

We have a Core Planning Team made up of school leadership and a Safe Opening Team made up of parents, Board members, staff, and the Core Team. We have met in an ongoing manner with leaders from the Department of Health, the Mayor's Office, and other schools, and we have worked hard over the last three months to design a plan that prioritizes safety, equity, and options that will allow students to thrive and experience the elements of our model that make Truth special. Details of the plan are laid out over the course of this document, and a summary of our most up to date plan (as of 7/31) can be found here.

The plan maintains a safe and healthy building environment, provides as much flexibility as possible for families to have an influence on how their students will return to school, and also prepares for future contingencies.

All of our plans are informed by and consistent with current D.C. Department of Health and national public health guidelines, and will evolve when guidelines and orders are adjusted. We hope you'll take a moment to review the plan that follows, and that you will contact us directly with any questions or feedback.

We are deeply grateful for you—our families, staff, and other stakeholders—for the resolve and dedication you have shown for us and for the entire Truth Community in recent months. We look forward to the 2020-2021 school year!

Introduction

In consideration of the COVID-19 pandemic and the District's coordinated response effort, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) have asked LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.

The Sojourner Truth Public Charter School is submitting this plan to OSSE in hopes of waiving the D.C. municipal requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR § 2100.3.

School Recovery Operations Plan

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

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

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

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

PURPOSE:
This plan establishes a framework for operations expectations and best practices that The Sojourner Truth PCS is implementing to reopen school facilities and operate in the 2020-21 school year.

Assumptions
In this plan, the following assumptions are made:
- For on-campus learning, there should be no more than the maximum occupants per classroom according to Re-Opening Guidance:
  - Phase 1 - 10 individuals
  - Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
- Truth PCS staff/students will comply with DC Health Guidance (including processing confirmed cases in the school).
- Certain students can physically learn on-campus every day if it can be done safely, responsibly, and equitably (e.g., children of families with the greatest need).
- Certain students should not physically learn on-campus given the threat of COVID-19.

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Cleaning, Disinfecting, Sanitizing

Regular Cleaning Schedule

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

- Surfaces and objects that are frequently touched in common areas, classrooms, and offices will be cleaned and disinfected at least three times a day. This includes, but is not limited

to, door handles, door knobs, handrails/stair rails, classroom sinks, common area tables/desks, restroom surfaces, restroom push plates, and faucets.

- Automated bottle-filling stations have been installed at all water fountains to reduce the need for physical contact at fountains.
- Surfaces and objects that are frequently touched in classrooms, offices, and conference rooms will be cleaned, disinfected, and sanitized at least three times a day. This includes but not limited to, tables and chairs, door handles, doorknobs, counter surfaces, cabinets and shelves, light switches, and waste bins.
- Utilize contactless thermometers, and thoroughly clean and disinfect thermometers after daily student arrival per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, the manufacturer's instructions will be followed for concentration, application method, contact time, and drying time before use by a child utilizing the [CDC's guidance for safe and correct application of disinfectants](#).
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Use of shared objects (e.g. classroom manipulatives, physical education equipment, farm supplies) will be limited and cleaned between use.
- Yoga mats will be placed at least six feet apart while in use for workouts and cleaned and sanitized between uses.
- Outdoor classroom spaces will be included as part of routine cleaning (as defined in [District guidance on cleaning and disinfecting](#)), especially high-touch surfaces (e.g., picnic table surfaces), but do not need to be disinfected.
- Shared restrooms will be assigned to specific cohorts of students at specific times. Restrooms will be cleaned and disinfected after each group has finished.
- The school will implement safe and correct storage for cleaning and disinfection products.
- Engineers or janitorial staff will not perform maintenance or cleaning (except emergencies) in any occupied spaces.
- No cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- The night cleaning procedures will be conducted with the recommended cleaning equipment to limit exposure to microorganisms and infectious disease. Some of the protocols for cleaning and disinfecting environmental surfaces:
    - All employees must wear proper Personal Protective Equipment (PPE)
    - No dry dusting
    - No alcohol used to disinfect large environmental surfaces.
    - Daily cleaning of all high-touch common surfaces
    - Surfaces and objects that are visibly soiled will be immediately cleaned with a detergent based cleaner.
    - Microfiber cloths and mops will be used
    - Utilize EPA approved products for cleaning and disinfecting

Truth will also make sure that in the event a space is used for an aerosol-generating procedure (such as a tracheostomy suctioning), the room should be only occupied by the student or staff member engaged in the treatment.

- If tracheostomy suctioning is needed multiple times a day, Truth will have a well ventilated room dedicated for this purpose (and individually rooms for each student if there are multiple), and if possible with windows open.
- If assignment of a particular room to a particular student is not feasible, the room must be closed for 24 hours after the treatment to allow respiratory droplets to settle, then cleaned and disinfected prior to use by another individual.
- Truth will work with families to identify opportunities to transition the schedule for tracheostomy suctioning to before or after school, if medically appropriate.

Any spaces at Truth in which oral or nebulized medication has been administered will undergo routine cleaning and disinfection. Students who receive nebulized treatments will be strongly encouraged to replace the nebulizer with oral inhalers whenever possible.

- If students cannot use or do not have access to an inhaler, Truth will aim to provide nebulized treatments outside, if feasible and weather permitting.
- Truth will also work with families to identify opportunities to transition the schedule for nebulized medication administration to before or after school, if medically appropriate.

The health suite, which may be the site of any necessary nebulization treatments or the delivery of other medication, will be cleaned and disinfected after each student's use and again nightly.

Circumstances in Which a Student or Staff Member Becomes Ill

In addition to these cleaning protocol described above, the following procedures will apply in circumstances in which a Truth student or staff member becomes ill.

- Truth student or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:
  - Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.
  - Once the room is vacated at the end of the day, perform deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.
  - Any Truth staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements as articulated in Appendix B of the DC Health and Safety Guidance for Schools (https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Health%20and%20Safety%20Guidance%20for%20Schools%208.21.20.pdf)

- Truth student or staff member is confirmed to have COVID-19:
  - If seven days or fewer have passed since the person who is sick used the facility, follow these steps: Close off areas used by the person who is sick.
    - Note: If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the COVID-19 positive individual after the students and staff in those spaces leave for the day.
  - Open outside doors and windows to increase air circulation in the areas.
  - Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  - Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection
- Staff conducting cleaning must adhere to PPE requirements as articulated in Appendix B of the DC Health and Safety Guidance for Schools.

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in the school community, Truth will immediately report it to DC Health and follow all directions and recommendations they give for clearning. Truth will control spread by disinfecting all exposed materials and limiting personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. JLL, school cleaning service, will be notified and asked to conduct thorough cleaning and disinfecting.

After the contaminated area has been blocked off, the exterior windows will be opened to allow for increased circulation. The windows will remain open as long as the rest of the facility is occupied, and closed upon arming of the security system.

Cleaning and disinfection will begin no sooner than 24 hours after the contaminated areas in the building have been initially blocked off, in order to best ensure that any droplets from the air have fallen before surfaces are cleared.

All areas used by the individual who tested positive for COVID-19, such as tables, chairs, offices, restrooms, common areas, shared learning equipment, and chromebook will be cleaned and disinfected using the electrostatic spraying method. Chemicals used in the electrostatic spraying process will meet the EPA-registered disinfectant on List N: Disinfectants for use against SARS-CoV-2.

Disposable gloves will be worn to clean and disinfect. For soft (porous) surfaces such as carpeted floors or rugs, the surfaces will be cleaned with detergents or cleaners appropriate for use on these surfaces, according to the textile's label. After cleaning, surfaces will be disinfected with an appropriate EPA-registered disinfectant on List N: Disinfectants for use against SARS-CoV-2. Any rug that would be difficult to clean should be removed from the space and placed in an outdoor, covered area for seven days before receiving a more routine cleaning.

Physical Changes to the Environment to Promote Social Distancing

Use of Space

Truth will take the following measures in its use of space:

- Maximize spacing of occupants in each space with a minimum of six feet distance between desks.
- Limit occupants in any space based on the "Phase" per the most update-to-date DC Health requirements.
  - Phase 1 - 10 individuals
  - Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
- Students will have an assigned seat and table for their sole use throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing), and will be staggered to maintain an absolute minimum of six feet distance, but eight feet distance where possible.
- A limited number of instructors and staff will rotate between the student groupings in classrooms (and during time spent outside), limiting the interaction between students and among staff.
- Indoor communal-use spaces (such as staff break rooms and the multipurpose room) will be closed for use by multiple individuals concurrently.
  - The teacher workspace that includes a copy machine and laminator must only be occupied by one individual at a time. Before entering the space, a staff member must look through the open doorway to ensure it is empty before entering.
  - The staff breakroom (shared with LAMB) containing a refrigerator, microwave, and a sink must only be occupied by one individual at a time. Before entering the space, a staff member must look through the open doorway to ensure it is empty before entering.
- Physical education classes will be held outside (weather permitting) and students will maintain proper distancing.
- Restrooms: Capacity in student restrooms will be limited to two students at a time. Proximate stalls, sinks, and urinals will be blocked off to allow adequate spacing

while using the facilities. Staff restrooms are limited to one user at a time so no areas will be blocked off.

- Across the hallway from the medical suite are a series of administrative offices. One of these offices has been designated as a holding room, with its own ventilation, and will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.
- To maintain high standards of air quality, HVAC systems will have monthly replacement of air filters with Merv-11 or 13 filters, with additional air filtering with standalone HEPA air filters to cover, in excess, the square footage of the classroom and office spaces.
- The HVAC system will be set to allow the maximum amount of outside air intake to maximize the fresh air exchange rate.
- Monthly and water flushes will be performed throughout the building.

Use of Hallway

Truth will begin the year with a maximum of two cohorts of ten on-campus students. Hallway traffic will be kept to a minimum by ensuring that each cohort has separate transition times through the hallway. Further, clear directions will be given to students to walk on the right-hand side of the hallway, which will allow for two-way traffic separated by the maximum possible.

