

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

Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning¹ for school year (SY) 2020-21. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) are asking LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.² OSSE and DC PCSB are sharing this LEA Continuous Education and School Recovery Plan jointly to streamline operations and reduce burden for LEAs so each entity may fulfill its lawful functions.

OSSE is requiring all LEAs in the District of Columbia that serve students in Grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR § 2100.3.

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

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

To inform the public, these plans will be publicly posted, and we ask that LEAs also share them directly with their families upon approval by OSSE and DC PCSB. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individualized needs, but these plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter

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

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

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

schools, alignment with their approved charters. In addition, all plans must align with public health guidelines.⁴

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

Application Questions

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:

- o What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and

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

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See CDC's guidance for safe and correct application of disinfectants.
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.

⁴ Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

⁵ LEAs should notify DC PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

- Use of shared objects (e.g., gym or physical education equipment, art supplies, games, etc.) will be limited and cleaned between use.
- The school will implement safe and correct storage for cleaning and disinfection products. *Use the cleaning vendor to assist in creating a plan.*
- Only safe cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean D = Disinfect S = Sanitize

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

- o How will you ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?

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

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

Update:

All items that occur once daily occur in the evenings after all are gone from the building but janitorial staff. Things cleaned more than once daily are as follows:

surfaces: every 2 hours unless heavily used.

bathrooms: every hour

door knobs: every 2 hours minimum

desk, chairs, mats: if used by only one person, then once daily at end of day; if used by multiple then between every use. Per our emergency response protocol, space that is suspected contaminated is disinfected fully within 6 minutes of report.

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

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

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

Use of Space

The school will take the following measures in its use of space:

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

- Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
- No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
- Communal-use spaces (such as staff break rooms, cafeteria, and playgrounds) will be limited to one person at a time and will be treated with same standards as a restroom
 - Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.
 - *Photocopier, cutting boards, book rooms, etc.*
 - *Blacktop, balls and recess equipment*
 - *Refrigerator, microwaves, etc. for staff*
- Physical education classes may be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer). Otherwise they will adhere to normal in-the-building standards of other classrooms.
- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.

Use of Hallway

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

Reopening Building After Prolonged Non-Use

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

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

Ventilation

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

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

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

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

4. Outline the LEA's plan for SY 2020-21 school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.⁶

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

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

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

Please add your plan to distribute meals during virtual learning.

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

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

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

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

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

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

Paul PCS will function in an all virtual space until Thanksgiving during 2020-2021.

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

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

Info as it pertains to in-person learning after Thanksgiving is below:

Entering and Exiting School Building (after Thanksgiving)

All students, families, and staff, will be provided instructions for entering and exiting the school. To inform this plan, we consulted students, families, and staff on the details of the plan. We will do the following when children and staff are allowed back in the building:

- Provide health screening at each entry point.

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

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

Daily Health Screening

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

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

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

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

Grouping

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

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

In School Dining

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

Students will eat meals in the classroom to avoid mixing in the cafeteria.

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

Recess/Breaks

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

Preventing a Vaccine-avoidable Outbreak

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

Non-medical (Cloth) Face-coverings

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

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

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

Instances when face coverings do not need to be worn:

- Outdoors when social distancing of at least six feet is strictly enforced.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance (only with medical documentation).

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

Ensuring the safe use of clean cloth face coverings:

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

Hygiene

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

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

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

- No-touch fixtures have been installed where possible (e.g., automatic faucets and toilets, touchless trash cans, touchless hand sanitizer dispensers).
- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced:
 - We will ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)
 - We have made hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.
 - Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.

High-risk Individuals

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

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

Exclusion or Dismissal from On-site Learning

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

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

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

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

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

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

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

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

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

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

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

Extended Day opportunities

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

Instructional Delivery Plan

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

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

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

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

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

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

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

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

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

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

Assessment and Promotion Policy

A. Assessment

6. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:
 - o Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of SY 2020-21. Select all that apply:
 - Achievement Network (ANet)
 - Affirm
 - Developmental Reading Assessment (DRA)DIBELS/ Acadience Reading
 - Great Minds
 - i-Ready-Curriculum Associates
 - NWEA-MAP
 - Reading Inventory (RI)
 - Renaissance Learning's STAR Reading/ STAR Math Scholastic Reading/ Math Inventory (SRI/ SMI)
 - Other (identify vendor)
 - o How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and
 - o When the LEA intends to administer these assessments during the school year, specifying for each assessment.

Paul PCS will use the following formative assessments (of which the data will be shared with students, parents and staff internally):

- Teacher generated mid-advisory assessments using items banks (ie Illuminate)

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

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

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

B. Promotion and Graduation

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

Traffic Process	<ul style="list-style-type: none"> • As cars arrive they will line up on Peabody street, between 9th and 8th streets. There will be several checkpoints to validate the name of the scholar approaching the building, and cross reference with the appointment time assigned. Once the car pulls up to the 8th st entrance, students will exit the car.
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	<ul style="list-style-type: none"> Students are the only participants allowed to exit the car and interact with school faculty and staff. Parents and guests will not be allowed to exit their vehicles. That staff member will radio the name of the graduate to the staff at the entrance of the school so they can pull the appropriate diploma. When the graduate pulls up, they will walk up the steps to the first tier level in the front of the building, receive their certificate, take a socially distant picture with Principal Olorunoje and a second picture by the balloon display, then walk back to their car. Students should take a maximum of 3 minutes to complete the process. Students will not be allowed to enter the school building.
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Requirements	<ul style="list-style-type: none"> Participants must wear a mask at all times During 20 min breaks all participants must wash their hands <ul style="list-style-type: none"> If we do not have gloves, participants need to use hand sanitizer between graduates. If we are wearing gloves, participants need to change gloves during the 20 min break.
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**accommodations will be made and discount codes provided for scholars using ride sharing services*

GRADING POLICIES

Middle School

Grade Reporting

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

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

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

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

<i>Weekly Formative Assessments</i>	20%	
<i>Homework</i>	5%	
<i>Classwork</i>	20%	
<i>Final Exam</i>	5%	

Final Grades-Middle School

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

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

Final Cumulative Course Grade is calculated with the following weights:

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

Academic Dishonesty

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

Academic Probation--Middle School

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

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

Saturday Academy--Middle School

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

Grade Level Promotion-Middle School

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

Summer School--Middle School

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

Grade Reporting

High School

General Education Grading Scale

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

Advanced Placement Grading Scale (High School Only)

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

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

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

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS	WORKSHOP GRADING WEIGHTS

Categories	Weighting	Categories	Weighting
Projects/Essays/Labs	25%	Assessments	30%
Quarterly Interim Assessments, Unit Tests, Mid-Advisory Assessments	25%	Classwork/Participation (independent reading or independent practice)	20%
Weekly Formative Assessments	20%	Daily Work	20%
Homework	5%	Read 180, Wilson, or Math 180 Software Performance	30%
Classwork	20%		
Final Exam	5%		

Final Grades-High School

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

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

Final Cumulative Course Grade is calculated with the following weights:

Advisory 1- 25%

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Advisory 3-25%

Advisory 4-25%

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Academic Probation--High School

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

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

- i. Not Applicable

Attendance Policy

9. OSSE has issued 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?

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

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

* Students must make up all missed class time / work.

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

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

Strategies for Authenticating Student's Presence and Engagement

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

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

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

Whole Student Support

A. Student Support

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

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

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

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

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

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

B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning.⁷

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

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

⁷ Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.

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

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

CODE OF CONDUCT POLICY

1. Policy Statement:

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

2. Overview:

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

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

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

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

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

Virtual Offenses and Consequences:

- o Level I Offense
 - On-camera or on-site disruptions/ inappropriate chat conversations
 - Consequence:

- Virtual Detention
- Level II Offense
 - Actions that are not aligned with the CDC guidelines to ensure safety that may be a challenge for our scholars:
 - Failure to Respect social distancing rules
 - Failure to practice proper coughing and sneezing etiquette
 - Repeatedly failing to report with proper PPE
 - Consequence:
 - Distance Learning Suspensions: removal from place-based instruction (essentially virtual learning with no in-class option)
- Level III Offense
 - Behavior infractions occur on camera, during instructional hours while on Distance Learning Suspension
 - Consequence:
 - Full suspension (no virtual learning available)
- Level IV Offense
 - Behaviors that violate CDC guidelines such as intentional coughing, sneezing, and other unwelcome transmission of bodily fluids
 - Consequence:
 - Recommendation for Expulsion, to be reviewed by the Paul PCS Board of Trustees

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

Special Populations

OSSE issued 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.

