



creative
minds
INTERNATIONAL
PUBLIC CHARTER SCHOOL

Continuous Learning
&
School Recovery Plan

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Board COVID-19 School Operation Policy

School Recovery Operations Plan

Requirements from DC PCSB and OSSE for School Recovery Plan

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 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)?

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

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

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

Purpose

- This plan establishes a framework for operations, expectations and best practices that Creative Minds International PCS is implementing to reopen school facilities and operate in the 2020-21 school year.
- This plan dictates the manner in which Creative Minds International PCS will operate its facilities during the school year 2020-21. The plan is based on the available guidance as of June 30, 2020.

Cleaning, Disinfecting, Sanitizing

Regular Cleaning Schedule

The school will regularly clean, disinfect, and sanitize surfaces, toys, 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:

- Robust cleaning standards: Standards are clearly articulated to our cleaning partner, and accountability metrics are established to verify that standards are consistently met;
- Once reopened, every Wednesday, when students will be learning remotely, we will adopt enhanced cleaning measures, and every Friday evening, the entire building will undergo an electrostatic spraying as an added layer of disinfection;
- Routinely clean and disinfect surfaces and objects that are frequently touched;
- Upgraded all cleaner to disinfectants;
- Training of all cleaning personnel on how to mitigate to spread of communicable diseases and bloodborne pathogens;
- Doorknobs, light switches, classroom sink handles, and table tops will be cleaned and disinfected daily;
- Cleaning crew, including day porters, will regularly clean and disinfect water fountains;
- 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.
- 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.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.
- Mats/cots will be:
 - Placed at least six feet apart while in use
 - One specific cot will be assigned to each child
 - Individually labeled and stored (also applies to bedding)
 - Cleaned and sanitized between uses by staff after each use
 - On Wednesdays, the cleaning crew will disinfect each cot.
 - Cot bedding will be washable and laundered at least weekly or before use by another child.
 - May be stacked between uses if it is cleaned and sanitized appropriately before stacking

- Cleaning of playground structures will follow DC Parks and Recreation best practices. (see Use of Spaces for details)
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected multiple times per day
- The school will implement safe and correct storage for cleaning and disinfection products.
- All cleaning products are EPA approved and meet the green seal standards. Products used during normal hours do not release volatile organic compounds (VOCs).
- After hours, when using cleaning products with VOCs, adequate ventilation is required to prevent inhalation of toxic fumes.
- Staff and students (when age appropriate) should wipe down their personal space (desk, back of chair) each day, especially before and after eating. Note this is an extra line of defense that is in addition to our cleaning protocols and NOT a replacement for building-wide cleaning protocols.

Table: 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>Monthly</i>
<i>High-Touch Surfaces (handrails, doorknobs, elevator buttons, etc.)</i>		<i>C, D</i>	<i>S</i>		
<i>Bathrooms</i>		<i>C, D</i>	<i>S</i>		
<i>Tables</i>		<i>D</i>	<i>S</i>		
<i>Playground</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, cots</i>	<i>C, D</i>		<i>S</i>		
<i>Electrostatic spraying of building</i>				<i>D</i>	

Positive COVID-19 Case Cleaning Schedule

- In the event of a positive COVID-19 case in the school community, the school will follow all recommendations of DC Health. In addition, 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.

Cleaning for one positive case

- Prior to leaving the building, staff in unaffected spaces will make sure that all vertical surfaces in their spaces are clear of papers, debris and other items to maximize effectiveness of the treatment.
- One confirmed case, our cleaning partner will conduct a “COVID cleaning”, which will disinfect all high-touch surfaces prior to electrostatically spraying the entire building.
- The building will be closed to all persons until the “COVID cleaning” has occurred, which will typically occur within 24-hours.