Reopening Building After Prolonged Use

1800 Perry St NE has been occupied by various tenants over the course of the spring and summer, and so the building itself has not gone unused. In case of future shut-downs, however, Truth will keep in mind the guidance that buildings reopening after a prolonged shutdown should ensure building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use.

Ventilation
If there is a prolonged shutdown during SY 2020-2021, prior to reopening Truth will engage with JLL (the HVAC maintenance organization) to ensure the systems operate properly and increase circulation of outdoor air as much as possible. While thermostat settings might be slightly adjusted during a shutdown period, the system itself will continue to be operational to ensure that air is circulating in the building and to protect contents within the building. Before the reopening of the school, settings could be readjusted for the return of students and staff. If there is any identified or perceived risk to air quality, windows and doors will be opened (where possible) to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

Water System

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

- Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.
- Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached by building maintenance staff.
- Additional water using devices, such as the warming kitchen's ice machine and the hallway bottle fillers, will be flushed in accordance with manufacturers' instructions.

SY 2020-21 Reopening Plan

Physical (Social) Distancing

The safety of our staff, students, and their families is our number one priority when offering on-campus learning. Individuals in the facility will maintain a distance of six feet of separation between each other and we will not have more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors. All student and adult work spaces, entrance, reception areas, and other seating areas will be set up to allow physical distancing.

Traveling to and from School

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including walking, bicycling, using public transportation, individual cars, and shared cars. For SY 2020-2021, Truth PCS will not offer school-provided transportation services.

- Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
  - Students may obtain masks from Truth if needed.
  - Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
  - Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.

- ○ Avoid touching unnecessary surfaces and objects.
- ○ When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.

- Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
  - ○ Students may obtain masks from Truth if needed.
  - ○ Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
  - ○ Stand back from gathering points such as intersections to avoid congregating in large groups.
  - ○ Familiarize and stay current with transit system procedures for safety of passengers, as provided by *DC Metro services*.
  - ○ Avoid touching unnecessary surfaces and objects.
  - ○ When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
  - ○ Use hand sanitizer after leaving the transit system.
  - ○ For the remaining distance, students will be instructed to follow the above regarding walking to school.

- Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
  - ○ Students may obtain masks from Truth if needed.
  - ○ Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
  - ○ Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

- Truth will not be offering any school-provided transportation for SY 2020-21. Truth is aware that for transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by schools, drivers and riders should practice all safety actions and protocols as indicated for other staff.
  - ○ Students would need to sit at least six feet distance from one-another, wear masks, and use hand sanitizer upon entry and exit of the vehicle.

Entering and Exiting School Building

All students, families, and staff, will be provided instructions for entering and exiting the school. Instructions will be posted as a reminder to students and staff, and for any essential visitors to the building.

- The Truth Safe-Opening team, composed of administrators, teachers, and parents work on developing and reviewing plans to ensure that all key stakeholders understand and believe that the decisions made allow for the best combination of efficiency and safety for students.
- Due to a 45-minute arrival window and a small number of students, students will be able to enter the building without a significant wait time.
- The entry doors have both a ramp and stairs that lead to them. During 8am-8:45am welcoming, students and any staff will enter the building via the stairs, while individuals exiting the building will use the ramp. During 3:30pm-3:45pm dismissal, students and any staff will again use the stairs, while individuals entering the building will use the ramp. At all other times, individuals may use the stairs or ramp, as traffic will be at a minimum. Social distancing will be ensured with decals on the floor and with two or more adults outside supervising the arrival/dismissal.
- While the primary entry and exit for Truth students, families, staff, and visitors will be our South Dakota Avenue doors, if there is any sort of situation that would require a diversion of traffic or an alternate entry or exit, the doors facing Perry Street may be used.

Daily Health Screening

All students, staff, and any essential visitors will undergo a daily health screening before being permitted into the building. The screening procedure will be conducted using the "ASK, ASK, LOOK" protocol. A trained Truth PCS staff member will stand outside our door in the open air and to allow screening prior to building entry, or just inside our front door, behind a plexiglass shield. The staff member will wash (or sanitize) hands immediately prior to the check, and will wear gloves. He or she will use a contactless thermometer to check for a temperature in a safe manner recommended by the Centers for Disease Control and Prevention (CDC). During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms.

Before taking a student's temperature, a staff member will:
- 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 face mask.
- Stand behind a physical barrier, such as a glass or plastic window or partition 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.
- Make a visual inspection of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or extreme fussiness.
- Check the temperature, reaching around the partition or through the window.
- Make sure their face stays behind the barrier at all times during the temperature check.
- If the student passes the visual and temperature inspection, they may continue into the building and out to our courtyard for breakfast, or upstairs to the classroom area. If they do not, they will be sent to an isolated outdoor space or to the medical suite for triage, and to likely wait in an isolated waiting room (or isolated space outside) under the observation of an adult until they can be picked up.

- Removes gloves following proper procedures.
- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Clean the thermometer following the manufacturer's instructions.

Once the temperature check has occurred, the ASK, ASK, LOOK protocol will be implemented:

- ASK: Students/parents/guardians, staff and essential visitors will be asked whether they have experienced the following symptoms consistent with COVID-19:
  - Fever (subjective or 100.4 degrees Fahrenheit) or chills
    - If the individual registers at 100.4 degrees or higher at the temperature check, he or she will either be sent home or will be isolated (see below) and then sent home
  - Cough
  - Congestion
  - Sore throat
  - Shortness of breath or difficulty breathing
  - Diarrhea o Nausea or vomiting
  - Fatigue
  - Headache
  - Muscle or body aches
  - New loss of taste or smell
  - Or otherwise feeling unwell.
- ASK: Students/parents/guardians, staff and essential visitors will be asked whether they have been in close contact with a person who has COVID-19, and also if they have visited any states other than Virginia or Maryland in the last 14 days.
- LOOK: The Truth PCS screener (and teachers and colleagues throughout the day) will visually inspect each student, staff member, and essential visitor for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Any student, staff member, or essential visitor meeting "Yes" for any of the above "ASK, ASK, LOOK" criteria in the program's daily health screen shall not be admitted. If they are not immediately able to leave the school premises, the student, staff member or visitor will be isolated from other individuals and wear a face covering.

Such students, families, staff or visitors shall be instructed to call their healthcare provider to determine next steps.

Note: Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that the specific symptoms are not due to COVID-19.

Individuals who have traveled to a high-risk state or country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency. Travel to and from Maryland and Virginia is exempt from the Order. The high-risk state list will be posted by DC Health every two weeks on coronavirus.dc.gov. With this in mind, Truth has incorporated questions about recent travel to high risk states into our daily health screenings.

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

Face Masks

All staff and visitors (including contractors) must wear non-medical face coverings or face masks at all times while in the school building. If a staff member or visitor has a contraindication to wearing a face covering, either medical or otherwise, they should not participate in on-campus school activities.

Students must also wear non-medical face coverings while in the school building, except in the event of a medical or developmental contraindication. If a student is unable to wear a mask throughout the day, mask breaks are acceptable at times in which physical (social) distance can be maintained (e.g., during snacks or meals). Truth will work with students to consistently remind students of proper mask use, and will practice as needed.

Instances when face coverings do not need to or should not be worn:
- By children younger than 2 years of age (if on-campus with a sibling or parent);
- Anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;
- If engaged in activities in which there is a risk of burn or injury from the use of a face covering—such as STEM labs with open flame;
- If participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but not participating in physical activity, face coverings must continue to be worn;
- When actively drinking or eating a meal;
- When in an enclosed office that no one else is permitted to enter.
- Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

Truth will ensure additional protocols are in place to support the safe use of clean face coverings.

- When feasible, staff and students wearing face coverings should bring multiple clean coverings each day.
- Truth will always keep extra face masks on hand to be available for students and staff at all times.
- Staff and students should exercise caution when removing masks, and if necessary store them out of reach of other students, and wash hands immediately after removing. Be careful not to touch eyes, nose or mouth while removing the mask.
- Face masks that are taken off temporarily to engage in any of the aforementioned activities should be carefully folded. The folded mask can be stored between uses in a clean sealable paper bag or breathable container.
- If necessary, face masks should be stored in a space designated for each student that is separate from others when not being worn. They can also be placed next to student on a napkin or with the surface cleaned afterwards.
- If taken off and needing to be kept, students' cloth face coverings should will be clearly identified with their names or initials, to avoid confusion or swapping. Student's face coverings may also be labeled to indicate top/bottom and front/back.
- Students, teachers and staff will be asked (and taught, where needed) to speak more loudly, rather than remove their face covering, if speaking in a noisy environment.

Other populations:
- Parents/guardians must wear face coverings for drop-off and pick-up.
- While visitors to the school should be strictly limited, any essential visitor must wear a face covering at all times on the school grounds and inside the school buildings.

Note: Per DC Health Guidelines, face coverings or masks with exhalation valves or vents must NOT be worn in schools. This type of mask does not prevent the person wearing the mask from transmitting COVID-19 to others (source control).

Grouping

Truth will take measures in its scheduling and planning to achieve the following grouping practices:
- Particular groups of students and staff will be cohorted/batched together. Cohorted students will remain with their fixed set of classmates, and a limited number of teachers on a daily and weekly basis will interact with them to allow for minimal cross-transmission and direct contact tracing.
- If there are any students who have specific issues in regards to immunity, additional plans will be developed on a case-by-case basis.
- Truth will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- Students will stay in their assigned tables and chairs during the day, and teachers will rotate between classrooms.

- Truth will correlate classroom groups and coordinate with its colocators (LAMB and Perry Street Prep) around entry and exit points as well as the use of hallways, restrooms, and other shared spaces to avoid mixing groups.

In School Dining

Truth will utilize pre-packaged lunches, including plasticware, napkins, and seasonings, and serve meals individually plated.

- Students will eat meals in the classroom and at the tables and chairs they are assigned to for their daily work. Meal distribution, eating, and waste collection will occur under the supervision of the lunch monitor on an individual basis by student. Additionally, students will wash hands before and after eating, and may not share food, utensils, cups, or plates.

