

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

LEA Name: Thurgood Marshall Academy PCS

LEA Contact: Raymond Weeden

LEA Type: High School

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Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

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 the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

³Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

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

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

General Notes Regarding Operations

- **Purpose:** The Operations section of this plan describes how the Thurgood Marshall Academy (TMA) will operate its facilities during response and recovery to pandemic, particularly the coronavirus pandemic that began in Spring 2020.
- **Mayor's Orders:** TMA's Operations team will monitor guidance, such as Mayor's orders (published at <https://coronavirus.dc.gov/>), and ensure the school complies with guidance in effect.
- **Existing Policies:** Any TMA Operations' policies or procedures not explicitly discussed in this document remain in effect (as articulated in policy documents) and will, as necessary, be adapted to operations during the pandemic.
- **Guidance:** TMA Operations developed its plans following guidance from trainings by OSSE's and the DC Deputy Mayor for Education's offices, consultants, and architects.
- **Subject to Change:** Given the many uncertainties of response to COVID-19, the Operations team will—while ensuring adherence to city requirements and best practices—adapt the plans below to best meet existing conditions. Plans requiring specific equipment are subject phasing depending upon the availability of equipment, which may be disrupted by the pandemic; in such cases, TMA Operations will implement the most the most feasible alternative.
- **Scaling:** Implementation of the plan will be phased and/or scaled as conditions require. By way of example only, during periods of lower occupancy, such as all-virtual learning, Operations efforts will concentrate on areas in use while working to scale work when occupancy increases.
- **Masks & Social Distancing:** Until altered, TMA will abide by the Mayor's orders concerning wearing of masks:
 - o All occupants (employees, visitors, and students) will be required to wear masks in order to enter and remain in any TMA building, except in the case of exceptions outlined in the Mayor's order, of which only the following apply at TMA:
 - A person is actually eating or drinking;
 - A person is engaged in vigorous outdoor exercise and is maintaining social distance of at least six (6) feet from each other person;
 - A person is in an enclosed office that no one else is permitted to enter;
 - A person is aged two (2) years old or younger;
 - A person is unable to wear a mask due to a medical condition or disability, or is physically unable to

remove a mask;

- A person is giving a speech for broadcast or an audience, provided no one is within six feet of the speaker;
 - A deaf or hard of hearing person needs to read the lips of a speaker;
 - The equipment required for a job precludes the wearing of a mask and the person is wearing that equipment, or when wearing a mask would endanger public safety;
 - A person has been lawfully asked to remove the mask for facial recognition purposes.
- o Signage at entrances will remind occupants of the requirement to wear masks.
 - o Operations will provide employees with masks (i.e., non-medical face coverings).
 - o Operations in coordination with other departments will take steps to enforce social distancing, such as signage, floor decals, and verbal reminders.
 - **Point-of-Contact:** Operations questions should be directed to David Schlossman, Chief Operating Officer (COO), 202-276-4722; dschlossman@tmapchs.org.

Cleaning

Regular Cleaning Schedule

This section explains the cleaning schedule and practices, such as what happens weekly, daily, and multiple times per day.

Thurgood Marshall Academy's contract janitorial service will take the lead, under the supervision of TMA's COO, in implementing best practices for cleaning that address pandemic as well as routine janitorial best practices. The janitorial service has assured TMA Operations has an understanding of and is prepared to follow all relevant guidance, including but not limited to CDC guidance, DC DOH guidance, and manufacturers' instructions for proper application and storage of cleaning and disinfecting products.

The school will regularly clean, disinfect, and sanitize surfaces, toys, and materials per [District guidance on cleaning and disinfecting](#) (https://coronavirus.dc.gov/sites/default/files/dc/sites/coronavirus/publication/attachments/COVID-19-Cleaning_Guidance.pdf) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces Workplaces, Businesses, Schools, and Homes](#) (<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>) The school will adhere to the following:

- The cleaning schedule will be as follows (and is in addition to routine cleaning already in place, such as stocking/cleaning restrooms throughout the day and "pulling trash" each night) with:
 - Multiple times throughout the day: 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)
 - Nightly: disinfection of classrooms, restrooms, and workspaces.
 - Weekly: deep-cleaning, replenishing weekly supplies, and general inspection of the facility.
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions. To the degree possible, the school will use touch-free thermoscanners that do not require

frequent disinfection.

- **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.**
- **Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.**
- **Shared bathrooms will be assigned to specific groups of students and staff. To the extent feasible, the school will follow guidance that each group of students will have a specific timeframe during the daily schedule to use their assigned bathroom, and that bathrooms will be cleaned and disinfected after each group has finished. TMA's facility has only one student restroom per floor, therefore this guidance will be implemented initially by requiring all occupants (student, staff, and contractors/visitors) by floor, installing social distancing signage by restrooms, and having a staff member monitor bathroom used enforce low occupancy of restrooms and social distancing lines. If this proves impractical, Operations (in coordination with other departments) will establish a formal bathroom schedule or otherwise improve the process to adhere to guidance.**
- **No cleaning products will not 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/Disinfection Should An Individual Test Positive for COVID-19.

This section describes how TMA will ensure its buildings are clean if/when an individual in a school community tests positive for COVID-19.