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

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

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

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

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

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

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

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

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

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

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

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

- o The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;
- o The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
- o The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

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

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

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

Technology Policy

15. Describe the LEA's policy for technology use during distance learning, including:

- o Expectations for student access to devices and technical training;
- o The manner in which the LEA will assess student/family technology needs;
- o The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;

- o The plan for replacing/repairing devices;
- o Expectations for student access to internet and safeguarding personally identifiable information (PII);
- o What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and
- o If/how the school's technology policy differs by grade level.

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

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

Technology Policy

PURPOSE or POLICY STATEMENT:

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

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

Equipment, Software, and Training Expectation and Supports for Students and Staff

Per DC PCSB requirement, Paul PCS will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

• Equipment

All students and staff will receive the following equipment

Technology Distribution Plan for Students

AN = As needed

E = Everyone

	6-8	9-12
<i>Computer</i>		<i>AN</i>
<i>Chromebook</i>	<i>AN (likely most scholars)</i>	<i>AN (likely most scholars)</i>
<i>Hotspot</i>	<i>AN</i>	<i>AN</i>
<i>Calculator</i>		<i>AN</i>

• Software

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

AN = As needed

E = Everyone

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

	<i>intervention support</i>	<i>intervention support</i>
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- Training

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

Review & Assessment:

- Equipment

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

- Software

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

- Training

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

Support Provided for Students without Access to Internet or Devices

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

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

Replacing/Repairing Equipment

- **Equipment**

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

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

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

Family Engagement Policy

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

- o How often families can anticipate hearing from the school, and through which methods of communication;
- o How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;
- o How you will communicate about unanticipated facility closures and the health/safety of the school community;

- o How you will share expectations and training for family participation in their student's learning, including trainings for technology;
- o How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
- o How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).
- o Paul is hosting quarterly surveys and roundtables. You can also say we are having grade level orientations and Back to School Nights to facilitate teacher relationships

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

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

SY 2021-22 LEA

Continuous Education Plan

Background and Purpose

The Office of the State Superintendent of Education (OSSE) is requiring all local education agencies (LEAs) to develop Continuous Education Plans (CEPs) for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a Safe Reopening, Student and Staff Well-Being, and Accelerated Learning. For LEAs receiving ESSER III-ARP funds, the CEPs will also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds.

Whereas last year the CEPs included a section addressing how LEAs would prepare and maintain a safe physical environment, this year we are requiring that all public and public charter LEAs, as well as all private, parochial and independent schools in the District, submit separate health and safety plans that describe how they will safely reopen schools in accordance with DC Health's health and safety recommendations. OSSE will review each plan and provide comment, which may request follow-up by the LEA or school.

Finally, to align with requirements from the US Department of Education, OSSE is conducting a school year 2020-21 assessment data collection for all individual public and public charter schools serving students in grades K-12 to understand how they assessed students during the pandemic. These collections will be reviewed and approved by OSSE.

The CEP application, as well as the health and safety plan, are closely aligned to OSSE's Guiding Principles for Continuous Education. These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2021-22 school year, including for in-person learning and distance learning under limited circumstances. We strongly encourage you to review these guiding principles closely before drafting your CEP application, as well as the Continuous Education Resource Guide and

accompanying Technical Appendix, which provide additional resources for developing your plans.

To inform the public of LEAs' responses, the CEPs and health and safety plans will be publicly posted on OSSE's website, and all LEAs and independent schools must share them directly with their families upon review or approval by OSSE. For public charter LEAs, the DC Public Charter School Board (PCSB) will also use the content of the CEPs for oversight purposes in the 2021-22 school year. Please consult the accompanying Technical Appendix document for additional requirements on stakeholder engagement and sharing plans with the public.

Q1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:

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

Operation Plan for Paul PCS allows for on-site learning for all students for 180 days at 6 hours per day, or 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar and proposed bell schedule can be found in supporting documents.

In the event of student(s) or staff being excluded from school due to a potential COVID exposure, we will resume instruction virtually. We are able to accommodate this by ensuring all staff and students will have access to Paul issued Chromebooks to sign into Zoom to receive live instruction and to access the Google Classrooms for classroom materials. Additionally, for students who are participating in virtual instruction while teachers and classmates are participating in in-person instruction, each of our classrooms are equipped with virtual learning technology - SWIVL and interactive screens - to facilitate instruction. The school schedule will remain the same in the event of school going fully virtual. Immediate messaging via social media outlets, email home to families, and text through PowerSchool will be used to communicate with families. All responses will be monitored throughout the following hours / days. Phone calls will be monitored as well until COB or 5PM.

Key to a smooth year is uninterrupted learning is through dissemination of the following materials:

Chromebook to all students at the beginning of the year; they will take these devices to-and-from school daily.

Uninterrupted instruction through remote learning will occur even in the event of a closure by immediate return to the virtual environment, in alignment with current schedule.

The operations plan can be implemented in our current facilities.

The operations plan can be implemented using our current staff and anticipated hires.

Q2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

a. Who will deliver the LEA's distance learning program for students with medical certifications:

Yes The LEA itself

b. How the LEA will deliver its distance learning program (select one):

By campus/at the school level

c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.

The LEA will use a hybrid teaching model that ensures virtual students will receive live instruction via Zoom and have access to classroom materials, classroom content and lessons via Google Classroom. Teachers will use SWIVL technology while delivering instruction, ensuring students in person and virtual are able to interact with teachers and their peers for active participation during instruction. Virtual students will be able to participate in whole group instruction and small-group instruction.

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

All students eligible for remote learning will join their normally scheduled classes via Zoom. We will use Swivl technology in all classrooms to support this.

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

Students with medical certification to receive distance learning instruction will be provided a Paul issued student Chromebook to access instruction. Students will use the Chromebook to log into Zoom and access classroom materials via Google Classroom. At the beginning of the school year and each grading period, students will receive hard copies of materials such as textbooks, novels and math manipulatives.

f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and

platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.

Students with medical certification will receive live instruction via Zoom and have access to classroom materials, classroom content and lessons via Google Classroom. The classroom materials, classroom content and lessons available via Google Classroom are the same as those provided to students receiving in person instruction.

Q3. Describe the LEA's plan for supporting students social-emotional, mental, and behavioral health needs during continuous learning and school recovery, including:

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

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

c. How the LEA will provide direct mental and behavioral health services for students in need. It is our belief that all children can learn and should learn, this learning extends beyond academics and intentionally includes social and emotional learning, relationship building and mental health awareness. We utilize a comprehensive plan to teach, practice and celebrate social and emotional learning, called The Paul Way. This plan encourages social and emotional skills to be explicitly taught and then practiced through the many elements that our students will experience throughout their day, from arrival to dismissal.

The LEA has an experienced and dedicated Culture Team, the Culture Team is also part of the school based leadership teams. They are part of the planning and decision making for the school based teams so that a culture lense is part of all of our work. The LEA has an Assistant Director of Culture, Climate and Support, who oversees social and emotional learning, relationship building and mental health awareness for the entire LEA.

We provide social and emotional learning, relationship building and mental health awareness through direct daily lessons, weekly whole student body meetings, monthly student meetings with a mental health focus, daily in class check ins and follow up in collaboration with discipline specific teachers. We also provide out of school time opportunities for students to practice their social and emotional learning skills and relationship building, this comes through clubs, small groups and athletics. In order to create lesson plans and the scope and sequence for social and emotional learning we use Thrively, a data driven, social emotional learning resource used as well as the data from the OSSE Youth Risk Behavior Survey (YRBS). In an effort to be data driven and responsive, we have a scope and sequence for how the social and emotional lessons will be taught and celebrated throughout the school year. The Culture team and the

Clinical/Counseling team will collaborate to ensure that lessons are taught with fidelity and that skills are practiced throughout the day.

The LEA has a comprehensive Clinical/Counseling team that consists of school counselors, social workers, a mental health clinician, behavioral health expansion clinicians, and a school psychologist. This team not only addresses the needs of Tier 2 and Tier 3 students but also supports staff in Tier 1 lessons and responses.

At the start of the school year, the Culture and Clinical/Counseling teams will partner with both schools to conduct multiple student orientation groups so that students are connected and aware of the need for social emotional learning as well as mental health support. In order to continue to support and address the needs of all students the Culture and Clinical/Counseling teams will push into classrooms to provide targeted psycho-educational awareness lessons, as well as, conducting psycho-social awareness lessons during weekly grade-level or whole school student meetings. These meetings are part of the designated time and space to teach, practice and celebrate social and emotional skills and are often facilitated by a member of the Culture Team and students.