Meal Plan for Remote Learners

Truth PCS will share the District's Comprehensive Meal Sites (https://coronavirus.dc.gov/sites/default/files/dc/sites/coronavirus/page_content/attachments/Meal-Sites-Revised-8262020.pdf) via Konstella (our parent portal), email, and Remind text messages with remote learning families to ensure that all are aware of access points nearby.

Recess/Breaks (if applicable)

The school will continue to hold post-lunch recess time outside, and will maintain physical distance between students outside, including staggering groups and dividing space outside if needed.

Canceling, Eliminating Activities

The school will cancel, eliminate, or modify the program to adhere to the following:
- Not schedule events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Stagger activities' times or locations by cohort to maximum extent feasible.

Vaccines

To prevent a vaccine-preventable disease outbreak, it is imperative for all students at Truth and in other schools to be fully vaccinated according to CDC and DC Health standards.
- Truth will implement the Immunization Policy for In-Person Attendance in full.
- Truth will have a procedure in place for frequently reviewing immunization compliance, identifying and notifying non-compliant families, and removing non-compliant students from in-person instruction after the 20-school day period.

- ○ Students *may* attend Truth, in-person or virtually, during this 20-day period prior to being excluded from on-campus learning
- A list of pediatric immunization locations can be found at https://dcgis.maps.arcgis.com/apps/webappviewer/index.html?id=c7207c4eb04b4ddfa460 42e9da6267cf and will be shared with families as needed.
- A search tool to find a primary care center in DC can be found at https://dcgis.maps.arcgis.com/apps/webappviewer/index.html?id=c7207c4eb04b4ddfa460 42e9da6267cf and will be shared as needed.
- A review of immunization requirements and health forms can be found at https://dchealth.dc.gov/node/112212.

Generally, students in the District must provide their school a certificate of health and evidence of an oral health examination on annual basis. For the 2020-21 school year, students who have a health form on file from the prior school year (i.e., those who are re-enrolling at the same school as the 2019-20 school year, and those who were enrolled in any District public or public charter school that participated in School Health Services Program in School Year 2019-20) will be granted an extension to submit their Universal Health Certificate (UHC) and Medication and Treatment Authorization Forms, by Nov.2, 2020 to meet this annual requirement. Oral Health Assessments (OHAs) must be submitted by Jan. 31, 2021. The school and DC Health's School Health Services teams will utilize their health information from the 2019-20 school year until the updated form is received. As stated above, all students must continue to timely receive all necessary immunizations as required by District law. Students who do not have a health form on file (i.e., those who were not enrolled in any District public or public charter school in the 2019-20 school year, and those who are newly enrolling in a District public charter school that does not participate in the School Health Services Program) must submit health forms by the first day of school. Expired health forms will be accepted for start of school. Unexpired UHCs and Medication and Treatment Authorization Forms must be submitted by Nov. 2, 2020, and unexpired OHAs must be submitted by Jan. 31, 2021, to meet this annual requirement. 4 Both the old and new versions of the health forms shall be accepted. Partial UHCs completed via telehealth visits shall be accepted.

Hygiene

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

School-wide Hygiene: Truth will work with JLL (its facilities management partner) to ensure that the following environment will occur to maintain a healthy environment.

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All student belongings will be separated and stored in designated areas (lockers, or in the main office if necessary)

- Electronic devices (e.g. Chromebooks, headsets) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide sanitized equipment.
- Increase air circulation where safe and possible and ensure ventilation systems are operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).
- Drinking fountains will not be used and bottle fillers will be used instead.
- Regular hand sanitizing will be enforced:
  - Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (ethanol-based.
  - Make hand cleaning supplies readily available in classrooms, bathrooms, and offices.
  - Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
  - Enforce a "you touch it, you take it" policy in classrooms.

High-risk Individuals

Truth has notified all families and staff that DC Health recommends that any individual at increased risk for experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school.

This includes, but is not limited to, people with:
- Cancer
- COPD (Chronic Obstructive Pulmonary Disease)
- Serious heart conditions
- Immunocompromised state from a solid organ transplant
- Obesity (Body Mass Index (BMI) of 30 or higher)
- Sickle cell disease
- Type 2 Diabetes Mellitus
- Chronic kidney disease

A complete list of conditions that might place an individual at increased risk of severe illness from COVID-19 can be found at https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html. Any student or staff member who has a medical condition not listed but who is concerned

about their safety is recommended to consult with their healthcare provider before attending in-person activities.

Truth and other schools are not required to secure written clearance from high-risk individuals prior to participating in in-person activities at school, but as a precautionary measure Truth has shared a risk acknowledgment form for signature from all staff and students.

Exclusion or Dismissal from on-campus Learning

Truth PCS will adhere to the following exclusion and dismissal criteria:

Exclusion Criteria

Students, staff and essential visitors must stay home, or not be admitted, if:

- The student, staff member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the "Daily Health Screening" section of this guidance.
- The student, staff member, visitor or any close contact is confirmed to have COVID-19.
- The student, staff member or visitor is awaiting COVID-19 test results.
- The student, staff member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may 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 specific symptoms are determined to not be due to COVID-19.

If excluded, students/parents/guardians, staff and visitors should call their healthcare provider for further directions.

Dismissal Criteria

Student or Staff Member Develops Fever or Signs of Illness at School

If a student or staff member develops a fever or other signs of illness, Truth will follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, Truth will immediately isolate the student from other students. (The student should already be wearing a face mask.)
  - Additionally, Truth will:
  - Notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and instruct to seek healthcare provider guidance.
  - Identify a staff member to accompany the isolated student to the isolation area and supervise the student while awaiting pickup from the parent/guardian.
    - The staff members briefly responding to the sick student in the classroom, accompanying the student to the isolation area and supervising the student in the isolation area must comply with PPE requirements per DC Health's Updated Appendix B Guidance

(https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Health%20and%20Safety%20Guidance%20for%20Schools%208.21.20.pdf).
- ○ Follow guidance for use of the isolation room below.
- ○ Immediately follow all cleaning and disinfection protocols for any area and materials with which the student was in contact, per the Cleaning, Disinfection and Sanitization section.
- For staff, Truth will send the staff member home immediately or isolate until it is safe to go home, instruct the staff member to seek healthcare provider guidance, and follow cleaning and disinfecting procedures for any area, materials and equipment with which the staff member was in contact.

Isolation Room: Truth has identified a well-ventilated space to isolate sick individuals until they are able to leave the school grounds. It is in an area that is not frequently passed or used by other students or staff, not behind a barrier, and that is not the health suite. If the weather is safe and nice weather, Truth will isolate sick individuals outdoors. When in the isolation area, the sick individual must always wear a non-medical (cloth) face covering or surgical mask, be within sight of the supervising staff member, and be physically separated from other individuals by at least 6 feet. To the extent feasible, isolate only one sick individual in the isolation suite at a time. The isolation area must be immediately cleaned and disinfected after the sick individual departs. Supervising staff must comply with the PPE requirements in DC Health's Updated Appendix B Guidance (https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Health%20and%20Safety%20Guidance%20for%20Schools%208.21.20.pdf).

Return Criteria
The table below identifies the criteria that Truth and all schools must use to allow the return of a student or staff member with: (1) COVID-19 symptoms; (2) positive COVID-19 test results; (3) negative COVID-19 test results or documentation from healthcare provider of alternate diagnosis; (4) close contact of individual with confirmed COVID-19; or (5) travel to a high-risk state or country as defined by DC Health.

Truth Student or Staff Member With:	Criteria to Return Note: Criteria below represent standard criteria to return to care. In all cases, individual guidance from DC Health or a healthcare provider would supersede
1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or	Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is indicated. If individual is tested: • If positive, see #2.

smell)	● If negative, see #3. • Individuals must quarantine while awaiting test results.
	
	If individual does not complete test, must:
	● Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR
	● Meet symptom-based criteria to return:
	  ○ 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
	  ○ At least 10 days from symptoms first appeared, whichever is later
	
	Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may 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 specific symptoms are not due to COVID-19.

2. Positive COVID-19 Test Result	If symptomatic, may return after: ● 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 ● At least 10 days* after symptoms first appeared, whichever is later *Note: Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider. If asymptomatic, may return after: ● 10 days from positive test In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual.
3. Negative COVID-19 Test Result After Symptoms of COVID19 OR Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or	May return when: ● Meet standard criteria to return after illness *Per Scenarios #4 and 5, a negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does not shorten the duration of quarantine of at least 14 days

alternate acute diagnosis such as strep throat)	
4. Close Contact of Individual with Confirmed COVID-19	May return after: ● 14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health If the close contact is a household member: ● Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact. ● If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual's infectious period (defined by 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later). Negative COVID-19 test during this period would not shorten quarantine period of at least 14 days.
5. Travel to High-Risk State or Country, as Defined by DC Health	May return after: ● 14 days from return or arrival to the District of Columbia Negative COVID-19 test during this period would not shorten quarantine period of 14 days.

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the Director of Operations will serve as the internal COVID-19 point of contact (POC). The Director of Operations is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department
Truth will follow procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, Truth will notify DC Health by submitting the online case report at
https://redcap.doh.dc.gov/surveys/index.php/surveys/?s=PCPP97J4EL.

Step 2: Communication to Families and Staff
Truth has a communication protocol in place that protects the privacy of individuals and alerts their families and staff to a COVID-19 case. Personal names or identifying information of students that have confirmed positive will not be shared broadly with the larger parent community. Communication is to be completed, per DC Health directive and will include:

- Notification to all staff and families in the event of change of school schedule,
- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected. This information will be provided by email.

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

In the event of a confirmed COVID-19 case in a student or staff member, Truth will immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked here:

- If seven days or fewer have passed since the person who is sick used the facility, these steps will be followed:
  a. Close off areas used by the person who is sick.
  b. Open outside doors and windows to increase air circulation in the areas.
  c. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  d. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
- If more than seven days have passed since the person who is sick used the Truth facility, additional cleaning and disinfection is not necessary. Truth will continue routine cleaning and disinfection.