- **Disinfection and cleaning of areas used by an individual who tested positive for COVID-19 will be performed by the schools regular janitorial contractor following notification by a member of the Operations Department. The contractor will ensure its employees have and know to use Personal Protective Equipment (PPE).**
- **If an occupant displays symptoms consistent with COVID-19, the individual will isolate in the isolation area, and that area will be disinfected after their departure; the room(s) they occupied will be subject to normal disinfecting that evening.**
- **If an occupant tests positive for COVID-19, the school will do the following:**
 - o **TMA will follow guidance from DC DOH representatives consulting on the case.**
 - o **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.**
 - o **If seven days or fewer have passed since the person who is sick used the facility, follow these steps:**
 - 1) **Close off areas used by the person who is sick.**
 - 2) **Open outside doors and windows to increase air circulation in the areas.**
 - 3) **Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.**

4) Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

o If more than seven days have passed since the person who is sick used the facility, TMA will follow DC OSSE guidance (7/6/2020) that additional cleaning and disinfection is not necessary.

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

Physical Changes to the Environment to Promote Social Distancing

This section explains physical changes to the environment to ensure or promote social distancing.

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

- Maximize spacing of desks/workspaces, providing a minimum of six feet distance between desks/workspace.
- Follow DC guidance on occupancy of any room. At publication, that level is 12 individuals plus one additional person (13 total individuals) briefly added to the class/workspace as necessary to support individual student needs
- To the extent feasible, 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).
- If feasible, communal spaces such as break rooms and copiers will be closed and/or their use discouraged. Where this is not feasible, communal work spaces will be grouped by the same floor on which students and staff are cohorted. To the extent feasible, communal-use spaces that are not closed will have staggered use, providing time for cleaning and disinfecting between use.
- Physical education classes will 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) until guidance from DC reopens such sports.
- Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, where feasible.
- Hallways will feature social distancing signage on walls and on floors near restrooms.
- A designated isolation area, with its own ventilation (to the degree possible), 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.

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

Ventilation

This section describes steps the school has taken to ensure adequacy of ventilation.

In consultation with experts, TMA has planned or implemented several improvements to its building's HVAC system. While the school had a high-functioning system prior to the pandemic, it is adopting improvements that both respond to the pandemic and promote general wellness:

- Installed MERV-13 filters in the system.
 - Working with a balancing contractor to increase airflow as much as possible, with a target of six (6) air changes per hour.
 - Long-term, the school plans to install a UV-C system in its system ducts.
 - The school is exploring what other HVAC improvements could promote wellness.
 - While the HVAC system was not shut down during the Spring 2020 distance learning period, and while it is unlikely to shut down during any future closures, the building engineer nevertheless inspected and disinfected the system prior to reopening, following industry and health guidelines.
4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.

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

Safe Access to Instruction

This section outlines how TMA's plan for school-year operations to ensure all students have safe access to instruction, either in person or at home. It details general reopening safety, 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). It follows relevant public health guidance.

Reopening Safety Building After Prolonged Use

Facility preparation is a central element in safe access to instruction. TMA has maintained a crew of essential workers on site, including the building maintenance engineer, so the building did not fully shut down. Nevertheless, the building engineer followed reopening protocols, which affect mainly the ventilation system (described above), and the water system.

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

- Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.
- Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.

- Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers’ instructions.
- The school will have a third party professional test water for lead and bacteria.

Traveling to and from School

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services. That is, the school will support messaging through a combination of weekly emails, social media, advisor checks to share important information about healthy travel by public health officials. Common safety advice by those officials often includes:

- Always wearing facemasks (except in private vehicles).
- Maintain six feet of distance between others during travel as much as possible.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched, wash hands or use hand sanitizer with at least the recommended percent alcohol.

Student and Staff Schedules & Cohorts (Grouping)

Currently the school will be opening with a remote-only option for students. Below is the schedule for this option.

Weekly Schedule

Period	Time	Mon	Tue	Wed	Thur	Fri
Adv	8:45-9:15	SEL & Portfolio		Rotation Schedule TBD	SEL & Portfolio	
1/5	9:25-10:25	Traditional Academic Courses (Virtual and/or Live)		<ul style="list-style-type: none"> • Dedicated Portfolio Time (May start of Weekly) • Professional Development • Departmental/Grade Level Meetings • SEL Work/Celebrations • Student Grade Level Meetings • Intervention Work & Individual Student Support • Virtual School Days (Labs, Test Prep, AP, etc.) • School-Wide Meetings • Teacher (Collaborative & Individual) Planning & Grading • Student Asynchronous Learning & Independent Work • Data Meetings • Etc. 	Traditional Academic Courses (Virtual and/or Live)	
2/6	10:35-11:35					
3/7	11:45-12:45					
Lunch	12:45-1:45					
4/8	1:45-2:45					
Adv/CO	2:55-3:05	Announcements & Academic Check-In			Announcements & Academic Check-In	
CR/Ex Courses	3:30-6:30	Time slot to provide students with the opportunity to take courses to accelerate their acquisition of credits or to recover lost credits				
Office Hours	3:30-6:30	Teachers will schedule office hours during this time block				

For those students who will need to have at least one day of on-site academic support, TMA will offer limited spots for students to attend in-person sessions. Below is the schedule for the first phase of in-person sessions, which allows for four separate cohorts: C, D, E, and F. Phase two is the projected cohorting that we expect to use once additional distancing restrictions have been lifted.