Physical Changes to the Environment to Promote Social Distancing

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, to the lesser of the guidance based on the “Phase” per the DC Health requirement or the area of a space divided by 36 sq. ft rounded down to a whole number)
 - Phase 1 - 10 individuals
 - Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
 - Phase 3 - Not provided at time of publication
 - Phase 4 - Not provided at time of publication
- Student seating
 - 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.
- Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.
 - 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
 - Cafeteria
 - Students will eat all meals (breakfast, lunch and snack) in classrooms
 - Main Hall
 - This space will be used as socially distant space for staff to take breaks and eat lunch
 - Gyms
 - These will be used in a manner similar as a classroom. Spaces will be cleaned between each groups' use
 - Water fountains
 - Only the water-bottle filler will be used.
 - Each person physically in the building must use their own personal water bottle.
 - Water bottles will be labeled or clearly distinguishable from others.
 - Under no circumstances, will water bottles be shared.
 - Bubblers will not be used. Water fountains without bottle dispensers will be disabled (either by turning off water supply or covering plastic.
 - Cleaning crew, including dayporters, will make cleaning water fountains periodically part of the cleaning routine.
 - Bathrooms
 - Each cohort will be assigned to a specific restroom
 - All efforts will be made to maintain social distancing protocols in restrooms.
 - In facilities with more than one stall (e.g., student restrooms), every other stall and fixture will be unavailable for use.
 - Students will not congregate in the bathrooms.
 - If feasible, students should be sent one at a time to the restroom.
 - Teachers should allow liberal use of “comfort” breaks to avoid congregation in the bathroom.
 - Upon exiting a bathroom, use a paper towel to open the door. Trash cans will be placed outside the bathroom door.
 - Bathrooms will be cleaned at least twice a day (i.e., once during the school day and at night)
 - Playground

- We will follow the recommendations of DC Health regarding the use of outdoor play spaces.
 - We will model processes and procedures based on DC Parks and Recreation (DCPR) best practices, including the cleaning and disinfection protocols of permanent playground equipment.
 - Swings, slide and other permanent playground will be used, and the cleaning and disinfection protocols will follow DCPR
 - As per DC Health Guidelines, cohorts will not intermingle outside. As such, different grades, which naturally do not intermingle, will have recess at the same time.
 - Students will implement hand hygiene before and after going out to the playground
 - Staff will remind students to remain 6 feet apart.
- Portable playground/sports equipment
 - Each class will be provided equipment for recess such as buckets, shovels, balls, frisbees, jump ropes, etc. Staff will be responsible to ensure equipment is disinfected at the end of the day.
- Staff lounge - As the staff lounge contains critical infrastructure, staff may use the equipment contained in the space but must adhere to the following guidelines:
 - Maximum occupancy in a staff lounge is 4 staff
 - Social distance will be adhered to all times
 - Masks must be worn at all times
 - Students are not permitted in the lounge
 - Staff will actively use the equipment in the space
 - Lounging and breaks are not permitted (see staff breaks)Vending machines
- Vending machines, refrigerators, and microwaves
 - Staff may use the equipment one at a time.
 - Staff are expected to clean up after themselves. If they spill or create a mess, they should clean it up
 - Staff refrigerators
 - For daily use only
 - Staff will label personal items with name and date
 - After each use, staff will disinfect exterior high-touch surfaces (handles or buttons)
 - Cleaning crew will disinfect exterior high-touch surfaces nightly
 - Cleaning crew will, at a minimum, clean microwaves and staff refrigerators weekly. Any items not labeled with a staff name and today's date will be tossed in the trash.

- Copy machines
 - To the maximum extent feasible, staff will execute printing projects using their laptop or the papercut feature
 - Cleaning crew will sanitize high-touch surface nightly
- Staff breaks
 - Staff are encouraged to breaks outside, when weather permits
 - For indoor breaks, the main hall will be the designated area for staff to relax and eat. Tables will be set up with social distance spacing. Staff lounge
- Physical education
 - Classes will be held outside, weather permitting
 - Students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand).
 - Activities will be designed to ensure social distancing.
 - All equipment will be disinfected after use
- Preschool and prekindergarten nap time
 - Each child will be assigned a specific cot
 - Cots will be arranged so that adjacent cots are 6' feet apart from top to top and left to left (Figure 1)
 - To the maximum extent possible, children should all face the same direction (e.g., students should lay head-to-toe, Figure 1)
 - Cots should be sprayed with disinfectant (e.g., Lysol) before stacking and storing
 - Bedding should go home weekly on the last day of in-person attendance
 - On the first day of attendance for a given week, students should bring clean bedding for the week.
 - On Wednesdays, all cots will be disinfected and sanitized by the cleaning crew
- Isolation space
 - 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.
 - To create an isolation space where potentially contaminated air does not escape, the space will be retrofitted with an air-filtration system that:
 - Was originally developed for use with patients suffering from tuberculosis (TB)
 - Is currently used in hospitals to create isolation environments
 - Can filter particles with a diameter as small as 0.3 micron
 - Can disinfect the air to remove the virus via a UV-C filter