Student and Staff Schedule

Truth is prepared with three versions our student and and staff schedule, depending on the various postures that might be needed over the course of the year: (1) Primarily virtual, with two 10-person cohorts of on-campus students; (2) Fully virtual; (3) Cohorts of students that are fully on-campus, cohorts that are hybrid, and cohorts that are fully virtual.

We are starting the school year with Posure #1, with most students virtual and two cohorts of 10 on-campus students:

VIRTUAL OPEN FOR 70 STUDENTS / TWO COHORTS OF HIGH-NEED STUDENTS IN THE BUILDING							
Teacher A schedule	Teacher B schedule	Teacher C schedule	Teacher D schedule	Teacher E schedule	Teacher F schedule	Teacher G schedule	Teacher H schedule

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F	Teacher G	Teacher H
Pd 1: 8:45am-9:35am	Humanities (w/SPED co-teach)	Humanities	ON CAMPUS STEM (w/ SPED co-teach)	STEM	Planning	Planning	ON CAMPUS What I Design / Intervention	Supporting
Pd 2: 9:40am-10:30am	ON CAMPUS Humanities (w/ SPED co-teach)	Humanities	STEM (w/ SPED co-teach)	STEM (w/ SPED co-teach)	PE	ON CAMPUS Enterprise	ESL/Humanities 6/7 (push-in where possible with Teacher B)	
Pd 3: 10:35am-11:25am	Humanities (w/ SPED co-teach)	ON CAMPUS Humanities (w/ SPED co-teach)	Planning	Planning	ON CAMPUS PE	Enterprise	Planning	
Pd 4: LUNCH 11:30am-12:10pm								
Pd 5: 12:15pm-1:05pm	Planning	Planning	ON CAMPUS STEM	STEM (w/ SPED co-teach)	PE	Enterprise (w/ SPED co-teach)	ON CAMPUS What I design / Intervention	
Pd 6: Self-directed time: 1:10pm-3:30pm	ON CAMPUS Teacher A self-directed time (w/ SPED support)	REMOTE Teacher B self-directed time (some support from SPED)	REMOTE Teacher C self-directed time (support from SPED)	REMOTE Teacher D self-directed time	ON CAMPUS Teacher E self-directed time	Supporting squads as relevant with Enterprise	REMOTE Teacher G self-directed time	REMOTE Teacher H self-directed time

Fully virtual:

	CAMPUS CLOSED; ALL STUDENTS LEARNING REMOTELY							
	Teacher A schedule	Teacher B schedule	Teacher C schedule	Teacher D schedule	Teacher E schedule	Teacher F schedule	Teacher G schedule	Teacher H schedule
Pd 1: 8:45am-9:35am	Humanities (w/SPED co-teach)	Humanities	STEM (w/ SPED co-teach)	STEM	Planning	Planning	What I Design / Intervention	
Pd 2: 9:40am-10:30am	Humanities (w/ SPED co-teach)	Humanities	STEM (w/ SPED co-teach)	STEM (w/ SPED co-teach)	PE	Enterprise	ESL/Humanities 6/7 (push-in where possible with Teacher B)	
Pd 3: 10:35am-11:25am	Humanities (w/ SPED co-teach)	Humanities (w/ SPED co-teach)	Planning	Planning	PE	Enterprise	Planning	

Pd 4: LUNCH 11:30am-12:10pm								
Pd 5: 12:15pm-1:05pm	Planning	Planning	STEM	STEM (w/ SPED co-teach)	PE	Enterprise (w/ SPED co-teach)	What I design / Intervention	
Pd 6: Self-directed time: 1:10pm-3:30pm	Teacher A self-directed time (w/ SPED support)	Teacher B self-directed time (some support from SPED)	Teacher C self-directed time (support from SPED)	Teacher D self-directed time	Teacher E self-directed time	Supporting squads as relevant with Enterprise	Teacher G self-directed time	Teacher H self-directed time

Cohorts of students that are fully on-campus, cohorts that are hybrid, and cohorts that are fully virtual. This is a theoretical schedule and not one being currently implemented:

	BLENDED OPEN: TWO SQUADS AT SCHOOL FULL-TIME, FOUR SQUADS BLENDED, ONE SQUAD AT HOME FULL-TIME						
Pod:	Teacher A-C1	Teacher B-C2	Teacher C-C3	Teacher D-C4	Teacher E-C5	Teacher F-C6	Teacher G-C7
When	At school M-F	At school M-F	At school M/T; remote W/Th/F	At school M/T; remote W/Th/F	Remote M/T; at school W/Th/F	Remote M/T; at school W/Th/F	Remote M-F
Location	Teacher A's room	Teacher B's room	Teacher C's room M/T; remote W/Th/F	Teacher D's room M/T; remote W/Th/F	Remote M/T; Teacher C's room W/Th/F	Remote M/T; Teacher D's room W/Th/F	Remote M-F
Pd 1 8:45-9:45am	STEM-Teacher C (co-teach with Tevin)	STEM-Justin	ELE-Teacher F M/T / ELE-(outside provider) W/Th/F	ELE-Teacher E M/T / ELE-(outside provider) W/Th/F	ELE-(outside provider) M/T / ELE-Teacher F W/Th/F	ELE-Teacher E W/Th/F	STEM-Teacher D
Pd 2 9:50-10:50 am	HUM-Teacher A (co-teach with Missy)	ELE-Teacher E	STEM-Tevin M/T / STEM-Teacher D remote W/Th/F	STEM-Teacher C M/T / STEM-Teacher D remote W/Th/F	STEM-Teacher D remote M/T / STEM-Tevin W/Th/F	STEM-Teacher C W/Th/F	HUM-Teacher B
Pd 3 10:55-11:55 am	ELE-Teacher F	HUM-Teacher B	HUM-Teacher A M/T / HUM-Missy (?) remote W/Th/F	HUM-Teacher G M/T / HUM-Missy (?) remote W/Th/F	HUM-Missy (?) remote M/T / HUM-Teacher A W/Th/F	HUM-Teacher G W/Th/F	ELE-(outside provider)
LUNCH 12:00-	Ops Manager	Ryan	Justin/Tyecia	Johnelle			

12:40 pm							
Self-directed time 12:45-3:30pm	Teacher A (at school M-F)	Teacher B (at school M-F)	Teacher C (at school M/T; remote W/Th/F)	Teacher D (at school M/T; remote W/Th/F)	Teacher E (remote M/T; at school W/Th/F)	Teacher F (remote M/T; at school W/Th/F)	Teacher G (remote M-F)

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's resident. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Sample list of items assigned to each student.
- All classes: Chromebook, hotspot, pack of writing utensils, workbooks, novel, etc.
- Humanities: Reading books for independent, group, or class reading, notebook, etc.
- STEM: lab materials, gloves, calculator, compass, etc.
- PE/Health: individual unit packets, equipment (e.g. ball)

Oversight of Before and After and Extracurricular Activities

Truth PCS will use an outside vendor for before (7am) or after care (to 6pm) or other extracurricular activities, and the vendor will provide the school with a contract that outlines how students and staff will maintain social distancing and a sanitary environment. The before or after care provider will also conduct daily health screenings prior to admittance to the program. To the extent possible, students will be grouped with the same students they were grouped with during the school day. A specific classroom with socially distanced tables will be utilized for these programs.

Personal Protective Equipment (PPE)

All students and staff will be provided with multiple, reusable face coverings for use. It will primarily be the responsibility of families to ensure they are washed, however, the school will be able to launder a limited amount of PPE for those students it could prove challenging.

The reception area to greet external visitors will be protected by a plastic sneeze guard to provide protection from visitors who have not received a screening and could potentially transmit a virus. Additionally, any staff member performing screenings on visitors and students upon arrival will also be protected by a plastic barrier.

Hand Hygiene

Truth will reinforce frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing noses, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60 percent alcohol will be used.

Key times to perform hand hygiene will include:
- before eating food;
- after using the toilet;
- before and after putting on, touching, or removing cloth face coverings or touching your face;
- after blowing your nose, coughing or sneezing; and
- entering and exiting a classroom or between activities.

Instructional Delivery Plan

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during SY 2020-21.
   o Identify the instructional methods (e.g., 100% synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during SY 2020-21 to ensure rigor across settings;
   o Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);
   o Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and

o Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

Assumptions

In this plan, the following assumptions are made:

- For in-person learning, there should be no more than the maximum occupants per classroom according to Pre-Opening Guidance:
  - Phase 1 - 10 individuals
  - Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
- Truth staff/students will comply with DC Health Guidance (including processing confirmed cases in the school).
- Certain students should physically learn on-campus every day if it can be done safely, responsibly, and equitably (e.g., children of essential workers, others with greatest need).
- Certain students cannot physically learn on-campus (e.g., immunocompromised students).

Instructional Delivery Plan

PURPOSE or PLAN STATEMENT:
This plan describes how The Sojourner Truth Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent of 1,080 instructional hours through synchronous and asynchronous remote and on-campus learning opportunities.

The plan has been designed in collaboration with Truth's Safe Opening Planning Committee, which is made up of school leadership, Truth parents, Board members, and staff. We have met in an ongoing manner with leaders from the Department of Health, the Mayor's Office, and other schools, and have worked hard to design a plan that prioritizes safety and family choice to allow students to thrive regardless of circumstance and to still experience the elements of our model that make Truth special.

Truth's mission is to empower students to transform the world. Students at Truth will graduate ready for success in college, career, and life. Our mission statement calls for students to learn to serve as active agents in the construction of peace. They will know who they are, what they want, and where they are going. They can walk into any space, find their place, and make a powerful contribution.

The safety and well-being of our students and staff will always be our top priority at Truth, followed next by a personalized learning model that recognizes and fosters the uniqueness of each student. While disruptions like COVID will change our overall approach, we remain steadfast in our mission

to "prepare students to transform the world.