Phase One: One Day a Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort C	At TMA	Remote	Remote	Remote	Remote
Cohort D	Remote	At TMA	Remote	Remote	Remote
Cohort E	Remote	Remote	Remote	At TMA	Remote
Cohort F	Remote	Remote	Remote	Remote	At TMA

Phase Two: Two Days a Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohorts C & D	At TMA	At TMA	Remote	Remote	Remote
Cohorts E & F	Remote	Remote	Remote	At TMA	At TMA

Student schedules are described elsewhere in this plan. Operations’ concerns regarding scheduling and grouping, however, include the following:

- **Employees will, expected to arrive an hour before on-site activities to permit time for screenings and supervision of students beginning an hour before students report. The school will take measures in its scheduling and planning to achieve the following grouping practices:**
 - o **The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).**
 - o **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.**
 - o **The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, and other shared spaces to avoid mixing groups. Specifically, to the greatest degree feasible,**

groups will remain on the same floor throughout the day.

- o Plan carefully regarding students with special needs and students who are immunocompromised with extra attention on how to limit exposure to other groups, if in the facility.
- o Students will keep materials at their desks; they will not use lockers.
 - The school will cancel, eliminate, or modify the program to adhere to the following:
- o Cancel or modify classes where students are likely to be in very close proximity
- o Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- o Eliminate non-essential travel for staff and teachers, (e.g., conferences).
- o Revise as feasible the process for receiving mail and packages; only have necessary supplies and materials delivered and combine orders so fewer deliveries are made.
- o Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).

Arrival, Dismissal & Screenings

TMA will implement the following measures to ensure student and employee safety when entering, using, and leaving the building.

General Best Practices

TMA will do the following to ensure student and employee safety during arrival and dismissal:

- Use multiple doors, each with a screening station, for entry and exit.
- Ensure safety and security of all entry and exit points used.
- Assign entry and exit points to students based on the floor on which they are grouped (e.g., Main Entrance for 1st Floor; ground level door for Lower Level classrooms,; etc.)
- Mark six foot separation standing spots on the exterior pavement where feasible.
- Evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain).
- Pilot use of disinfectant mats at entrances.
- Avoid transition periods by keeping employees and students together in a single room.
- Avoid large groups in hallways by supervising breaks.
- Supervise dismissal, dismissing a few cohorts at time, directing them to leave by the door they entered (or go directly to an after-school cohort), and providing adult supervision.

Daily Health Screening

TMA will take several measures to screen those entering the building:

Students, employees, and visitors will be required to respond to a health questionnaire comparable to the DC DOH model vouching that they feel well and show no symptoms associated with COVID-19.

The school will seek to facilitate self-assessment before students or employees leave their homes (e.g., via an app, if available), but will also have a means to screen persons as they enter the building.

While DC OSSE and DC DOH are not requiring that schools take students temperatures, the school will use touchless distance thermoscanners to take the temperature of anyone entering the building. In the event a staff member must take an occupant's temperature without the distance thermoscanner, then staff will follow CDC procedures, with a preference for Option 1 (the school has purchased portable plastic shields in addition to standard PPE) and resorting to Option 2 if necessary (the school has purchased face shields):

Option 1: Barrier/partition Controls

- **Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.**
- **Put on disposable gloves.**
- **Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks.**
- **Make a visual inspection of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or extreme fussiness.**
- **Check the temperature, reaching around the partition or through the window.**
- **Make sure your face stays behind the barrier at all times during the temperature check.**
- **Remove your gloves following proper procedures.**
- **Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.**
- **Clean the thermometer following the directions below.**

Option 2: 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.**

Distributing Educational Materials

TMA will ensure that students have materials needed to succeed during distance- and on-site learning. In the spring, we had good success with a combination of staggered, physically distant pick-up of material for families that were able to pick things up, and a physically distant drop off for those who were unable to travel to the school. We will use a similar plan for the fall. We will seek student and family input, as well as lessons learned from peers in DC, on ways to strengthen these practices. The school will pilot and implement the best means to distribute materials, such as having those families that are able pick up materials while delivering materials to those who cannot travel.

Examples of materials TMA will provide include:

- **Chromebook**
- **Internet access (ideally cable-modem)**
- **Headphones with mic**
- **Print or e-textbooks and class materials**

After-School Program Safety

TMA does not have a before-care program—students will go directly to their cohort room upon arrival.

TMA has an in-house Programs department that already integrates after-school extracurricular activities with the school day curriculum. As such, the school already had procedures in place to ensure student safety during after-school programming.

The Programs department will apply the practices described in this Operations section to After-School activities. By way of example only, when health conditions permit in-person after-school activities, students will be grouped in cohorts (though not necessarily in the same cohort as during the school day).

Programs Department staff will take the lead in ensuring students and employees observe social distancing and other best practices during after school activities.