Throughout the year the LEA will hold monthly Student-Led, Teen Summits, to allow students the opportunity to discuss their views/concerns regarding societal issues that impact the mental health needs of youth and how they can take steps to become change agents. Likewise, students will also be able to engage in these conversations through the school sponsored social media platforms (that have been created exclusively for students) that allow them to stay informed about school/community mental health events and/or learn about mental health topics related to youth. The LEA also uses several data collection tools in order to create plans for student support for the start of the year as well as to respond and develop plans of support throughout the year. The data will inform participation in more Tier 2 and Tier 3 groups, like morning meeting groups with a Culture Team member to ensure students are starting the day focused on a specific goal, or a midday group for students that have historically struggled to meet expectations or have demonstrated the need to refocus or reconnected after lunch as well as an end of the day group for students that need to check in prior to leaving for home, to ensure that their emotional needs have been met for the day and there is a plan for the next day. Parent outreach in order to collaborate with the wellbeing of students, will also serve as a key component and the catalyst for teaching social and emotional learning, relationship building and mental health awareness. Students who need more formalized social-emotional and/or mental health services, will receive these services through parental, self and/or teacher referral, or by students being identified through the Student Support Process.

The team also will start the year with plans of support from data from previous school years so that while we are introducing these skills to all we are also targeting the students that we know need more intentional support.

All stakeholders are notified about referrals as part of the referral process. Staff and families are trained on the referral process at the start of the school year. Each time that a referral is made, all stakeholders are notified. Students, Staff and Families can also make referrals for scholars.

Q4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

The LEA currently uses multiple tools and screeners to determine student mental and behavioral needs. We also have a process for students to be referred for services, this referral can be completed by a student for themselves, by a parent/guardian for their student or by any staff member. The referral process includes gathering basic information about the student, the specific need as well as what conversations have been had with the student connected to concerns or needs. Once the referral is complete the referral is reviewed and the student is connected to the best fit counselor or therapist.

As part of the Culture and Clinical/Counseling team members' intentional push into classrooms to facilitate lessons as well as supporting teachers to facilitate lessons, there are also student needs surveys connected to the social and emotional lessons and mental health awareness. The needs surveys are part of, Thrively, the social emotional learning resource used by the LEA as well as there are some specific needs surveys also created by the LEA. We also utilize data from the OSSE Youth Risk Behavior Survey (YRBS) in order to determine more specific questions to pose to students, in order to get at all student needs. The needs surveys are administered in class and also emailed out to students to complete on their own. They are often connected to an incentive in order to encourage students to complete them in a timely manner.

The surveys elicit responses that help to better determine what social-emotional and/or mental health needs must be addressed to improve student outcomes. The data/results from the survey will serve to drive the school-wide initiatives that need to be created and/or amended; as well as, a tool to better determine individual students who may need additional/standardized assessments (i.e. Clinical Risk Assessment, Beck Youth Inventories-II or Behavioral Assessment Scale for Children-III) and/or a referral for school-based or community-based mental health services.

We believe that consequences are an opportunity to learn and in order to do this we utilize mediation techniques that allow students to talk through misunderstandings, restorative circles, logical consequences, goal setting and incentives to change unhealthy behaviors. We also engage with students when they have made a poor choice in ways that are mutually beneficial and respectful, this can include connecting the student with a counselor or an apology of action that allows them to give back to their school community.

Q5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

Our LEA contracts with Genuine Foods. All students will have breakfast and lunch served at the school daily. To the extent possible all meals will be served in small groups (max 2 'cohorts') in the cafeteria. When this is not possible due to the schedule, students will eat in their classrooms.

For our students who access our school through remote learning options, meals will be available for pick up. This will be arranged on a case-by-case basis through the Business Office (business-office@paulcharter.org) for eligible families. Communication about this will be distributed upon receipt of documentation of eligibility for remote learning.

Similarly, for a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided - arranged for on a case-by-case basis through the Business Office (business-office@paulcharter.org).

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals similarly.

In the advent our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through weekly pick-up times. 7 meals at a time will be distributed one day per week.

Q6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including :

a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators own social-emotional and mental health; and

b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.

Prior to the LEA re-opening, teachers and non-instructional staff will engage in the 2021 Summer Professional Development Institute. This 2-week training will include but not be limited to how educators can address the challenges of coping with the adjustments and demands of returning to school. Additionally, in collaboration with community-based organizations, the Counseling/Clinical Team will conduct quarterly Professional Development Learning Community Workshops/Events to foster and promote the importance of self-care for educators through targeted topics such as: Stress Management, Maintenance of Healthy Living, and The Importance of Communicating with Professional and Personal Support Networks. The LEA will also support educators' social-emotional needs by utilizing the school sponsored social media platforms (exclusively created for staff) to promote positive affirmations and weekly self-care tips and activities.

In collaboration with community-based partners, the LEA will offer internal mental health support for staff through quarterly, small group chat and chew discussions and self-care competitions and incentives (i.e. spa service gift cards, movie gift cards, and off-site team building courses). The LEA also offers all employees access to the Employee Assistance Program (EAP) - whereby employees can obtain free, confidential short-term counseling, referrals, and follow-up services.

Q7. Describe how the LEA will communicate with families about safe reopening , student well-being, and accelerated learning, including:

- a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;
- b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and
- c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

Before the school year starts, the LEA will send out surveys to parents regarding the preferred learning model (i.e. virtual, hybrid, etc.) and whether or not their child has medical condition requiring unique accommodations and preventing participation with in-person learning. The LEA will also incorporate feedback provided by scholars, parents, and staff throughout the year via focus groups, Parent Advisory Group meetings and grade-level parent meetings regarding SY20-21 safety measures, strengths of our virtual learning model that can be incorporated into in-person learning, strengths of our

staff and student wellness strategies that should be continued in SY21-22. The LEA will send high-level communications out during the summer via Constant Contact and letters from school and executive leaders regarding SY21-22 plans for a safe reopening, schooling model, and strategies to prioritize accelerated learning. In addition, parents and scholars will be provided details on reopening measures, safety/health protocols, and instructional approach and facilitation during the August parent orientations. Detailed information will be available on the Paul PCS Website and Paul social media platforms in August. All materials will be translated in Spanish (and Amharic as needed), and interpreters will be available to support parents at orientation meetings. All Paul parents will have access to Power School by which they can access their students academic progress at any time. In addition, parents will continue to receive progress reports or report cards every month that summarize their child's academic progress. After key assessments (i.e. MAP and interim benchmark assessments) students and parents will receive reports detailing their child's progress. Lastly, teachers, case managers, and counselors will reach out to parents on a weekly basis to set up phone conferences and meetings to discuss scholars who evidence additional need for support.

Q8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in school year 2020-2021, including how the LEA is identifying these students and conduct individualized outreach to students and families to reengage them in learning in school year 2021-2022.

The LEA has identified students that were less engaged during distance learning through attendance reports. These students and their families are being contacted throughout the summer for attendance impact meetings. We want to ensure that the student and families are clear of the impact that their lack of engagement via attendance has impacted the student and the school community.

We believe that our students matter and when they are not present the whole community is impacted. We will hold mandatory virtual meetings with students that have missed 15 or more days during distance learning. The meetings will be facilitated by our Attendance Counselor, she will share data as well as resources to support the students' improved attendance such as the PASS program, the Re Engagement Center as well as our Community Based Organizations (DBH, LACY and ONSE).

For students that have 5-14 absences for the 2020-2021 school year, they will receive a outreach from our Attendance Counselor, by way of a phone call, email and mailed letter that outlines their attendance from the previous school year as well as our attendance policy. The letter will also include school based and community based support to improve attendance.

We also have a program, ONSE that is part of the Office of the Attorney General that will be targeting 9th and 10th graders that have 10 more absences and 3 or more core course failures. The program will allow each student to be assigned to a support staff

member that will create an individualized plan of support for the student and family. There are three support staff members and they can have a caseload of up to 10 students each.

Families are notified every time their student is absent from a class or a whole day of school. We also engage families in an attendance impact meeting with school staff at the 5th unexcused absence as well as the 10th. These meetings are used to develop action plans to support higher engagement for students.

Q9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Adjusted assessment administration schedule and/or frequency

Q10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

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

ELA Math

b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments

NWEA MAP, HMH Reading Inventory, HMH Math Inventory, School-based interim assessments, WIDA screener

We added a fourth interim exam for the first time, in the absence of not taking the PARCC assessment this school year to have an end of year assessment that measures students' mastery of grade level standards. The fourth interim assessments paralleled the PARCC assessment in being aligned to the common core power standards, the exam structure question types and text selection.