The plan provides students, families, staff, DC PCSB and OSSE with a thorough understanding of the day-to-day learning. It centers on equity, ensuring that all students, including students who are at risk, per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

DESCRIPTION:
Instruction at The Sojourner Truth PCS will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-campus. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration. For each of the 180 days in the school calendar, a student will be expected to engage in the equivalent of at least 6 hours of learning, including breaks for lunch, "recess" and socializing.

The following options are available during Term 1 to families enrolling in The Sojourner Truth PCS for school year 2020-21: 5 days a week of on-campus learning for those students and families most in need of it, or 5 days a week of remote learning. Families were asked to choose an option by August 5. On a quarterly basis and based on availability, families may change their option from remote to on-campus (or hybrid, if being offered at that time) via a quarterly survey.

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On-campus

This option is open to those families who have expressed the most need. In some cases this is due to special physical or academic needs (such as in an IEP), social-emotional needs, language

acquisition needs or lack of an adult at home to support with remote learning. These students will have the option of attending in-person, on-campus learning five (5) days a week.

Remote Learning (blend of live/synchronous and independent/asynchronous)

In response to the Mayor's decision on July 30, 2020, Truth will provide remote learning to the majority of students and on-campus learning for those who express the most need. Remote learners will experience learning from home five (5) days a week via a combination of synchronous and asynchronous sessions and experience. The learning requires the student to be logged onto the computer and engage in activities at home independently. Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

	Monday	Tuesday	Wednesday	Thursday	Friday
100% on-campus	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	Activities to be completed by end of school day with adult supervision	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision
100% Remote	Structured schedule of synchronous activities combined with asynchronous activities to be completed by end of period/ day/ school week.	Structured schedule of synchronous activities combined with asynchronous activities to be completed by end of period/ day/ school week.	Structured schedule of synchronous activities combined with asynchronous activities to be completed by end of period/ day/ school week.	Structured schedule of synchronous activities combined with asynchronous activities to be completed by end of period/ day/ school week.	Structured schedule of synchronous activities combined with asynchronous activities to be completed by end of period/ day/ school week.

Instruction

Personnel

Regardless of whether students are on-campus or remote, the amount of time, dedication, and support a teacher provides their students will be identical. To achieve this goal, and for purposes of equity and logistics, we have divided the role of each "teacher" into two roles: Content Teacher and Teacher Mentor. To clarify, *all* Truth Content Teachers will also serve as Teacher Mentors. Some additional staff, such as our ESL Teacher and some of our SPED Teachers will serve as Teacher Mentors as well.

- Teacher Mentor: The Teacher Mentor is the staff member responsible for a group of students who, together, will be considered a "pod" or "squad" for afternoon self-directed

CONTINUOUS EDUCATION
& SCHOOL RECOVERY PLAN

learning Each day, the teacher mentor will see their class (either remotely or in person), and this adult will be a teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the "touchpoints" that will be used.

- For all students, remote and on-campus, the Teacher Mentor will engage in community-building activities designed to help with continuous student engagement. Truth PCS will keep students in smaller learning groups, and students will remain in community cohorts with a teacher mentor and the content teachers will move from class to class.

- Content Teacher: The teacher is the content area expert responsible for facilitating classes and ensuring learning in Humanities, STEM, or elective. A Content Teacher may also be a Teacher Mentor. The Content Teacher's primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners. They will plan lessons that can be taught remotely and in-person, and in most cases they will either be teaching to a cohort of fully on-campus students or fully-remote students. There may be times, however, when the content teacher provides a recording of on-campus instruction or a live-stream for students who are learning from a remote location.

Learning Modes
- Synchronous learning with Content Teacher: When remote, this instruction is conducted via Zoom or GoGuardian's face-to-face application, in which student(s) and teacher are interacting directly with one another. Instruction will be given daily via direct instruction and also at times throughout the day with students working on projects, monitored by the teacher. On-campus, this instruction will involve the teacher and student in the same room. In both on-campus and remote scenarios, students and teachers will engage regularly with Summit Learning, our Learning Management System (LMS).
- Asynchronous learning: Truth teachers will prepare learning that can be accessed any-time, anywhere via playlists (including pre-recorded, teacher-led lessons) and modules on Summit Learning. These will be accessible for both remote and on-campus learners, and student progress will be monitored by both Content Teachers and Teacher Mentors.

Community Building
- Synchronized community building with a Teacher Mentor: There will be ongoing team-building and social-emotional learning breaks during afternoon Pod-Time, which is a block led by a Teacher Mentor and 11-12 students. These will be done in person for the on-campus students and virtually with remote learners. Topics and themes will align to Truth's overall social-emotional learning arc (developed by the counseling team) but will also be responsive as needed to immediate or relevant concerns.
- Asynchronized community building with a Content Teacher or Teacher Mentor: There will be ongoing opportunities for classmates to build community through breakout groups, group projects, and partner-work. This will apply to both on-campus and remote students to connect with one another in informal ways.

Professional Development

Over the summer, content teachers received training on the Summit Learning platform provided directly by Summit. The training focused on content delivery and checking for understanding and how to deliver instruction virtually using the platform. In addition, all staff will receive professional development in weekly grade level meetings and department meetings. The development will focus on assessing student learning, Social Emotional Learning (SEL), Response to Intervention (RtI), troubleshooting IT issues, engagement, and building community when remote. Content Teachers will have time built into these meetings and also into the planning periods in their regular instructional days to work with the Counselor, special education teacher (and the coordinator or outside providers) and our English language learner teacher.

Additionally, formal Humanities and STEM content instruction will end each day by 12pm, followed by structured and self-directed learning time (monitored by teacher mentors) until 3:30pm. Thus, the teacher's work day will end at 3:30pm. Each day, teachers and community leaders will have access to the IT department, behavioral support specialist, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-campus and remote.

Timely Intervention

The Principal will work with Teacher Mentors and Content Teachers to review both academic and social-emotional progress of 100% of Truth students on a weekly basis. This will be done via review of the Summit Platform dashboard for each student, one-on-one mentor meetings with all students, and check-ins as necessary with Content Teachers. When needed, the Teacher Mentor (and possibly Content Teacher) will contact the family regularly (as much as once a day) in an ongoing effort to determine if a student is disengaging and why. Students will be referred into our RTI process as needed, and the Counselor will work collaboratively with the content teacher and or the teacher mentor will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

The Assessment and Promotion Policy for more details on formative and summative assessments for identification and continuous improvement.

Continuous Improvement

The Sojourner Truth PCS will be in operation for 180 days. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned quarter start date of August 31, 2020.

Families may choose to change their schedule at the end of each quarter with direct communication with the school. The school will accommodate all families for the start of each quarter. Truth will survey families and they will submit their preference for the upcoming quarter and adjustments will be made from there. The survey will be administered in the latter half of each current quarter to plan for the upcoming quarter. Truth's first quarter ends on Friday, 11/6, and so parents will have the opportunity to submit their preference for the second quarter by October 15.

Staff will engage weekly in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (on-campus vs. remote). The analysis will control for other variables in priority populations (e.g. housing instability, food scarcity, internet access, special education/ EL status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

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

In an ongoing fashion (with large-scale analyses once a month), students who have shown the least engagement whether by attendance or work product, will be evaluated through a student support team led by the school counselor. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content.

All students will take the Panorama social emotional learning assessment three times per year. Based on the results, modifications will be made to the learning plan for cohorts or individual students.

Example Classrooms

90 students on the overall campus for SY 2020-2021;

Demographics:
- estimated 25% students with disabilities,
- estimated 9% English learners,
- estimated 65% at-risk (including three who are homeless/housing insecure)

Based on parent survey results and follow up conversations, for quarter one (August 31-November 6), the students will attend as described below:

- Up to 22 (24%) will be on-campus
- 68 or more (76% or more) will be remote

Sample Truth 6th or 7th grade schedule

Time	Activity	Personnel	On-campus	Remote

8:00	Arrival	Operations team, Leadership team, full on-campus instructional and support team	Greeting and Breakfast	(Support staff available on appointment basis for one-on-one check-ins)
8:45	1st period (STEM, Humanities, or Elective)	Content Teacher (Humanities, STEM, or Elective)	Content Teacher leads on-campus cohort in direct instruction (typically a greeting and starter activity followed by a mini-lesson and then an independent work period, with an exit ticket or other formative assessment as a closing)	Content Teacher leads a virtual cohort in direct instruction via Zoom or GoGuardian (typically a greeting and starter activity followed by a mini lesson, after which students may be asked to stay online for their work period or may be released to complete their work independently of the live virtual session)
9:50	2nd period (STEM, Humanities, or Elective)	Content Teacher (Humanities, STEM, or Elective)	Content Teacher leads on-campus cohort in direct instruction (typically a greeting and starter activity followed by a mini-lesson and then an independent work period, with an exit ticket or other formative assessment as a closing)	Content Teacher leads a virtual cohort in direct instruction via Zoom or GoGuardian (typically a greeting and starter activity followed by a mini lesson, after which students may be asked to stay online for their work period or may be released to complete their work independently of the live virtual session)
10:55	3rd period (STEM, Humanities, or Elective)	Content Teacher (Humanities, STEM, or Elective)	Bio Break with assigned bathroom and time	Content Teacher leads a virtual cohort in direct instruction via Zoom or GoGuardian (typically a greeting and starter activity followed by a mini lesson, after

				which students may be asked to stay online for their work period or may be released to complete their work independently of the live virtual session)
12:30	Lunch + Recess/ break	On-Campus Staff (mix of Operations Team, Leadership Team, and Student Support Team)	Lunch is delivered to classrooms for on-campus cohorts to eat; Cohorts can be taken to the courtyard (weather permitting) and recess can follow outdoors (weather permitting and with distancing and safety guidelines)	Optional activities led by a member of the student support team (i.e. "lunch bunch" for socializing or groups for games)
12:40	Self-Directed time in Teacher Mentor-led Pods of 12 students	Teacher Mentor	Teacher Mentors engage students with a greeting and welcome activity, followed by: *Individual goal-setting for the afternoon (goals must be recorded in Summit, the LMS, and approved by Mentor) *Individual learning plan creation for the afternoon (plan must be recorded in Summit and approved by the Mentor) *Individual plan implementation (with support and guidance as needed from the Teacher Mentor) During this block, students may also engage in: *Direct one-on-one or small-group support from SPED teachers	Same as on-campus, but done virtually: Teacher Mentors engage students via Zoom or GoGuardian with a greeting and welcome activity, followed by: *Individual goal-setting for the afternoon (goals must be recorded in Summit, the LMS, and approved by Mentor) *Individual learning plan creation for the afternoon (plan must be recorded in Summit and approved by the Mentor) *Individual plan implementation (with support and guidance as needed from the Teacher Mentor) *Individual sessions here may be done via separate Zoom or GoGuardian meetings During this block, students may also engage (virtually) in:

				*Enrichment activities (book clubs, Spanish language, etc) *Intervention support (Read 180, math support)	*Direct one-on-one or small-group support from SPED teachers *Enrichment activities (book clubs, Spanish language, etc) *Intervention support (Read 180, math support)
3:30	Dismissal	Operations team, Leadership team, full on-campus instructional and support team	Slightly staggered dismissal of on-campus cohorts	

Assessment and Promotion Policy

A. Assessment

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

o Other (identify vendor)

o How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and

o When the LEA intends to administer these assessments during the school year, specifying for each assessment.

B. Promotion and Graduation

7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.

8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

PURPOSE STATEMENT:

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

DESCRIPTION:

This policy below describes the formative assessments that The Sojourner Truth PCS will use to assess student learning during the 2020-2021 school year. These assessments are not considered part of high stakes accountability and student test results will only be shared with the DC PCSB or OSSE if it is explicitly defined in Truth's charter agreement or if mandated for all LEAs. Results of all assessments will be used primarily to inform instruction (including interventions and extensions) and will be shared with the student and parent/guardian.

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The policy describes the formative assessments the school is considering administering for all middle school students (both those on-campus and those learning remotely), when each assessment will be administered, and the manner in which Truth will provide academic intervention and support. The policy also discusses grade level promotion requirements.

Assessments

Assessment Integrity

All families at The Sojourner Truth PCS will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments.

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, on-campus, Remote - synchronous and Remote - asynchronous	Interventions and supports
6	Diagnostics at BOY and assessments for growth at MOY and EOY-- Reading (NWEA MAP) Math (NWEA MAP) Language Usage (NWEA MAP) Language Screening ACCESS/ WIDA *If an option, Truth also plans to participate in PARCC for ELA and Math	BOY/ MOY/ EOY BOY/ MOY EOY	On-campus: In-person Remote: Online (Hybrid: in-person, but only if hybrid is an option)	Read 180 i-Ready ESL class
7	Diagnostics-- Reading (NWEA MAP) Math (NWEA MAP) Language Usage (NWEA MAP) Language Screening ACCESS/ WIDA *If an option, Truth also plans to participate in PARCC for ELA and Math	BOY/ MOY/ EOY BOY/ MOY EOY	On-campus: In-person Remote: Online (Hybrid: in-person, but only if hybrid is an option)	Read 180 i-Ready ESL class

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	On-campus (including hybrid if that becomes an option at any point in the year)	Remote
6-8	During on-campus learning, students will engage in in-person assessments including: • Essays • Short Answer • Book reports • Math Equations with work attached • Lab reports • Research assignments, including conducting on-line research • Reading comprehension assessments • iReady, RI, ACCESS assessments All assessments administered on-campus will be taken under adult supervision.	During remote learning, students will engage in the following assessments virtually, from home: • Essays • Short Answer • Book reports • Math Equations with work attached • Lab reports • Research assignments, including conducting on-line research • Reading comprehension assessments • iReady, RI, ACCESS assessments All assessments submitted via Summit Learning (our LMS) or another secure portal provided by Truth, via GoGuardian or a Dropbox or Egnyte folder.

PROMOTION AND GRADUATION

Considerations

- Truth middle students, whether remote or on-campus, will take a full schedule of courses (including electives)
- P.E. will be offered as an elective, and with students earning points towards their class for engaging both in synchronous, live sessions and independent, asynchronous activities

Promotion

Truth will not be changing its grading or promotion policies in light of remote learning.

"In Truth's middle school (grades 6-8), there is no specific gradebook mark that mandates a student repeat the school year. Discussions about repeating courses or grade levels are held collaboratively with teachers, families, students, mentors, and administrators, and the Principal has authority to make final decisions."

Attendance Policy

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

o Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds

o LEAs that serve students that are not compulsory age (Pre-K 3, Pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.

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

o How is the student's presence authenticated daily using the LMS?
o What constitutes sufficient engagement in the LMS for the student to be marked present?

☐ Option B: The LEA is not using a learning management system (LMS) for distance learning.

o What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
o What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
o What constitutes evidence of education engagement daily for the student to be marked present?

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

PURPOSE or POLICY STATEMENT:
The Sojourner Truth PCS commits to meeting its goals and academic achievement expectations as set forth in its charter and Comprehensive School Plan, and requests a waiver from OSSE for

six-hours of "seat time" per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

DESCRIPTION:
The Sojourner Truth PCS will use Summit Learning as its Learning Management System (LMS).

For students that are on campus (either as 100% on-campus learners or as hybrid learners during their on-campus days), attendance will be taken each period and daily attendance will be recorded based on *5-A DCMR §2199,* which defines "present" as "a single school day on which the student is physically in attendance at scheduled periods of actual instruction at the educational institution in which she or he was enrolled and registered for at least 80% of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student." Students will thus be marked as present, partial, or absent for the day.

Remote learners will be marked either present or absent for each period, and the designation will be made based on "touchpoints". When attending school through remote learning, a student will be marked as present by a content teacher during any given period if at least one of the following touchpoints has been recorded:

- Direct 'face-to-face' online contact through a synchronous class Zoom session
- Completed exit tickets(such as on Google forms) after viewing a pre-recorded video OR any completed checks for understanding or assessments via Summit Learning (LMS) modules or projects
- Completed assignments uploaded to Summit from daily activity (>50% complete will be considered present, regardless of accuracy)
- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.

All synchronous sessions will be held in secure Zoom rooms that require personal invitations and management by the classroom teacher or mentor. Cyberbullying of any kind will not be tolerated and should be reported immediately to classroom teachers and then the principal if they occur.

Grade Span Considerations

For Grades 6-12
- Content teachers and Mentors will take attendance across each of their periods for each remote learner (per OSSE guidance, attendance will be marked for these remote learners as either *present* or *absent*)
- Remote learners, just like on-campus learners, are expected to be present and engaged with each content teacher and their mentor on a daily basis

- Attendance will be entered directly into eSchoolPlus for all students and each period taught (for both on-campus and remote learners)

Attendance Monitoring and Reporting

The Sojourner Truth PCS will take the following steps to track student attendance:
- Teachers responsible for daily attendance for students on-campus will follow existing attendance protocols.
- Teachers responsible for daily attendance for remote learning students (using Summit Learning as an LMS) will follow these protocols:
  - Students will be marked as *present* for a period if they satisfy at least one of the touchpoints detailed above
  - Students will be marked as *absent* for a period if they do not satisfy at least one of the touchpoints detailed above
  - Attendance for each student and each period will be reported via eSchoolPlus

The Sojourner Truth PCS will take the following actions to address absences:
- Mentor teachers each have a squad of students in their cohort for whose families they are responsible for following up with after any and all absences
- Teachers will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.
- Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

Attendance Policy

Attendance Touchpoints by Learning Type

	On-campus	Remote

Present	Present: Student attends school for >80% of the school day. OR Attends <80% of school day on-campus AND is remote learning for the remainder of the school day.	Present Remote: Student presence is detected throughout school day's activities (A) captured in LMS (B) participates by one or more of the following touchpoints: ● is present in virtual classroom, ● submits exit ticket ● participates in group activities ● participates in community building activities (games, etc.) ● Submits photo of student work ● Submits video of activity (e.g. PE, Enterprise elective) ● Saves student work in file, showing some progress ● Parent/guardian responds to survey ● Responds to documented contact(s) from mentor, engagement specialist and/or content teacher
Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	N/A
Absent	Absent: Student is not on-campus during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints.

The families of students who are learning remotely will receive the following:
- A text message if their student is not present by the end of 1st period.
- An email if not present by the end of 2nd period.
- A personal phone call from the student's mentor notifying them of the student's absence.

All students who are learning remotely will receive the following:
- Online access to a list of the day's assignments and expectations

- Direct communication (phone call, text, or email) if not present by the end of first period during a school day
- A call from the student's mentor if not present yet that day.

Collecting and Reporting System

Truth PCS will log all contacts with a student and family using a school-created google doc. For students who are marked "absent", the school's in-person attendance policy (including consequences) will be followed for reporting requirements and attendance verification.

Whole Student Support

A. Student Support

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

B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:

 o A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
 o The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
 o The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

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

PURPOSE or POLICY STATEMENT:

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

Expectations for Student Behavior:

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

Plan

Communication and Student Engagement	Students should communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms, private/public chat windows, and in emails.
	Students should follow all classroom and school expectations for using audio and video during classroom meeting times.
	Students should mute their microphones when they are not speaking and while others are speaking.
	Students should refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.
	Students should follow the same rules for whole group class meetings while in breakout rooms.
	Students should immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.
	Students should report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.
	Students should not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.
	Students should refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.
	Students should report all instances of cyberbullying to school staff immediately.
Logging into Summit Learning (Truth's LMS)	Students should keep their username and passwords in a safe place and must not share them with other students; Students will
	Students should log into Summit using their own log-in information.
	Students should log into Summit daily for accessing focus areas, projects, and other tasks.