All volunteers will adhere to the background check policies outlined by TMA before engaging with students in virtual and in-person spaces (noting that volunteers will be almost if not entirely virtual until such time as DC health and education officials indicate that reopening has reached a phase under which non-essential in-person visitors are permitted). TMA Programs Department staff will be present in virtual and in-person spaces with volunteers until they complete the background check process. TMA Programs Department staff will further ensure the safety of students when using online platforms by using password protected meetings, monitoring who has entered the online space, and TMA staff presence in all calls. When DC conditions allow for volunteers to be in our building for program activities, all volunteers will be required to follow TMA's policies including wearing a mask, hand washing, maintaining physical distance, and not congregating in large groups.

Meals

Distance Learning: TMA will pilot and implement the most effective means to provide meals to students during virtual learning. The school has applied for relevant National School Lunch Program waivers. Options include pick-up days for multiple meals or (if feasible) home delivery.

In-Person Meals: TMA will do the following to address student safety while providing meals on-site:

- Permit students to bring meals from home, which they will keep at their desks.
- Deliver to cohort rooms pre-packaged lunches, including plasticware, napkins, and seasonings.
- Students will eat meals in the classroom to avoid mixing in the cafeteria.
- Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible.
- Students will wash hands or use sanitizer 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.
- Meal service staff will cohort by floor.

Personal Protective Equipment (PPE)

As noted above, TMA will follow the Mayor's orders that require anyone who can to wear a face covering, and that require school staff to wear masks.

- TMA will provide reusable anti-microbial masks (i.e., non-medical face coverings) to all employees and students on-site (these supplies will be issued at the start of the school year and the school reserves the right to expect students to replace lost masks with their own face coverings).
- TMA will provide all employees with disposable gloves.
- TMA will keep a stock of face shields, plastic screens, etc., should an employee need to interact with a student without a mask (e.g., during speech-language work).
- The school will provide hand-sanitizer dispensers throughout the building.
- The school will keep a stock of disposable masks for use by visitors who lack a mask or need a replacement.
- TMA will assess and pilot other PPE as best practices evolve.

Other Public Health Guidance

This section covers general public health guidance that TMA will observe or promote.

Preventing a Vaccine-avoidable Outbreak

As a part of the student enrollment process, the enrollment team will, as applicable to high schools and required by law, confirm that all student vaccinations are up to date prior to fully enrolling a student.

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.

- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- Electronic devices (e.g. Chromebook), to the extent feasible, will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide means to sanitize.
- Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).
- Drinking fountains will emphasize refilling individual bottles.
- Regular hand sanitizing will be promoted.

High-risk Individuals

TMA complies with DC OSSE and DOH requirements to notify all employees who are at high risk of serious illness from COVID-19 or whose family member are at risk be evaluated by health professionals before participating in in-person activities.

Exclusion and Dismissal of Those with Symptoms.

The School will adhere to DC exclusion and dismissal criteria, which appear below:

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.**

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines (noted above) to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

Exposure Reporting & Notification: To ensure a clear and efficient process for communication, the school has identified Raymond Weeden as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report (via [this link](#)).

Step 2: Communication to Families and Staff

Schools are to have communication protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

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

Step 3: Notify Operations

Notify the COO so Operations can begin disinfecting procedures.

Instructional Delivery Plan

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

Thurgood Marshall Academy will be using a hybrid instructional model that will include two days of synchronous instruction and three days of asynchronous instruction. All instructional materials will be housed in Canvas LMS and synchronous lessons will be provided through Google Hangouts, Zoom, and/or the Canvas LMS.

The instructional materials will vary based on the teacher and the department. Departments that use textbooks will be transitioning to the online version of textbooks when feasible. To ensure rigor across settings, for those textbooks that cannot be purchased in digital form, the school will provide students with the physical copies of textbooks. However, the overwhelming majority of the instructional materials will be digital for all subjects.

The total instructional hours each day will be 4 hours: four 60-minute classes that will be taught both synchronous and asynchronous--for a total of 16 hours each week. Of the 16 hours of instruction, 8 hours will be spent in a synchronous learning environment while 8 will be spent in an asynchronous learning environment.

Weekly Schedule:

Assessment and Promotion Policy

A. Assessment

- 6a. Describe the LEA's policy for identifying and administering assessments during the 2020-21 school year, including:
- Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?

Achievement Network (ANet) ; NWEA-MAP

- 6b. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:

Weekly Schedule

Period	Time	Mon	Tue	Wed	Thur	Fri
Adv	8:45-9:15	SEL & Portfolio		Rotation Schedule TBD	SEL & Portfolio	
1/5	9:25-10:25	Traditional Academic Courses (Virtual and/or Live)		<ul style="list-style-type: none"> Dedicated Portfolio Time (May start of Weekly) Professional Development Departmental/Grade Level Meetings SEL Work/Celebrations Student Grade Level Meetings Intervention Work & Individual Student Support Virtual School Days (Labs, Test Prep, AP, etc.) School-Wide Meetings Teacher (Collaborative & Individual) Planning & Grading Student Asynchronous Learning & Independent Work Data Meetings Etc. 	Traditional Academic Courses (Virtual and/or Live)	
2/6	10:35-11:35					
3/7	11:45-12:45					
Lunch	12:45-1:45					
4/8	1:45-2:45					
Adv/CO	2:55-3:05	Announcements & Academic Check-In			Announcements & Academic Check-In	
CR/Ex Courses	3:30-6:30	Time slot to provide students with the opportunity to take courses to accelerate their acquisition of credits or to recover lost credits				
Office Hours	3:30-6:30	Teachers will schedule office hours during this time block				