After our spring testing of MAP we did an analysis of MAP growth (Fall-Spring; Winter-Spring*) from 2018-2021 to identify differences in trends between the past three school years. We plan on using the Spring 2021 data to plan for our intervention classes

in the Fall of 2021. We will continue to use the MAP assessment throughout the 2021-2022 school year to measure student growth and achievement in math and ELA.

Grades 6 - 10 will use MAP Growth

c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set). Please feel free to attach supporting documentation for this answer in the Supporting Documents tab.

[See Website Calendar](#)

d. Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:

i. Whether these goals are set by the assessment provider or are determined by the LEA; and

ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades

For the MAP assessment, the goals are set by NWEA regarding the projected RTI growth goals for each student from fall to winter and winter to Spring. We also set goals for the conditional growth percentile and percent for each grade-level that met projected growth to be at or above 50% to be on par with comparable growth to other students in the grade-level outside of Paul. For our internal benchmark assessments, we set goals based upon correlation reports we've commissioned to determine the performance on our interims that is most closely aligned with 3+ (approaching standards or higher) performance on PARCC from the previous school years.

There will be no differences across schools, specific groups of students or content/grades regarding how we track these goals over the school year. We have several structures and platforms (i.e. Google Studio, Illuminate, NWEA) that we will continue to use to track these data points and goals throughout the school year. We will continue with our monthly task force meetings that are used to discuss all of our key metrics (including NWEA and Interim Assessments), examine our progress against the goals, and determine action steps and responses as needed for grade-levels and specific subsets of students.

For each interim assessment we have goals for the number of students who are identified as approaching standards or higher (3+) based on the correlation reports mentioned above. These goals are consistent across grade level, subject and

population. The goal increases by 10% for each interim. Starting with Interim 1 the goal is 40% of students will receive a 3+, Interim 2 - 50%, Interim 3 - 60%.

e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades

As stated above, the approach will not differ based upon school, groups of students, or content/grade levels. Student progress will be monitored daily/weekly via teacher-created formative assessments. Teachers and instructional specialists will use student work analysis in content team meetings and coaching meetings to gauge progress towards goals and make instructional adjustments as necessary (i.e. informing small-group instruction and whole class re-teach needs).

f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.

Collaboration with the non-public schools happens quarterly in the form of progress report and grade review. If there are any concerns with the information provided the non-public and the LEA meet and discuss changes in the student's schedule or services to ensure all of the support necessary is provided. Each non-public school consistently reports on the quarterly grades and student's IEP goal progress. Schools are expected to also inform the LEA on attendance as it pertains to milestone absences 10, 15, 20, and 25. At each milestone the student's team determines its effect on the student's academic performance and collaborates on next steps.

Q11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

Our LEA will address "interrupted instruction" and the need to accelerate learning through ensuring all scholars have strong supports to access grade-level standards. Our approach is on strengthening our Tier I instruction through: 1) ensuring that curriculum units more explicitly provide guidance for scaffolding and differentiation to address anticipated misconceptions derived from a clear understanding of the scope and major concepts within each; 2) strengthen and provide ongoing coaching and professional development on teachers creation of formative assessments and daily check-for understanding strategies that provide timely, specific data to inform immediate adjustments in instruction including responsive small-group instruction; 3) leverage instructional platforms to provide practice and reinforcement of skills outside of the instructional blocks to address content gaps and strengthen student fluency (i.e. Khan Academy, NewsELA, iReady, etc.); 4) leverage extended day programming to provide

targeted support for scholars who demonstrate additional support with accessing the content. Teachers will collect quantitative and qualitative data daily and weekly.

Teachers and instructional specialists will analyze and craft responses to data during content team meetings and individual coaching meetings. Grade-level teams will examine trends and needs of the grade-level in grade-level team meetings.

Q12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

a. After-school programming

Summer 2021 programming

Summer 2022 programming

Weekend programming (e.g. Saturday school)

b. New uses of staff planning time for accelerated learning

New professional development for staff on accelerated learning

c. Staffing and Related Supports

The Talent department does not plan on investing in new hard/software.

d. Other-

We do not anticipate any additional staffing for SY 21-22, nor are we seeking any new vendors

E. In the space below, please describe the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

After-school programming (SAT Prep, HWC*, targeted intervention support, Robotics Club, Math Club,)

Summer 2021 programming- SYEP and ESY

Summer 2022 programming- SYEP and ESY

Weekend programming (e.g., Saturday school)

New professional development for staff on accelerated learning- Professional Development Institute

Q13. Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

This upcoming year, we are continuing to provide weekly/biweekly coaching and weekly professional development to all teachers. One priority for the upcoming year is improving our use of formative assessment data to inform small group instruction planning.

Another feature of our professional development for the coming year is a learning session for teachers to work in collaboration with their coach and colleagues during Unit Digestions. The Unit Digestion is a process being used to improve teacher's content knowledge in understanding the progression and depth of grade level standards to inform daily lesson plans across a unit.

Through our programming for social-emotional learning, our staff will engage in regular professional development to learn strategies and available resources to promote wellness in order to ensure that scholars are safe and supported. The wellness team will distribute needs assessments on a quarterly basis of our stakeholders in order to ensure there is a comprehensive understanding of professional development and resources that are needed to support our scholars.

Q14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance student's academic and/or social-emotional progress.

During virtual learning, teachers adopted online interactive platforms to engage students during live instruction. Teachers had access to our network Nearpod subscription. Nearpod allows teachers to provide engaging strategies for checks for understanding that teachers could see responses in real-time, providing opportunity to respond to student challenges with the content. In addition to Nearpod, teachers also leveraged other platforms to check for understanding such as Kahoot, Desmos and Jamboard. Teachers will continue to leverage online platforms for the upcoming year during in person and virtual instruction.

Prior to and throughout the pandemic we conducted student profile sessions where students are able to reflect on their data in order to set goals. This work was also used to drive our student-led conferences. We will continue to use this practice to increase student ownership of data going forward.

During virtual learning, Paul PC Middle School designated time throughout the week to focus on Social-Emotional development, College and Career Readiness, and Academic Support time through four structures; CREW (4x a week), CCR (2x a week), SEL (2x a week) and SLC Advisory (1x a week).

CREW

The ways in which, Paul PC Middle School supported our scholars' social emotional development through Crew, which is a planned and implemented morning meeting where students greet each other and their teachers, share out, connect and collaborate on an initiative and finally debrief on how the share, and initiative connected with one of the 5 SEL Components also known as our Paul Healthy Habits as seen below.

Paul Healthy Habits

1. We work to become Self-Aware
2. We strive to self-manage
3. We commit to making responsible decisions
4. We try our best to be socially aware of our peers and community
5. We develop and use healthy relationship skills

CCR and SEL

In addition to Crew, we had a College-Career Readiness class and SEL class, which were both planned and implemented by the counseling team to ensure that scholars were learning and reinforcing our Paul Healthy Habits and both SEL and Academic skills needed to grow in College and beyond.

SLC Advisory

Lastly, we also assigned small groups of scholars to a Paul PS Middle School Staff member who became their Advisor for the year. Their advisor supported both the scholar and their families by being the liaison between the school, scholar and family. There was also a designated time weekly for the SLC advisor to meet with the scholar and support them being set up for success in the following week. In addition, the SLC advisor worked with the scholar to reflect on their progress both academically and socially and emotionally and being able to present their progress through Student Led Conferences quarterly.

Credit Recovery

Throughout this year, Paul PC Middle School also had designated time throughout each quarter after testing to have a Credit Recovery Week. During this time our scholars who had high "F's" were given the opportunity to complete a credit recovery week-long assignment that encompassed what they learned that quarter in order to bring up their grade from an F to a C.

Mental Health Matters

Each quarter, our mental health team conducted wellness needs assessments with our scholars in order to determine services that were needed. These services included individual and group counseling, push in support in classes, crisis management, referral to community agencies and family outreach. In addition, the information from the needs assessments helped to develop the scope and sequences for topics for our bi-weekly large guidance groups called Teen Summit, which were held on a bi-weekly basis and facilitate by our social workers. These sessions were voluntary, but were heavily attended by scholars. On average 150 participants joined each of these Teen Summits throughout the year. The clinicians also maintained an Instagram page that was used to provide our stakeholders with wellness strategies. Lastly, parent workshops were provided in Spanish and English which allowed for families to learn strategies to support

their scholars in distance learning. We will continue these practices in the upcoming school year.