Student Work	Students should complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.
	Students should submit their own work and provide citations for work created by others.
	Students should communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.
Taking Care of Physical Equipment	Students should treat all school chromebooks, headsets, and any other devices with care.
	Students should keep food and drinks away from the equipment.
	Students should keep devices out of extremely cold or hot areas.
	Students should hold and carry chromebooks properly.
	Students should report any damage to school equipment as soon as possible.

Student Support

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

- Truth teachers will embed social-emotional and wellness checks within daily classroom lessons (both during content sessions and self-directed learning blocks).
- Teacher Mentors will serve as the primary POC for families, and wil conference with parents and guardians as needed, and refer students to the student support team if students display needs for support.
- The student support team (including the Counseling Team and Truth's Wellness Coordinator) will provide weekly check-ins during each cohort's self-directed time to visit with students and make themselves available for support.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The student support team will create tele-health options for students to call and schedule sessions with school counselors.
- The student support team will make referrals to neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.

Monitoring of Student Behavior

- Administration/teachers will regularly review student classroom chats to make sure comments are appropriate.
- The GoGuardian app will monitor student emails for dangerous or concerning language.
- Teachers will use GoGuardian to view student screens for monitoring purposes.
- The Principal will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating Summit Learning and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with Summit Learning according to the policies outlined in the student handbook.
- Grades and attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using Summit Learning.

Communication with Families

Truth staff will share a copy of the *Whole Student Support Policy* with families for their review prior to the beginning of the school year. Mentor teachers will communicate with families on a weekly basis about student progress and student engagement by email, phone, text or via Summit Learning. School staff will immediately communicate with students and families when students are not meeting expectations for remote learning.

Alternatives to Distance Learning

Staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents or guardians will be immediately notified about any changes to students' access to the LMS by email, phone, text or through the LMS.

If students do not follow expectations for communicating respectfully with school staff or other students:
- Staff will remind students of expectations for distance learning.
- Staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on chats or discussion boards.
- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

If students use Summit Learning or Zoom inappropriately, such as by sharing their username/passwords, intentionally misusing Summit Resources, or by logging in as another user:
- School staff will remind students of expectations for distance learning.

- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

If students engage in cyberbullying or display/share inappropriate images via email, online chats, or in Summit Learning:
- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

Special Populations

OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an FAQ document on this topic on [March 25, 2020](#), [April 15, 2020](#), and [May 29, 2020](#).

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

LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's](#)

state EL policies and procedures, *and* DC PCSB EL Services Assurance Letter, and OSSE's Serving English Learners During Distance Learning FAQ.

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

PURPOSE or POLICY STATEMENT:
This submission is a narrative to demonstrate how The Sojourner Truth PCS will meet the educational and social-emotional needs of students with disabilities and English learners.

DESCRIPTION:

How Truth is maintaining IDEA timelines in collaboration with families and documenting delivered services:

- Truth will continue collaborating with families to find mutually agreeable times to hold IEP and eligibility meetings to ensure compliance with IDEA timelines. Service delivery will be documented internally, in the communication log in SEDS, and in any related service session notes.

Steps Truth is taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning:

- Truth's Special Education Team will conduct a needs assessment to determine the unique needs of each family, focusing on those with specific disabilities that require modifications to communicate and/or learning platforms. The special education coordinator will ensure that all school staff are trained on how to support adults and family members with disabilities. The Coordinator will also establish specific communication protocols for individual family members with specific needs.

The manner in which Truth will deliver related services for students in distance learning:

- Truth will deliver related services as outlined on a student's IEP, to the greatest extent possible, in a remote, online setting. For families who share any pressing needs for in person support; this could be due to various factors (academic needs, SEL needs, general family needs), in person support can be arranged for a limited number of families while in accordance with the current health regulations for in person meetings. All sessions will be documented in SEDS under related service session notes.

The manner in which Truth will support parent training for students receiving related services through distance learning:

- Truth will conduct regular and responsive parent training sessions to ensure that parents/caregivers are prepared to co-teach/co-treat in partnership with teachers and service providers. Training will be provided remotely through an online video conferencing platform. These training sessions will be conducted prior to the start of school and during the entire period of remote learning.

The manner in which Truth will deliver recovery services to students with disabilities during the 2020-21 school year and how Truth will communicate those services to families:

- Truth will deliver recovery services in asynchronous and synchronous formats that allow the students to participate in general education, whole group instruction, general education small group instruction, and specialized instruction services delivered in the manner most appropriate to the students' needs. Students may receive individual or small group specialized instruction.
- Prior to the start of the school year, Truth's school Special Education Coordinator will notify families of the overall service delivery plan with timelines that outline additional rounds of communication from inclusion teachers and related service providers to schedule services. Truth's inclusion teachers and related service providers will collaborate with families to determine a mutually agreeable time to deliver remote instruction. Special education teachers and related service providers will, to the greatest extent possible, service students by pushing into general education sessions in addition to providing small group and individual sessions focused on ensuring student access to the general education curriculum and particular focus on student IEP goals. For families who share needing in-person support services the special education coordinator will collaborate with families to determine a mutually agreeable time to deliver in person support in accordance with current district health guidelines.

The steps Truth will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit:

- All of Truth's students will be assessed at the beginning of the school year remotely or in-person depending upon health and safety guidance at the start of the school year. Students with disabilities will be assessed through the whole school assessment process, as well as through the use of curriculum-based measures to set a baseline for progress monitoring throughout the school year. This data will be used to establish a baseline and will be analyzed alongside student benchmark progress . The data analysis, teacher input, and parent input on remote learning effectiveness will allow Truth to determine the severity of the impact of learning loss due to the ongoing pandemic. Special education data will be compared to general education data to determine the rate of learning loss across all students.

The steps Truth will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness:

- Truth will conduct additional outreach to families experiencing homelessness and those in the care of the District of Columbia to ensure that the remote learning plan is accessible. Accommodations such printed work packets, phone-based instruction, and in-person sessions in accordance with current health and safety guidance will be considered to ensure participation and access to learning during this additional period of remote learning. All students will receive a chromebook and internet access to ensure all students have access to the curriculum.

A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environment:

- Truth will have a Sheltered Content Program. In this model, ELs will learn content and English alongside their native English-speaking peers. Teachers will use clear English and scaffolding strategies to present students with skills and concepts that are equivalent to those taught in mainstream content courses delivered in the most appropriate manner for the student's proficiency level and setting. The ELA scaffolding techniques include: teaching academic vocabulary; integrating oral and written language instruction into content area teaching; providing regular, structured opportunities to read for multiple purposes; providing regular, structured opportunities to write; and capitalizing on students' home language and knowledge.The mathematics scaffolds include: providing concrete and visual models; providing graphic organizers and foldables; and using multimedia to enhance ELLs' comprehension of mathematical concepts - all in addition to the ELA techniques above. Additional supports include using visuals, synonyms, and examples to clarify word meanings; use guiding and supplementary questions about text; use sentence starters and

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glossaries; provide word banks; encourage home language use; preview texts in home language. Truth will follow the WIDA standards in the areas of Listening, Reading, Writing and Speaking Students identified as Level 1 -3 will receive separate humanities instruction from the ESL teacher and will receive support through a co-teaching model to support EL students with STEM and Math.

The manner in which Truth will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency:

- Truth will administer a diagnostic exam to all students identified as EL to establish baseline data and use any data from previous ACCESS 2.0 results to determine appropriate language goals across the four language domains of reading, writing, listening and speaking. Truth will use the WIDA STANDARDS and grade-level state content standards to determine unit plan goals and success criteria, develop language objectives aligned with unit goals, and plan meaningful lessons focused on content area knowledge and skills as a context for language development

The manner in which Truth will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level:

- Truth will deliver language instruction in asynchronous and synchronous formats that allow the students to participate in general education, whole group instruction, general education small group instruction, and specialized instruction services delivered in the manner most appropriate to the students' needs and proficiency level. Students may receive individual or small group specialized instruction from the ESL teacher who will co-plan and facilitate online lesson delivery.

The manner in which Truth will provide EL students access to academic content by grade and proficiency level:

- The academic content will be adapted to ELs' English proficiency level to help activate prior knowledge, and promote classmate collaboration. With the emphasis on standards-based instruction, there will be appropriate content, instruction, and assessment for English language learners. Truth will adapt the curriculum to focus on content in order to allow students to learn the essentials, without getting confused and frustrated. For example:
  - Provide cross-content application of concepts, to help tie learning together, making it more comprehensible.
  - Provide a curriculum that addresses reading, writing, speaking, and listening processes.
  - Provide background knowledge, sometimes with native language support, to allow ELLs to tie new information to something familiar. This helps students as they

decode information; first trying to understand in their native language, and then transfer that understanding into English.
- Define key vocabulary, multiple-meaning words, and figurative language.
- Provide multiple learning opportunities to reinforce key concepts and vocabulary.
- Incorporate technology with effective online programs that provide:
    - Individualized instruction
    - Opportunities to practice in various contexts
    - Ability to work at their own pace
    - Gather effective data for educators to determine areas of strengths, and areas of focus, in order to drive instruction

<u>Technology Policy</u>

15. Describe the LEA's policy for technology use during distance learning, including:
    o Expectations for student access to devices and technical training;
    o The manner in which the LEA will assess student/family technology needs;
    o The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;
    o The plan for replacing/repairing devices;
    o Expectations for student access to internet and safeguarding personally identifiable information (PII);
    o What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and
    o If/how the school's technology policy differs by grade level.

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

Even before COVID-19, Truth was planning on having a 1:1 ratio of devices to students. The use of technology as a tool of personalized learning is integral to our model and interaction with Summit Learning as our LMS. The Sojourner Truth PCS is committed to equitable access to technology resources necessary for learning for all students, and due to COVID-19 has adjusted to becoming a 2:1 school to ensure that technology does not become a limiting factor in our students' abilities to achieve. Students (and where applicable, their families) must sign and submit a *Truth IT User Agreement* form.