There are several ways we will provide training and professional development to ensure the effective implementation of our instructional plan. Our 10th-grade core classroom teachers are participating in a yearlong professional development program with The Modern Classroom Project to learn how to deliver a specific style of synchronous and asynchronous instruction. As needed, teachers from other grade levels will be added to the cohort throughout the year. In addition, our school has transitioned to Canvas for its Learning Management System. Both instructional staff and faculty will participate in a series of training sessions that introduce them to the instructional tools available through Canvas. Teachers currently have access to self-paced learning modules that provide guidance on how to use the Canvas platform to deliver online instruction. In addition, a cohort of teachers is meeting weekly with the Associate Head of School to discuss key virtual instructional practices and to conduct virtual lesson studies in order to deliver training to teachers during our teacher in-service session that will begin August 3rd.

The Instructional Leadership Team (Head of School, Associate Head of School, and Department Chairpersons) will conduct weekly observations of synchronous instruction and provide feedback to teachers. The School Leadership Team (Ex. Director, Head of School, Associate Head of School, Dir. of SpEd, Dir. of Student Support and Operations Team) will meet biweekly to discuss instructional needs across the school and adjust plans as needed. The Leadership Team will use observation notes, surveys from students and teachers, attendance, participation rates, and other tools to help us identify where we can continually improve.

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

Students who either do not attend school regularly or who opt into a fully virtual learning program will take assessments online from home. Since all students will be provided with chromebooks for distance learning,

students who participate in in-home testing will log into their synchronous testing sessions and be monitored by a test proctor for the duration of the testing session(s). The school has purchased Landschool, which will be activated on each students' device. Landschool will increase the quality of monitoring and protection during testing sessions by limiting online access to approved websites and disabling internet access during testing.

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.

The promotion policy will remain the same for the upcoming school year. The policy can be viewed on [Page 48 of the Student Handbook](#).

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.

TMA does not plan to waive any graduation requirements but reserves the right to if necessary due to the pandemic or recommended by OSSE, PCSB or City Council.

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

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

- Option A: The LEA is using a learning management system (LMS) for distance learning.
- How is the student's presence authenticated daily using the LMS?
 - What constitutes sufficient engagement in the LMS for the student to be marked present?

ATTENDANCE POLICY

Thurgood Marshall Academy PCHS commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of "seat time" per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how attendance will be captured which aligns to Option A outlined above. TMA will use Canvas (LMS) and Infinite Campus (SIS), supplemented by touch points with advisors, teachers, and work product to confirm attendance. Details on how we will track attendance are in the chart below.

ON-SITE ATTENDANCE

Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent and will align to

our existing DC PCSB-approved attendance policy.

REMOTE OR DISTANCE LEARNING ATTENDANCE

Per OSSE guidance for distance learning, students will be marked present or absent using a new code for Distance Learning (per updated regulations for a distance learning attendance type).

DAILY ATTENDANCE RECORD-KEEPING

Thurgood Marshall Academy PCHS has implemented a daily advisory period for SY 2020-21. Advisors will collect, enter, and store daily student attendance and participation through Canvas (LMS) and Infinite Campus (SIS). Remote participation touchpoints for verifying attendance are included in the table below.

ATTENDANCE TYPE	ATTENDANCE DESCRIPTION
	<p>Student presence for virtual instruction will be verified through one of the touchpoints included below:</p> <ul style="list-style-type: none">• Authentication will be accounted for by students logging into Canvas LMS (student log-in to portal) during the course.• One of the following methods will be used to account for Engagement:<ul style="list-style-type: none">◦ Participation in a virtual class period or office hour block◦ Completion of daily assignment to include, but not limited to, do-nows, exit tickets, assessments, etc.; Assignment completion will be recorded in our SIS gradebook;◦ Response to contact from one of our team members including, but not limited to, teachers, advisors, Deans and other support staff;
Present - Distance Learning	
Absent - Distance Learning	Student participation cannot be confirmed through any of the methods detailed in the Present-Distance Learning block included above;
Present - In-person Learning	Student is physically present in the school building for the duration of the school day; Follows guidance included in our current attendance policy;
Absent - In-person Learning	Student is not physically present during the school day AND participation cannot be confirmed through any of the remote touchpoints included in the Present-Distance Learning block included above.

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

- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?

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

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?

DAILY ATTENDANCE RECORD-KEEPING

Thurgood Marshall Academy PCHS has implemented a daily advisory period for SY 2020-21. Advisors will collect, enter, and store daily student attendance and participation through Canvas (LMS) and Infinite Campus (SIS). Remote participation touchpoints for verifying attendance are included in the table below.