Q15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery, and support for postsecondary transitions to ensure all students are on track to graduate.

Paul PCS regularly monitors grades with weekly grade dashboards and trend analysis, including 9th grade on track and a senior progress to graduation dashboard. Meetings are held biweekly with the school leadership and members of the network data team to identify students who are off track and to plan interventions. Interventions include outreach to families, mandatory participation in office hours, grade recovery programs, and in some unique circumstances schedule or course adjustments.

Additionally, we hold quarterly college readiness taskforce meetings to monitor our performance and develop strategies to improve our performance in key metrics like college applications and acceptances, dual enrollment, college assessment performance (SAT/ACT/PSAT/AP), and college retention/persistence. These meetings also include research on best practices to help inform our work. We have focused on career outlooks, transition to college planning, and avoiding summer melt in the past and will continue to hone our work in these areas as well as other areas we deem necessary based on our data.

Finally, Paul PCS has a detailed credit check and scheduling process overseen by the data team but completed by our counselors that looks at students' earned credits and needed credits to determine course needs and plans to support students to get back on track, which we envision may be a bigger issue next year given the high failure rates in SY20-21.

Q16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;
- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to

interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;

d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and

e. The steps the LEA is taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their student's learning.

Upon return for the fall semester, Paul will administer the MAP (Measures of Academic Progress) assessments in ELA and Math. The MAP assessment is designed to measure a student's academic achievement and growth over time in reading and mathematics. Students take MAP assessments three times within a school year (fall, winter and spring). This assessment was taken by students last school year and the scores will be compared and used to track students' progress. The MAP data will support the LEA in determining support for students, such as identifying students for enrollment in our intervention programs or the need for increased IEP services.

Services are dependent upon student data-based progress made that are documented within their success action plans, progress monitoring, and service logs.

One month after receiving services, the Special Education Leadership team will consult with the related service providers as well as special education teachers and review students of concern. The team will subsequently determine the best accelerated service options as needed for each student within our school offerings. Parents will be notified through a team meeting and provided with a written explanation of the accelerated learning services plan for their scholar.

Parents receive a Family Handbook that outlines the academic expectations, includes a calendar for receiving student progress reports and report cards, and resources for parents to support learning at home. Parents are provided with eight official academic updates (four progress reports and four report cards) and three official conference days that allow teachers and parents to meet face to face to discuss student progress. During these conferences, students are encouraged to attend and prepare a presentation outlining their academic goals and progress. Paul also utilizes PowerSchool and DeansList as online tools to keep parents informed of students' academic, attendance, and school-based behavior data.

The curriculum design is based on individual learning needs (e.g. IEP specialized instruction services and settings), the school carefully and regularly assesses these needs. Students entering Paul participate in a weeklong orientation at the start of the school year in which multiple data are gathered to identify strengths and weaknesses. Each student receives a customized schedule based on their needs.

Teachers will be trained in differentiating instruction to support the needs of all students with learning differences in their classes. Students are primarily placed in an inclusive classroom in order to support their access to rigorous instruction. Core classes, math and ELA, have co-teachers to support their learning and to ensure that all students remain in their least restrictive environment.

Parents receive a quarterly meeting offering where they are provided with up to date information regarding special education. This meeting is on the school calendar starting in the beginning of the year

Parents receive a bimonthly newsletter that provides them with instructional tips and ways to support their students throughout the year. Along with relevant resources, important dates, and contact information.

Once a family member has disclosed their need for support the Paul team makes requests to ensure that they receive access to all of the information as determined by their needs.

Along with their nondisabled peers, students with disabilities who will be identified needing additional support will have access to intervention programs through the general education recovery plan being provided by the LEA to all students. Tier-1 school-based intervention programs will be offered in an inclusive setting where students with IEPs will receive support with their nondisabled peers. The LEA determines what intervention programs are appropriate for individual students by analyzing multiple data points (MAP reports, school-based assessments, reading and math inventories, and input of parents and school team) and then identifying appropriate supports and programming that will meet their needs. The students' disabilities will not impact the students' access or lack of access to invention programs available to their non-disabled peers. The students' disabilities will not determine the students' placement in a more restrictive environment.

Q17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:

- a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;
- b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule, and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;
- c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students learning;

- d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;
- e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities
- f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

N/A

Q18. For LEAs serving PK-12 grades: Describe the LEA's plan to serve English learners, including students participating in distance learning, including:

- a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
- b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

English Learner Identification will happen within 30 days of enrollment if the student is enrolled at the beginning of the year, or within two weeks if enrolled during the school year. Newly enrolled students whose responses indicate a primary language other than English and do not have screener data will be assessed using WIDA Screener to help determine whether a student is eligible for language assistance services.

Immediately following identification, parents or guardians will receive information about the student's ELP level and program. This information will be translated into the family's home language and when necessary, an oral interpretation will be made available.

Returning and newly enrolled English learners students who were not able to take ACCESS in spring 2021 will be assessed using the WIDA MODEL at the beginning of the 2021-22 school. The scores will serve as a guide for English learner students' annual language development goal setting and level and type of English language development services.

Our EL program model will continue to meet our students' unique learning needs to ensure that all ELs can access and fully engage instruction. Using ACCESS scores (both recent and historical), MODEL scores, and WIDA's Can Do Descriptor, the EL team will set individual language goals for ELs across the four language domains of reading, writing, listening, and speaking teachers.

The EL team will use this information to adapt lessons, assignments, and instructional groups to reduce language barriers and enhance instruction and learning. Additionally, the EL team will be responsible for creating and administering academic and language assessments to evaluate student progress towards meeting academic learning targets and progress in language acquisition. By using appropriate and reliable assessment data, the EL teacher will have insight into the ELs' response to instruction and interventions, and determine whether current interventions are sufficient for improving student performance or if different approaches and supports are needed.

Through our Inclusion/Collaborative Teaching Model, the EL teacher and general education teacher will collaboratively plan differentiated instruction in which academic content and English language skills are learned simultaneously. When appropriate, ELs may receive small group instruction led by the EL teacher for targeted language and content instruction. Our students who have recently arrived in the U.S. and/or have limited formal school experiences receive language assistance through our Newcomer Program.

The EL Team will offer after school enrichment to provide individualized support to our ELs. In addition to the academic support that is provided, EL teachers will act as case managers in which they will also closely monitor grades, attendance, and social-emotional needs, while consistently and proactively communicating with the families of our ELs.

Q19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

ESSER III-ARP funds will be used to hire instructional staff that will support return to in-person learning and to address learning loss experienced by our students.

Q20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its allocation for evidence-based interventions to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent

of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

The vast majority (closer to 80%) of our spending will occur on teacher salaries to ensure we have the appropriate support to provide rigorous instruction for our students as they recover their learning lost due to the pandemic. We will use these funds over the course of the allowable fiscal years to maintain high levels of teacher support and intervention services.

Q21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses of the funding.

Additional ESSER III-ARP funding will be used to support building maintenance and ongoing preparedness initiatives to ensure we keep the community safe from COVID and other illnesses.

Q22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

ALL intervention services are available to all students, no matter their level of need.

SY 2022-23 LEA

Continuous Education Plan

Background and Purpose

The Office of the State Superintendent of Education (OSSE) is requiring all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being, and accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs will also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds.

The CEP application, as well as the health and safety plan, are closely aligned to OSSE's [Guiding Principles for Continuous Education](#).¹ These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2022-23 school year, including for in-person learning and situational distance learning under limited circumstances.

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning.

Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly—including but not limited to strains on a school's operational posture due to disease, inclement weather or other event—and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

1. To be prepared for situational distance learning, the LEA has a plan for
 - a. Provision of 1:1 learning devices.
 - i. As of the submission of this plan, the LEA has ~1200 learning devices.
 - ii. Distribution Strategy:
 1. The devices:
 - a. Are distributed to all students at the beginning of the school year.
 - iii. An accurate assessment of current student access to broadband internet/WIFI. All students will have access to Wifi, and we will support those families that do not with hotspots and other creative ways to access the internet away from the school. We assess this during the first week of school's orientation for all students.
 - iv. Approximately 97 % of our students have access to broadband internet/WIFI at their situational distance place of learning.
 - v. In the space below, please describe the LEA's plan to provide internet access to students who do not currently have it in the event of the need to move to situational distance learning. We will have hotspots available for students who do not have access to internet, and we will have a limited number of seats for in-person, virtual instruction, meaning students who cannot access the internet will be able to come to the building safely and with adult supervision to utilize the internet and access online instruction in the building.
 - vi. In the space below, please describe in detail the LEA's plan to distribute learning devices to students. During student orientation (the first week of school), all students will receive a Chromebook. We provide daily help-desk service for students who need support with their devices.
 - b. Communicating with all interested stakeholders, including:
 - i. Method for family engagement (including communication) during situational distance learning. Describe the LEA's method for family engagement during situational distance learning in the space below.