Beyond defining The Sojourner Truth PCS's general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a Return to School Technology Plan is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

DESCRIPTION:

The following plan for the effective use and oversight of school technology during and after the COVID-19 Pandemic draws on a framework developed by the Wisconsin Department of Public Instruction. This framework comprises three steps:

1. Review (where things stood at the close of 2019-20);
2. Plan (what must be accomplished before the 2020-21 school year begins; and
3. Implement (during SY 2020-21).

The intended result of following this process is to develop a Return to School Technology Plan that is based on and aligned to the existing School Technology Plan. If a school has not previously drafted a School Technology Plan, there is no time like the present to begin.

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- Equipment, Software, and Training Expectations and Supports for Students and Staff
- Assessing Need
- Support
- Replacing/Repairing Equipment
- Expectations for student access to internet and safeguarding personally identifiable information (PII);
- Remote Learning Limitations on School-Provided Devices

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

Equipment
All students will receive two Chromebooks - one for use at home and one for use at school. Additionally, students will be issued a headphone set if so needed and requested by the family.

All staff will receive a Chromebook if so requested.

Software

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

- Google Apps for Education, Summit Learning, GoGuardian suite, and additional services as needed.

Training

Upon issuance of a Chromebook (and headphones, if applicable) every family must review the *Laptop Policies and Procedures* document and sign the *Truth IT User Agreement* form. This will be reviewed with the family by the Operations Manager who will provide instructions on how to ensure the longevity of life of the device.

Teachers, through their course of instruction, will provide training on the educational tools that students will utilize to receive instruction, do research, and submit their assignments.

Review & Assessment:

Equipment

We will review the inventory of our equipment by tracking Chromebooks by their serial number, and logging them into our GoGuardian device management tools. Any problems students experience can be reported via this portal, with any repair or maintenance to be provided by the Operations Manager.

- Additionally, Truth is committed to ensuring that 100% of our families have access to home internet, and the Operations Team is continually working with families to provide technical and even financial support if needed to ensure the devices issued can actually be used as intended.
- All Chromebooks will contain strict content filtered, as well as tools that will assist school administrators track online bullying or harassment, or any usage that might indicate a student self-harm risk.

Software

Based on the instructional plan, we will continually evaluate our tools to determine what software best supports remote learning. All needs will be evaluated - from the perspective of teachers, students, parents, and administrators. If a software tool can be replaced with a better one, we be open to determining what the best path forward might be.

Training

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

Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, we will work with students without home internet access to set up service using some options that may offer significantly discounted rates.

Replacing/Repairing Equipment

Equipment

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

We will initially review issues remotely to see if we can identify the problem and repair any software issues that can be resolved. If it is a hardware issue, or damaged equipment that requires significant repair, a family may need to pay a prescribed replacement cost as listed in the *IT User Agreement* form. If it is determined the device itself is faulty, and reparable under a warranty, the family will not need to pay for the cost of replacement.

Replacement devices may be picked up at the school at a mutually agreed upon time between the school and the family.

Software

Due to the web-based nature of all the software that students will be using, any "software" issues will likely be resolved with a reboot of the operating system, or an update of a web-based application. Both of these things can be done remotely.

Student passwords will be issued and static for the school year. Teachers will have access to student passwords so any forgotten password issues can be resolved directly with the instructor, or by contact the IT support staff.

Training

Any students who are continually having challenges logging into their computer or utilizing any of the applications will receive any necessary one-on-one training to increase their confidence and skills utilizing the technology. Any IT troubleshooting will be resolved by the Operations Manager, or other operations staff.

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

Devices issued to students by the school will have pre-installed software from GuGuardian that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely.

Remote Learning Limitations on School-Provided Devices

Equipment

Student devices will be accessible to do student work as long as it is in the possession of the student. Web filters will always be active. The expectation is that the student device will only be used by the student. If a Chromebook is lost or broken, it will be the family's responsibility to pay the cost of replacement.

Software

All software and the device will only be accessible with the student's Google Apps for Education login credentials. Only authorized applications can be downloaded onto the Chromebook. Support and training on all applications will be provided by school staff.

Training

Support and training on all applications will be provided by school staff. Depending on the need, support can be provided to any student or family member who requests it by contacting Truth's IT staff.

Family Engagement Policy

16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:

o How often families can anticipate hearing from the school, and through which methods of communication;

o How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;

o How you will communicate about unanticipated facility closures and the health/safety of the school community;

o How you will share expectations and training for family participation in their student's learning, including trainings for technology;

o How you will facilitate introductions to new teachers and classmates at the beginning of the school year;

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

PURPOSE or POLICY STATEMENT:

This policy will describe how The Sojourner Truth PCS will partner and communicate with families about continuous learning and school operations.

DESCRIPTION:

This policy articulates how The Sojourner Truth PCS will communicate with and inform students and families of 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.

Truth believes that consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication will happen, among other things, via messages on Konstella (Truth's parent messaging portal), via Remind text messages, with phone calls, social media posts, signage in the building, access to resources and information on the school website, and on-demand notification through individual outreach.

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I. General School Wide Communication

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

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all Truth PCS social media platforms (Facebook, Instagram, and Twitter), a banner on the homepage of the website, a message on Konstella, and through direct outreach to families via email, text, and robocall.

Website

The Sojourner Truth PCS website (www.thetruthschool.org) at all times will be the location for general information about the school as well as specific details on weekly curriculum and schedules, and the program offerings, staff, and typical school operations details (such as optional and outdoor on-campus team-building activities and other calendars). This information will be available to families 24 hours, 7 days a week.

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

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

Food Programs: In accordance with OSSE guidelines, all required information about the Truth food program will be available to families on a monthly basis.

Operating Status: The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage.

Student Learning: A link to the learning management system (LMS), Summit Learning, will be available for students and families to access student report cards, progress reports, and updates from teachers. The website will also house weekly links to each teacher's curriculum plans and resources.

Social Media

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

Direct to Family

Truth will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school at least twice weekly - and will attempt increased communication when it comes at the preference of the family.

II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

The Sojourner Truth PCS 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 families in the improvement of our remote and on-campus 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 families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

Trainings

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

- troubleshooting your device at home
- accessing Truth's distance learning platform and materials; and
- navigating the learning management system (Summit Learning).

Continual improvement

At the conclusion of units, and at the time of progress reports and report cards, Truth will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Resources

Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

III. CORONAVIRUS PREVENTION COMMUNICATION

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

Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to Mr. Ryan Abel (rabel@thetruthschool.org), the COVID-19 Point of Contact, within 24 hours of the household member's diagnosis.

In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed directly to *info@thetruthschool.org* or by calling 202-747-0904.

Trainings

To prevent the spread of coronavirus, Truth will offer training for students, staff, and families. Topics may include:
- How to safely return to school: a training detailing all in-school processes for students, families, and staff)
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

Signage and Resources

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

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

IV. Facilitating Introductions to New Teachers and Classmates

Relationship-building between teachers and students and also between students and their classmates is a high priority for Truth even under normal circumstances. Given the added challenges of doing so in a remote context or in-person with masks and physical distancing, Truth staff have worked hard to develop a plan that deliberately provides time, space, and activities with the specific goal of introducing teachers and classmates to one another.

Teachers have developed "Unit 0" plans that will be implemented during weeks 1 and 2 of the school year. While this unit does include academic skill-work and an introduction to Truth's approach and tech platforms, building relationships and community are among the primarily goals. Objectives, for example, during week one include:

- *Developing relationships and getting to know one another*
- *Developing community agreements for class this year*
- *Utilizing a mentor text to explore our identities*
- *Learning about Sojourner Truth and her connection to our school*
- *Learning about Maria Montessori and her philosophy on education*

Relationship-based objectives will be present in all courses throughout the first 1-2 weeks of school (Humanities, STEM, Enterprise, PE, What I Design, and Squad/Self-Directed blocks).

SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA (The Sojourner Truth PCS) attests to the following statements regarding delivery of instruction (please check all boxes):

> ✔ Per its charter, 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 (The Sojourner Truth PCS) attests to the following statement regarding SY2020-21 attendance (please check all boxes):

> ✔ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS), eSchoolPLUS, consistent with OSSE's regulations and policies for SY 2020-21.

The LEA (The Sojourner Truth PCS) attests to the following statement regarding graduation and promotion for SY 2020-21 (please check all boxes):

> ✔ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203 and/or in accordance with its charter agreement-if applicable. *(*Note that The Sojourner Truth PCS will only have 6th and 7th grade students for SY 2020-2021 and students will not be earning credits towards graduation.)*

The LEA (The Sojourner Truth PCS) attests to the following statements regarding serving students with disabilities (please check all boxes):

> ✔ Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

> ✔ LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

> ✔ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

✔ LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.

✔ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

✔ During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

✔ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

✔ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

✔ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

✔ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding technology (please check all boxes):

✔ The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA (The Sojourner Truth PCS) attests to the following statements regarding family engagement (please check all boxes):

✔ The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

✔ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

- An accessible, family-facing description of their continuous education plan; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

By submitting this continuous education plan and signing below, the LEA (The Sojourner Truth PCS) assures that this plan reflects its best thinking with how it will provide instruction and whole student support through continuous education for SY 2020-21. LEAs will have the opportunity to periodically review and modify plans if circumstances change; however, substantive changes to this plan should result in communication with DC PCSB and OSSE for awareness and be communicated to students and families promptly.
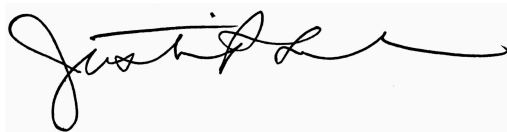
Further, by submitting this continuous education plan, the LEA will provide at least 180 instructional days adhering to this plan or by modifying it.

Finally, the LEA requests a waiver for the 6-hour instructional day requirement in 5-A DCMR §2100.3 for SY 2020-21.

LEA Name: The Sojourner Truth Public Charter School

LEA Leader Name: Justin Lesesek

LEA Leader Signature:

Date: August 7, 2020