ATTENDANCE TYPE	ATTENDANCE DESCRIPTION
	<p>Student presence for virtual instruction will be verified through one of the touchpoints included below:</p> <ul style="list-style-type: none"> • Authentication in Canvas LMS (student log-in to portal) • Participation in a virtual class period or office hour block • Completion of daily assignment to include, but not limited to, do-nows, exit tickets, assessments, etc.; Assignment completion will be recorded in our SIS gradebook; • Response to contact from one of our team members including, but not limited to, teachers, advisors, Deans and other support staff;
Present - Distance Learning	
Absent - Distance Learning	Student participation cannot be confirmed through any of the methods detailed in the Present-Distance Learning block included above;
Present - In-person Learning	Student is physically present in the school building for the duration of the school day; Follows guidance included in our current attendance policy;
Absent - In-person Learning	Student is not physically present during the school day AND participation cannot be confirmed through any of the remote touchpoints included in the Present-Distance Learning block included above.

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.

Socio-Emotional and Mental Health Supports

To attend to students' socio-emotional and mental health needs during the 20-21 school year, TMA will embed a variety of community-building activities and components into our program.

Advisory

At the beginning of each day (M, T, Th, and Fri), students will be scheduled to take part in a 30-minute advisory session. During this session, teachers will conduct mindfulness activities that allow students to reflect on their emotional well-being and team building activities that help students to connect to their peers. This 30-minute time period will serve as an initial "temperature check" for the day and a catalyst for instruction. In partnership with our college, the student support team and mental health team will drive the lessons and each week to understand. The goal is to support the overall well being of the community; they help create agendas for advisory to address themes and concerns that have come up; and they make matches for additional counseling or mental health supports that students may need. This team will also be supported by our mental health partners: Department of Behavioral Health, the Wendt Center, Georgetown WISE and One Common Unity.

After-School Programs

We are maintaining our club activities to provide a space for students to connect with their peers and others as they would during any school year. These activities will be scheduled after school and Wednesday when most of our learning activities are asynchronous. Maintaining this schedule will allow us to sustain programming when we return to the building for learning this or next school year.

Academic Interventions

Our academic leaders: head of school, associate head of school, and deans will monitor the progress of our students over the year. Each grade level dean will be responsible for assigning support based on their mid-quarter progress. Students who are repeating a grade or course are assigned support from the beginning year through an academic support plan and monitored by their grade-level dean. These supports could be Homework Help, Office Hours with their teachers, and tutoring. Students with disabilities are also assigned support per their IEP. This can be supported from both the content and the special education teacher.

B. Behavior

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

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

Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still

be allowed to complete all assignments and access all educational materials.

TMA will use a merit and detention system that will allow students to accrue infraction points. Behaviors identified in the TMA Student Code of Conduct will be behaviors that may result in behavior discipline. TMA will award merits for the desired actions (attendance, uniform compliance, positive participation, etc.) during distance learning. Detentions and merits will be tracked using the SIS. Deans will review the system for referrals, detentions, and merits. Students with 20 or more infraction points will participate in an online discipline class to reduce their points. Teachers and the Student Affairs teams will reach out to parents of students with difficult behaviors through email, phone calls, texts, video conferencing, etc.

Any TMA student who is excluded from distance learning due to egregious behavior as outlined in the Student Code of Conduct will still have access to asynchronous learning. Parents will be notified in the form of a video/phone parent conference. If a parent is not accessible, then they will be notified by email/phone call. All work given via asynchronous learning must abide by the timelines set forth by the teacher for submission and must be completed and submitted to receive a grade. Students will still have access to office hours.

In the interest of preserving the safety of the students and staff at Thurgood Marshall Academy, the school has a clear anti-violence policy. Harassing, threatening bullying, cyber-bullying, and promoting fighting or other violent behavior, and fighting are taken very seriously.

Bullying, intimidation, or harassment is defined as any severe, persistent, or pervasive physical, electronic, or verbal conduct, including but not limited to harassment based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity/expression, genetic information, disability, or any other distinguishing characteristic, or based on association with a person or group with any of the actual or perceived characteristics listed above.

It is directed toward a student(s) that has or can be reasonably predicted to have the effect of one or more of the following:

- **Placing the student(s) in reasonable fear of physical harm to the student's person or property;**
- **Causing a substantially detrimental effect on the student's physical or mental health;**
- **Substantially interfering with the student's academic performance; or**
- **Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.**

Sexual harassment is defined as, but not limited to verbal or nonverbal unwelcomed sexual advances or sexual behavior that substantially interferes with a student's education, or creates an intimidating or hostile environment. Sexual harassment is prohibited at Thurgood Marshall Academy.

Cyber bullying is defined as the use of information and communication technology to bully, embarrasses, threaten, or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, and/or abusive.

Special Populations

- 13. Describe the LEA's plan to serve students with disabilities, including:**
- 14. Describe the LEA's plan to serve ELs, including:**

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

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

TMA will maintain IDEA timelines in collaboration with families by scheduling meetings at least 30 days prior to the due date to accommodate the parent schedule and reaching an agreement with parents on extensions of procedural timelines when possible. TMA will continue to communicate with parents regarding any delays with evaluations (initial and reevaluation), IEP meetings, complaint resolution meetings or due process hearings due to unforeseen circumstances or other circumstances that are related to the COVID-19 pandemic. For procedural timelines that were delayed due to COVID-19, parents will be informed of anticipated timeframes of completing delayed activities by the first week of school (i.e. initial or re-evaluations). TMA will issue prior written notification to parents documenting any changes.