Before the school year begins, the LEA will send out surveys to parents regarding their current internet connectivity status, provide training on

the use of distance learning technology and platforms during parent orientation and ensure all familial contact information is appropriately loaded in their “mass notification system” so notice of situation distance learning days can happen rapidly. Because Paul PCS employs a weekly distance instructional program that ensures homes and students have the requisite technology to engage in virtual, synchronous instruction the transition to a situational distance learning day only requires family notification. Students and staff go home daily with the required materials to engage in virtual instruction/learning if and when necessary.

Additionally, Paul PCS is a one-to-one device school. All students are issued a personal device for use at the beginning of the school year. Because this is the third year that the organization has relied heavily on the use of technology, students, staff and families are aware of and use the technology ticketing system to receive the necessary support to ensure devices are functioning and/or replaced. Additionally there is staff support in place to help students and families access and utilize all platforms.

- ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner. Describe the LEA’s communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.
The LEA will send notice of the transition to situational distance learning through their Constant Contact and Blackboard notification systems. These platforms send notices to families via three modalities (text, call and email) to ensure the requisite information is received, Additionally, the LEA will post notices on their social media pages and website.
- c. The following additional considerations:
 - i. Family training and support. Describe the LEA’s situational distance learning training and support for families in the space below.
Paul PCS expects parents to support their child’s/children’s success during virtual programming by participating in the training sessions focused on familiarizing them with the platforms students will use and by encouraging their scholar to adhere to the expectations established for virtual instructional days. These training sessions will take place during parent/family orientation at the start of the school year. The training will also be linked in the “parent resources” section of the LEA’s website for reference throughout the year.

ii. Teacher training on technology, tools and remote instruction models before the school year. Describe the training for teachers on the LEA's technology, tools and remote instruction model in the space below.

Paul PCS is entering its third school year of using technology to deliver instruction virtually to students. As such, the LEA will continue their standard regime of teacher development on the best "practices" for engaging students in virtual, synchronous instruction, how to effectively use the platforms the LEA subscribes to, and troubleshooting/managing common technical difficulties that arise during distance learning. This professional development theme launches in August of 2022 and will continue intermittently throughout the school year.

iii. Articulation of clearly communicated student, teacher and family situational distance learning expectations. Describe the LEA's expectations in the space below.

Teachers: Paul PCS has established and will implement routines and practices for lesson plan submission and review, conduct virtual instructional rounds and frequently gather student data. Information collected from these sources will be analyzed regularly and course corrections will be implemented to ensure the progress of students and quality of programming across both campuses.

Parents: Paul PCS expects parents to support their child's/children's success during VF programming by participating in the training sessions focused on familiarizing them with the platforms students will use and by encouraging their scholar to adhere to the expectations established for Virtual Fridays. Paul PCS also ensures that tech support is readily available to support both students and families, and that teachers and leaders are accessible to answer questions they may have.

Student expectations are as follows:

Virtual Uniform Expectations

On days that students attend school virtually, they are expected to be in school uniform. The uniform on those days however, consists of their assigned color Paul polo shirt and whatever appropriate bottoms they select as their legs will not be visible on camera.

Students who appear on camera out of uniform will be instructed to immediately correct their attire prior to being readmitted to their virtual classroom.

Virtual Attendance Expectations

Students attending school virtually (on VF days) are expected to log in to their classes 3 minutes prior to the start of the instructional block.

Teachers will take attendance at the start of each class and multiple times throughout the period to ensure virtual participants remain actively engaged and present. Students who are absent from class on virtual days will be subject to all absence enforcement actions as described in the section above.

Additionally, students who are tardy to more than one class/module in a day will receive a consequence that may include virtual detention at the end of the school day.

Student Conduct Expectations on Virtual Fridays

Virtual Friday M.E.R.I.T Matrix:

Paul PCS Pirate Pride...	Be Motivated	Be Educated	Be Responsible	Be Independent	Be a Thinker
Online	<p>Stay fully engaged during the lesson.</p> <p>Actively listen and participate</p> <p>Be on time</p>	<p>Show academic integrity by using appropriate sites and following copyright laws</p> <p>Own YOUR academic success</p>	<p>Follow virtual classroom norms</p> <p>Be prepared for class</p> <p>Handle equipment with care</p>	<p>Communicate issues and concerns ie; academic, cyber-bullying and technical issues</p> <p>Ensure you are checking your student emails throughout the day for communication from your teachers and or Admin.</p>	<p>Do research using multiple appropriate and reliable sources</p>

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured. Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

Paul PCS will have no shifts to the normal school day schedule in the event of a situational distance learning day. The LEA staff and its students are familiar with the use of video conferencing technology and will attend classes according to their regularly planned schedules if a SDL day is required. Attendance will be taken during the first period, as it is daily, and reported through the same mechanisms that are used when students are onsite. The daily schedule, that would also be adhered to on a virtual day, is below:

Bell Schedule (M-Th)

Middle School			High School					
Middle School Lunch A			High School Lunch 1			High School Lunch 2		
Period	Start	End	Period	Start	End	Period	Start	End
HR	8:05 AM	8:36 AM	1	8:15 AM	9:08 AM	1	8:15 AM	9:08 AM
1	8:39 AM	9:30 AM	2	9:11 AM	10:04 AM	2	9:11 AM	10:04 AM
		10:24						
2	9:33 AM	AM	3	10:07 AM	11:00 AM	3	10:07 AM	11:00 AM
		10:27						
3	AM	11:18 AM	HR	11:03 AM	11:33 AM	HR	11:03 AM	11:33 AM
Lunch	11:21 AM	11:51 AM	4	11:36 AM	12:29 PM	4	11:36 AM	12:29 PM
4	11:54 AM	12:45 PM	Lunch	12:32 PM	12:57 PM	5B	12:32 PM	1:25 PM
5	12:48 PM	1:40 PM	5A	1:00 PM	1:53 PM	Lunch	1:28 PM	1:53 PM
6	1:43 PM	2:35 PM	6	1:56 PM	2:49 PM	6	1:56 PM	2:49 PM
7	2:38 PM	3:30 PM	7	2:52 PM	3:45 PM	7	2:52 PM	3:45 PM

Virtual Friday

Middle School			High School					
Middle School Lunch A			High School Lunch A			High School Lunch B		
Period	Start	End	Period	Start	End	Period	Start	End
HR	8:05	8:15	HR	8:05	8:15	HR	8:05	8:15
1	8:18	8:55	1	8:18	8:54	1	8:18	8:54
2	8:58	9:35	2	8:57	9:33	2	8:57	9:33
3	9:38	10:15	3	9:36	10:12	3	9:36	10:12
Lunch	10:18	10:51	4	10:15	10:51	4	10:15	10:51
4	10:54	11:31	Lunch	10:54	11:33	5B	10:54	11:30
5	11:34	12:11	5A	11:36	12:12	Lunch	11:33	12:12
6	12:14	12:51	6	12:15	12:51	6	12:15	12:51
7	12:54	13:31	7	12:54	13:30	7	12:54	13:30

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in the 2022-23 school year. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see OSSE's [2022-23 Guiding Principles for Continuous Education](#). If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help respond to and reduce the risk of coronavirus (COVID-19) transmission among students, staff and visitors in the 2022-23 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools is available [here](#).

1. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of COVID-19 in its facilities.