- **Students who require accommodations or assistive technology such as fidget or amplifier in person will be provided with the necessary materials. TMA will mail items to families at the beginning of the school year along with other necessary instructional materials and when needed throughout the year.**
- **TMA will continue to document and provide services as frequency and duration are prescribed on students' IEPs. Specialized instruction will be provided to students participating in synchronous instruction four times during the week, regardless of whether the student's parent has chosen a hybrid or virtual. Students who will receive instruction inside the building for one day out of the week will receive additional support from teachers/staff members in the room. All teachers with a special education population will be required to record students' performance and progress in class once a week using a data tracker. Case managers will review the weekly data tracker and provide parents with a monthly update for each student. Case managers will log their contact with parents into the SED's communication log. Related Services will be provided in groups or one-on-one as outlined in students' IEP. All related services will be provided via teletherapy. All related services will be documented in related service logs. Related service providers will also maintain records of communication that may be unrelated to specific services in official TMA email chains or text threads. TMA will issue a prior written notification to parents who refuse related service(s) or other changes related to the IEP. Students will also have the opportunity to participate in morning advisory where instruction on social-emotional topics will be discussed/addressed.**

Content that is provided to parents and students will be available online and can be accessed through text to speech feature on any computer with Microsoft Windows or Apple OS X software. In the event the parent does not have access to a personal computer, TMA student Chromebooks have text-to-speech extensions to assist students or family members with disabilities. Parents will be able to access content on their mobile devices as well. As an alternative, a member from TMA will call the parent and read the content over the phone or send an audio recording of the read content.

During the fall semester of distance learning, most TMA students who are eligible for related services will continue to receive teletherapy (phone or/and videoconference) for all services outlined on the student's IEP. TMA recognizes this model may not work for all students. The TMA team will partner with other members of the IEP team, including parent and student, to determine alternative service delivery while maintaining health and safety parameters for students, providers and school staff, at the start of the school year. During the spring semester of distance learning the IEP team will revisit the delivery of related services model and determine if teletherapy remains the most appropriate method to deliver related services to students.

TMA will partner with related service contractors to pre-record training for parents once a quarter to offer topics that may assist parents in understanding the special needs of their child and acquire the necessary skills that will support the implementation of their child's IEP. The LEA will partner with outside organizations and/or invite parents to known training and webinars on topics related to parent training. Parents will be notified via email, social media, and/or school website of training. When appropriate, consultation services for students and families will be offered.

Recovery services will be delivered to students using the virtual model in the areas of reading and math. Students will be placed in small groups based on the qualitative data collected (teacher anecdotal notes, participation in distance learning, grade, etc.) and the beginning of the year of assessment data. The group(s) of students are placed in focus groups that will target a specific area in which students will need additional support or interventions. Students will receive direct instruction on specific skills (virtually) and engage in an online synchronous learning intervention program for 30-45 minutes each day. Students will be encouraged to participate in homework help to receive extended supports on assignments every day it is available. All decisions or/and changes will be documented on a prior written notification outlining the details named by the team and final decision.

TMA will assess students using the Scholastic Reading Inventory and Scholastic Math Inventory to measure whether this is learning loss and its severity. Tests will be administered at the start and middle of the school year. Students' scores will determine if they will be placed in an intervention classroom to address the gaps in Reading or/and Math. TMA will use students' scores to measure growth over time as well.

TMA's related service providers will review the students' previous service tracker logs and progress reports to have an understanding of the students' last documented status and progress. TMA's Service Providers will complete a weekly service tracker form to summarize all attempts at the delivery of service, service details, and student responses. Parents will be notified of missed services the day of via email or phone call. Make-up missed service plans will be created or/and updated on a monthly basis for students to recoup services. Parents will be notified of the plans and kept abreast of progress related to recouped services.

All students with disabilities will be encouraged to participate in teacher office hours and homework help (daily).

TMA will ensure students experiencing homelessness will continue to have equal access to

opportunities their peers have. Students will be or have been provided a Chromebook and hotspot to access academic services and activities. When appropriate, TMA will purchase educational supplies and materials to assist with students' learning. TMA will continue to refer families to essential resources, such as food, health, and mental health, etc. If students are in need of immediate care of mental health services, the school's mental health team (including contracted mental health partners) will provide the necessary services to the student or/and family. TMA will continue to purchase SmarTrip cards, gas cards or car service (Uber/Lyft) to assist students or parents to travel to designated food distribution locations, to collect learning packets, and other

necessary travel related to services TMA will provide otherwise.

TMA will schedule an initial meeting with the CFSA worker, care provider, parent, and other members who may be a part of the child's team to discuss delivery of the child's education and provide any additional assistance or/and action to ensure FAPE.

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

Currently, TMA uses the Content-Based ESL and Collaborative Teaching Instructional program. The models are implemented in the general education classroom and the EL teacher collaboratively plans or/and provides consultation services to the general education teachers based on students' strengths and needs. Depending on the level and need, EL students can be pulled out of the general education classroom to target specific skills or other instructional needs. All students identified as EL will have documented accommodations, which also includes students whose parents may have refused services. Students whose parents refuse EL programming are still eligible for classroom testing accommodations. Accommodations will be used to ensure students are being tested on their knowledge of content, rather than their knowledge of the English Language.

To maintain fidelity across the various types of learning environments, the EL teacher will be required to review content the general education teacher will teach/record and discuss appropriate differentiation or/and accommodations. The EL teacher will continue to provide guidance/instruction to EL students (s). There will be pull-out sessions for EL students (4 times a week) to address specific skills outlined in their EL plan.

The LEA will review qualitative and quantitative data collected on EL students thus far. Students will also be assessed, using the Scholastic Reading Inventory to measure reading ability. The EL and EL POC will meet to discuss the progress expected and progress made in all areas of the four language domains. A meeting will be scheduled at the beginning of the school year with the EL team, to include parent/student to discuss the data, expectations, current accommodations, and tier 1/2 interventions. The EL team will revise the EL plan or create a contingency plan outlining any new/revised goals for the students' EL plan.

EL students will be encouraged to participate in homework help to support with assignments or/and language goals outlined.

EL students performing at level 1 or 2, who will participate in synchronous learning will be assigned a dedicated co-teacher during the synchronous instruction. EL students performing at level 3 or 4, who elected to participate in synchronous learning will receive instruction from the EL teacher in the areas of reading, writing, listening and speaking for 45 minutes at the end of the day. During that time EL teachers will review lessons and students will be able to ask questions related to work. EL students who are performing at level 1-4, who elected to participate in asynchronous learning have scheduled times to log-in to Google Classroom or Hangout with the EL teacher to receive instructional support in reading, writing, listening and speaking. Students will receive modified instruction and supplemental materials. EL students grades 9-12 will have access to the language instruction described above.

As a supplement to the instruction EL students receives in the classroom and with direct support. EL students will have access to Google Translate and Google text to speech extensions will be available features on student computers.

EL students will have access to pre-recorded academic content or will attend a virtual class in real-time. This access will be available to a student's grade level (9-12).

Technology Policy

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

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

Thurgood Marshall Academy surveyed all students and provided devices and Internet hotspots as needed; the school plans to transition families from hotspots to cable internet service (subsidized by the school when necessary). The school plans periodic needs surveys.

Repair/replacement will be coordinated via the school's existing helpdesk system.

Students were using Internet tools prior to the pandemic, and the same safety features continue to provide protection during distance learning (for security reasons these systems cannot be listed in a public document).

If/how the school's technology policy differs by grade level.

It will be the joint responsibility of the guardian and the school to monitor the use of the LEA device at home. TMA has a monitoring application that allows teachers and other staff to monitor programs being run during school hours. Teachers will have the ability to monitor in real-time and correct students as needed. After school hours, we are asking that families support this process per our tech user agreement. [TMA Student Chromebook/Laptop Agreement](#)

All TMA students will have access to Chromebooks to use at home. Families are allowed to use their personal computers if they choose.

While returning students were using our tools prior to the pandemic, and the same safety features continue to provide protection during distance learning (for security reasons these systems cannot be listed in a public document). will be trained on how to use needed technology during the first of the school. Similarly, all team members will adhere to the background check policies outlined by TMA before engaging with students in virtual and in-person spaces. Students when using online platforms by using password-protected meetings, monitoring who has entered the online space, and TMA staff presence in all calls.

For every piece of equipment and software, provide training for staff, students, and families (especially for younger children) on proper use and care. Training must also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly.

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. TMA has extra equipment on-site for students and staff to borrow for each expected type of equipment for use.

Based on the instructional plan for each course, we determine what software best supports remote learning. We will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff's strengths and needs. Inventory communication resources and protocols and evaluate performance and needs.

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.

Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

Where possible, students will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for the 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.

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 log in to the device, update its software or disable the device entirely.

Family Engagement Policy

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

- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
- **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

FAMILY ENGAGEMENT POLICY

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

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, on the school website, and through direct outreach to families via email, text, and robocall.

Our parent newsletter, the Warrior Weekly, will be sent out each week by email, posted on our website, and link text to families abreast of school activities, programming, and operational updates. We will also provide several vehicles for families to share input directly with Leadership including surveys at the close of each marking period and the implementation of a semi-monthly virtual meeting.

Academic updates will be provided three times per quarter (two progress reports and one report card). Families will have access to both the school Learning Management System and the Student Information System to track student progress against learning objectives. Access to these programs will be consistently available with the exception of downtime periods for scheduled maintenance. Teachers will also communicate directly with families by phone, email, or text a minimum of three times per quarter to provide updates on student progress. All student grades will be recorded in the school SIS. Teacher grade books will be monitored on a bi-weekly basis to ensure that grades are recorded and assignment feedback is provided to students.

Advisors will serve as the first point of contact for advisees and their families. Team building and community engagement activities will be facilitated through the advisory block. Advisors will connect with advisees on a daily basis to both monitor participation in our learning program and to provide support as needed. Advisors will connect with families of advisees on a weekly basis to check-in about student progress and overall family well-being.

Student and Family Orientation will occur in August. Sessions will be used to facilitate the introduction to advisory groups and communicate expectations for the school year. Training on how to use our LMS will be recorded and posted on our school website for family access.

SY 2020-21 Continuous Learning Plan Assurance Statement

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

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

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

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

In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.

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

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

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

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

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

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Thurgood Marshall Academy Public Charter High School

LEA Leader Name: Raymond A. Weeden, Jr.

Date: 10-05-2020 11:46 AM