<https://www.paulcharter.org/wp-content/uploads/2022/07/Paul-PCS-Health-and-Safety-Plan-2022-2023.pdf>

Employing Intentional Strategies for Accelerating Learning

2. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).
 - a. Adjusted Scheduling**
 - i. Adjusted class/block/bell schedules
 - ii. After-school programming
 - iii. Weekend programming (e.g., Saturday school)
 - b. Instructional Changes**
 - i. New intervention program or support
 - ii. New uses of staff planning time for accelerated learning
 - iii. New professional development for staff on accelerated learning
 - c. Staffing and Related Supports**
 - i. Additional vendor and/or community partner support
 - d. Other**
 - i. Please describe
 - e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.**

Adjusted Schedule/Instructional Changes:

Paul PCS will implement a virtual program on Fridays (acronym- VF- Virtual Friday) that consists of three core components. The overarching focus of VF programming is to provide a heightened level of differentiated and programmatic variance to strengthen students' ability to master grade-level content, address individual learning acceleration and recovery needs, provide diverse socio-emotional wellness opportunities, and ensure teachers have the requisite time and space to analyze student data and plan for instruction. There are three components of the Paul PCS VF program:

Component 1: Deepening student learning through the provision of individualized, accelerated learning experiences. During VFs, students will be assigned to small groups based upon their most pervasive academic and social needs. Small group types (synchronous) include:

- *Interventions- To address learning gaps and foundational skills*
- *Extension Activities- To enrich and anchor grade-level learning*
- *SAT, AP and/or Dual Credit Groups- To increase focus and preparation for postsecondary readiness assessments and courses*
- *Counseling Groups- To address the behavioral and psychological needs of students*
- *Specialized Clubs- To enhance the gifts and talents of Paul's children and provide opportunities to extend learning through non-core content areas*

Asynchronous learning opportunities will include:

- *Extension/Practice of Skills- For students whose formative data from the week shows that they need additional opportunities to secure new learning*
- *Grade or Credit Recovery- To ensure students are able to improve work performance and complete missing assignments in a timely manner*

Component 2: Re-envisioning learning experiences that provide enrichment and contribute to overall student wellness. This includes:

- *Enhanced Homeroom- The focus during this block includes SEL lessons, engagement in data analysis, and reinforcing behavioral and conduct expectations*
- *Town Hall Meetings- Monthly grade level meetings that focus on SEL topics, student and staff celebrations, incentives, upcoming events, grade-level data trends, etc.*
- *Whole School /Grade Level Excursions (at least 1x Advisory)- Opportunities for students to engage in external learning experiences through participating in field trips, college trips/tours, and community service*

Component 3: Increase professional development & collaboration time for staff to ensure all are prepared to address the comprehensive needs of our students and their families. This includes:

- *Increased Collaborative Planning Time- The increase in variance relative to student and familial needs necessitates an increase in time and focus on data analysis and planning*
- *Focused Professional Development- Content team, staff meeting and planning time focused on refining instruction and wellness support*
- *Familial Engagement and Outreach- Concentrated, weekly efforts to stay connected with the broader needs of our students' families to ensure the proper wraparound services and home support*

Time Frame	Instructional Block
8:00-8:30	Homeroom (attendance) <ul style="list-style-type: none"> • SEL Lessons • Weekly data analysis • CREW/Team Building
8:30-11:00	Small Group Instruction <ul style="list-style-type: none"> • Intervention • IEP goal intensive • Wida standards intensive • Counseling groups • SAT/AP/DE support • Extension enrichment
11:00-12:00	Asynchronous Learning <ul style="list-style-type: none"> • Read/Math 180 virtual modules • Grade recovery/missing work completion • PSAT/SAT Prep • Individual intervention on assigned platforms • Extension of skills by course
12:00-12:30	Lunch
12:30-1:00	Asynchronous Learning Cont... <ul style="list-style-type: none"> • Read/Math 180 virtual modules • Grade recovery/missing work completion • PSAT/SAT Prep • Individual intervention on assigned platforms • Extension of skills by course
1:00-1:30	Grade Level Town Hall (attendance) <ul style="list-style-type: none"> • Student and staff celebration • Incentives • Upcoming events • Grade-level data trends

Afterschool Tutoring/Vendor Support:

Afterschool tutoring will continue to be offered/required for students whose weekly academic data shows they are in need of additional instructional support. Tutoring will take place daily from 3:45 to 5:00 pm. Teachers and selected external vendors will provide instructional support during this time.

Students with Disabilities

1. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

Paul PCS follows the IDEA timelines and completes all of the step-by-step processes of initial or reevaluation for special education services eligibility outlined in the Special Education Data System (SEDS), which are aligned in with the IDEA mandates. Based on the IEP team's determination after their analysis of existing data and after the parent signs consent for initial/re-evaluation, Paul's in-house school psychologist administers assessments and completes the evaluation report. Within 60 days, the IEP team reviews the evaluation report and conducts an eligibility meeting to determine the student's final eligibility for special education.

2. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

Paul PCS developed a **compensatory education worksheet** with criteria for determining whether students with disabilities are eligible for compensatory education due to distance instruction during the pandemic. Paul PCS gathered and reviewed multiple data points for all students with IEPs from the past two school years. Based on the review of individual student data and completion of the compensatory education worksheet, Paul PCS offers a menu of services for the IEP team to consider as part of a compensatory services plan for students who qualify for compensatory education services. The IEP team makes a final determination of the compensatory education/recovery services for the students and develops a plan for the delivery of services.

- a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families and how the LEA plans to ensure the delivery of these services to students. In July 2022, Paul PCS sent emails and mailed letters to families to provide information on compensatory education, including the criteria and the steps in the final determination of students' eligibility for compensatory education. Prior Written Notices (PWNS) will be issued to families regarding the proposed actions and recommendations. At the beginning of the school year 2022-2023, IEP team meetings will be held with families of scholars who meet the eligibility criteria for compensatory education. The IEP team will develop a compensatory education plan that would include clear timelines for the implementation of services. The LEA and the IEP team will track and progress monitor the delivery of services to students.

SY 2023-24 LEA

Continuous Education Plan

Background and Purpose

The Office of the State Superintendent of Education (OSSE) is requiring all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2023-24 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being, and accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs will also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds.

The CEP application, as well as the health and safety plan, are closely aligned to OSSE's [Guiding Principles for Continuous Education](#).¹ These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2023-24 school year, including for in-person learning and situational distance learning under limited circumstances.

In the 2023-24 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly—including but not limited to strains on a school's operational posture due to disease, inclement weather or other event—and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

1. To be prepared for situational distance learning, the LEA has a plan for
 - a. Provision of 1:1 learning devices.
 - i. As of the submission of this plan, the LEA has ~1200 learning devices.
 - ii. Distribution Strategy:
 1. The devices:
 - a. Are distributed to all students at the beginning of the school year.
 - iii. An accurate assessment of current student access to broadband internet/WIFI. All students will have access to Wifi, and we will support those families that do not have hotspots and other creative ways to access the internet away from the school. We assess this during the first week of school's orientation for all students.
 - iv. Approximately 97 % of our students have access to broadband internet/WIFI at their situational distance place of learning.
 - v. In the space below, please describe the LEA's plan to provide internet access to students who do not currently have it in the event of the need to move to situational distance learning. We will have hotspots available for students who do not have access to internet, and we will have a limited number of seats for in-person, virtual instruction, meaning students who cannot access the internet will be able to come to the building safely and with adult supervision to utilize the internet and access online instruction in the building.
 - vi. In the space below, please describe in detail the LEA's plan to distribute learning devices to students. During student orientation (the first week of school), all students will receive a Chromebook. We provide daily help-desk service for students who need support with their devices.
 - b. Communicating with all interested stakeholders, including:
 - i. Method for family engagement (including communication) during situational distance learning. Describe the LEA's method for family engagement during situational distance learning in the space below.

Before the school year begins, the LEA will send out surveys to parents regarding their current internet connectivity status, provide training on the use of distance learning technology and platforms during parent orientation and ensure all familial contact information is appropriately loaded in their

“mass notification system” so notice of situation distance learning days can happen rapidly. Because Paul PCS employs a weekly distance instructional program that ensures homes and students have the requisite technology to engage in virtual, synchronous instruction the transition to a situational distance learning day only requires family notification. Students and staff go home daily with the required materials to engage in virtual instruction/learning if and when necessary.

Additionally, Paul PCS is a one-to-one device school. All students are issued a personal device for use at the beginning of the school year. Because this is the third year that the organization has relied heavily on the use of technology, students, staff and families are aware of and use the technology ticketing system to receive the necessary support to ensure devices are functioning and/or replaced. Additionally there is staff support in place to help students and families access and utilize all platforms.

- ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner. Describe the LEA’s communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

The LEA will send notice of the transition to situational distance learning through their Constant Contact and Blackboard notification systems. These platforms send notices to families via three modalities (text, call and email) to ensure the requisite information is received. Additionally, the LEA will post notices on their social media pages and website.

- c. The following additional considerations:

- i. Family training and support. Describe the LEA’s situational distance learning training and support for families in the space below.

Paul PCS expects parents to support their child’s/children’s success during virtual programming by participating in the training sessions focused on familiarizing them with the platforms students will use and by encouraging their scholar to adhere to the expectations established for virtual instructional days. These training sessions will take place during parent/family orientation at the start of the school year. The training will also be linked in the “parent resources” section of the LEA’s website for reference throughout the year.

- ii. Teacher training on technology, tools and remote instruction models before the school year. Describe the training for teachers on the LEA’s technology, tools and remote instruction model in the space below.

Paul PCS is entering its third school year of using technology to deliver instruction virtually to students. As such, the LEA will continue their standard regime of teacher development on the best “practices” for engaging

students in virtual, synchronous instruction, how to effectively use the platforms the LEA subscribes to, and troubleshooting/managing common technical difficulties that arise during distance learning. This professional development theme launches in August of 2023 and will continue intermittently throughout the school year.

- iii. Articulation of clearly communicated student, teacher and family situational distance learning expectations. Describe the LEA's expectations in the space below.

Teachers: Paul PCS has established and will implement routines and practices for lesson plan submission and review, conduct virtual instructional rounds and frequently gather student data. Information collected from these sources will be analyzed regularly and course corrections will be implemented to ensure the progress of students and quality of programming across both campuses.

Parents: Paul PCS expects parents to support their child's/children's success during VF programming by participating in the training sessions focused on familiarizing them with the platforms students will use and by encouraging their scholar to adhere to the expectations established for Virtual Fridays. Paul PCS also ensures that tech support is readily available to support both students and families, and that teachers and leaders are accessible to answer questions they may have.

Student expectations are as follows:

Virtual Uniform Expectations

On days that students attend school virtually, they are expected to be in school uniform. The uniform on those days however, consists of their assigned color Paul polo shirt and whatever appropriate bottoms they select as their legs will not be visible on camera.

Students who appear on camera out of uniform will be instructed to immediately correct their attire prior to being readmitted to their virtual classroom.

Virtual Attendance Expectations

Students attending school virtually (on VF days) are expected to log in to their classes 3 minutes prior to the start of the instructional block. Teachers will take attendance at the start of each class and multiple times throughout the period to ensure virtual participants remain actively engaged and present. Students who are absent from class on virtual days will be subject to all absence enforcement actions as described in the section above.

Additionally, students who are tardy to more than one class/module in a day will receive a consequence that may include virtual detention at the end of the school day.

Student Conduct Expectations on Virtual Fridays

Virtual Friday M.E.R.I.T Matrix:

Paul PCS Pirate Pride...	Be Motivated	Be Educated	Be Responsible	Be Independent	Be a Thinker
Online	<p>Stay fully engaged during the lesson.</p> <p>Actively listen and participate</p> <p>Be on time</p>	<p>Show academic integrity by using appropriate sites and following copyright laws</p> <p>Own YOUR academic success</p>	<p>Follow virtual classroom norms</p> <p>Be prepared for class</p> <p>Handle equipment with care</p>	<p>Communicate issues and concerns ie; academic, cyber-bullying and technical issues</p> <p>Ensure you are checking your student emails throughout the day for communication from your teachers and or Admin.</p>	<p>Do research using multiple appropriate and reliable sources</p>

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

Paul PCS will have no shifts to the normal school day schedule in the event of a situational distance learning day. The LEA staff and its students are familiar with the use of video conferencing technology and will attend classes according to their regularly planned schedules if a SDL day is required. Attendance will be taken during the first period, as it is daily, and reported through the same mechanisms that are used when students are onsite. The daily schedule, that would also be adhered to on a virtual day, is below:

Bell Schedule (M-Th)

Middle School			High School					
Middle School Lunch A			High School Lunch 1			High School Lunch 2		
Period	Start	End	Period	Start	End	Period	Start	End
HR	8:05 AM	8:36 AM	1	8:15 AM	9:08 AM	1	8:15 AM	9:08 AM
1	8:39 AM	9:30 AM	2	9:11 AM	10:04 AM	2	9:11 AM	10:04 AM
2	9:33 AM	10:24 AM	3	10:07 AM	11:00 AM	3	10:07 AM	11:00 AM
3	10:27 AM	11:18 AM	HR	11:03 AM	11:33 AM	HR	11:03 AM	11:33 AM
Lunch	11:21 AM	11:51 AM	4	11:36 AM	12:29 PM	4	11:36 AM	12:29 PM
4	11:54 AM	12:45 PM	Lunch	12:32 PM	12:57 PM	5B	12:32 PM	1:25 PM
5	12:48 PM	1:40 PM	5A	1:00 PM	1:53 PM	Lunch	1:28 PM	1:53 PM
6	1:43 PM	2:35 PM	6	1:56 PM	2:49 PM	6	1:56 PM	2:49 PM
7	2:38 PM	3:30 PM	7	2:52 PM	3:45 PM	7	2:52 PM	3:45 PM

Virtual Friday

Middle School			High School					
Middle School Lunch A			High School Lunch A			High School Lunch B		
Period	Start	End	Period	Start	End	Period	Start	End
HR	8:05	8:15	HR	8:05	8:15	HR	8:05	8:15
1	8:18	8:55	1	8:18	8:54	1	8:18	8:54
2	8:58	9:35	2	8:57	9:33	2	8:57	9:33
3	9:38	10:15	3	9:36	10:12	3	9:36	10:12
Lunch	10:18	10:51	4	10:15	10:51	4	10:15	10:51
4	10:54	11:31	Lunch	10:54	11:33	5B	10:54	11:30
5	11:34	12:11	5A	11:36	12:12	Lunch	11:33	12:12
6	12:14	12:51	6	12:15	12:51	6	12:15	12:51
7	12:54	13:31	7	12:54	13:30	7	12:54	13:30

Student and Staff Well-Being

Beyond 2023-24 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in the 2023-24 school year. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see OSSE's [2023-24 Guiding Principles for Continuous Education](#). If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2023-24 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help respond to and reduce the risk of coronavirus (COVID-19) transmission among students, staff and visitors in the 2023-24 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools is available [here](#).

1. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of COVID-19 in its facilities. The following plan will resume in full IF deemed necessary by school leadership:

<https://www.paulcharter.org/wp-content/uploads/2023/08/Paul-PCS-Health-and-Safety-Plan-2023-2024.pdf>

Employing Intentional Strategies for Accelerating Learning

2. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).
 - a. Adjusted Scheduling
 - i. Adjusted class/block/bell schedules
 - ii. After-school programming
 - iii. Weekend programming (e.g., Saturday school)
 - b. Instructional Changes
 - i. New intervention program or support
 - ii. New uses of staff planning time for accelerated learning
 - iii. New professional development for staff on accelerated learning
 - c. Staffing and Related Supports
 - i. Additional vendor and/or community partner support
 - d. Other
 - i. Please describe
 - e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

Adjusted Schedule/Instructional Changes:

Paul PCS will implement a virtual program on Fridays (acronym- VF- Virtual Friday) that consists of three core components. The overarching focus of VF programming is to provide a heightened level of differentiated and programmatic variance to strengthen students' ability to master grade-level content, address individual learning acceleration and recovery needs, provide diverse socio-emotional wellness opportunities, and ensure teachers have the requisite time and space to analyze student data and plan for instruction. There are three components of the Paul PCS VF program:

Component 1: Deepening student learning through the provision of individualized, accelerated learning experiences. During VFs, students will be assigned to small groups based upon their most pervasive academic and social needs. Small group types (synchronous) include:

- *Interventions- To address learning gaps and foundational skills*
- *Extension Activities- To enrich and anchor grade-level learning*

- *SAT, AP and/or Dual Credit Groups- To increase focus and preparation for postsecondary readiness assessments and courses*
- *Counseling Groups- To address the behavioral and psychological needs of students*
- *Specialized Clubs- To enhance the gifts and talents of Paul's children and provide opportunities to extend learning through non-core content areas*

Asynchronous learning opportunities will include:

- *Extension/Practice of Skills- For students whose formative data from the week shows that they need additional opportunities to secure new learning*
- *Grade or Credit Recovery- To ensure students are able to improve work performance and complete missing assignments in a timely manner*

Component 2: Re-envisioning learning experiences that provide enrichment and contribute to overall student wellness. This includes:

- *Enhanced Homeroom- The focus during this block includes SEL lessons, engagement in data analysis, and reinforcing behavioral and conduct expectations*
- *Town Hall Meetings- Monthly grade level meetings that focus on SEL topics, student and staff celebrations, incentives, upcoming events, grade-level data trends, etc.*
- *Whole School /Grade Level Excursions (at least 1x Advisory)- Opportunities for students to engage in external learning experiences through participating in field trips, college trips/tours, and community service*

Component 3: Increase professional development & collaboration time for staff to ensure all are prepared to address the comprehensive needs of our students and their families. This includes:

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