- Based on the room size, it is capable of refreshing the air every 6-9 minutes
- If the discharge is vented to the outside, it will create a negative pressure environment inside the nurse's suite

Use of Hallways, Elevator, and Stairwells

Hallways

- Based on the layout of the building, hallways must accommodate two-way traffic
- To ensure social distancing, the right-hand rule will be followed
- Students will walk in a single file hallways
- Cohorts will be supervised by a staff member when transitioning in hallway
- Each floor will have an adult in the hall to monitor proper social distancing and encourage appropriate behaviors in the hallway
- Signage, including occupant traffic flow direction markings on the floor, will be used to indicate direction and six feet of distance
- To the greatest extent feasible, cohorts will have staggered schedules (e.g., recess, scheduled bathroom breaks, mealtimes, etc.) that require use of the hallway Extra time will be allowed between classes to foster careful transition between spaces.

Stairwells

- Except during arrival, dismissal, or an emergency, stairwells are one direction (see following table)

Table: Stairwell Directionality by Time of Day or Event

	Arrival	Dismissal	Normal Times	Emergency
Stairwell 1	Up	Down	Up	Down
Stairwell 2	Up	Down	Down	Down

Elevator

- A maximum of two people will be allowed on the elevator at a time
- Students must have an adult escort to use the elevator

Reopening Building After Prolonged 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.

HVAC

- We have engaged with a HVAC expert and completed an assessment of the unique situation in our building.
- We will implement a phased approach to fortify HVAC in our building
- Phase I (which will be implemented prior to reopening)
 - In Sherman South as part of the renovations, install fan coil units that meet MERV13 standards and contain UV-C filters inside the unit
 - On the first floor, replace filters in the DOAS unit.
 - In all classroom, office, and bathroom spaces (except 1st floor), install a portable UV-C/HEPA filter unit. The units are roughly sized that when operating at highest speed, the all air in the room passes through the filter (to sanitize or capture airborne particulate) and UV-C (to kill any air-borne pathogens) every 10-12 minutes.
 - On the first floor, install portable HVAC units as specified by the AFRH to cool and circulate air.
 - Initiate a feasibility study about installing DOAS units using existing ducting in the attic spaces for Sherman North and Sherman Annex
- Phase II
 - If feasible, install a DOAS system to increase the amount of fresh air inside the building using the existing ducting in the attic
- Phase III

If feasible replace the window AC units with a central HVAC system by either tying into the AFRH campus-wide 4-pipe system or installing VRF in each space.

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, and urinals.
 - 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 drinking water dispensers, will be flushed in accordance with manufacturers' instructions.

SY 2020-21 Reopening Plan

Phased Reopening

The school plans to adopt a phased reopening. We will begin the school year on August 31 with a 100% virtual option only. In early October, we will re-evaluate the feasibility of in-person options. Phases may steadily progress forward or may regress depending on the situation. All decisions will be based on the following three principles:

1. Health and safety of all stakeholders - CMI is committed to ensuring the health and welfare of all stakeholders. As such, this plan is developed based on science and the latest research and not necessarily political opinions.
2. Inclusion – A cornerstone of CMI’s philosophy is inclusion. This plan strives to be inclusive to address the unique needs of each and every stakeholder.
3. Maximize student learning in accordance to CMI mission and philosophy – Regardless of the education model, CMI strives to ensure that each and every child grows academically and personally.

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor’s office. During all phases, the school will limit non-essential visitors.

Below the school’s plan is detailed. The School Instruction Plan and School Operation Plan are designed to complement each other. For example, the Instruction Plan adopts a phased approach and different models [virtual (V), (4 day in-person learning (I) and a hybrid (AB)] to maximize in-person learning and the Operation Plan is designed to flexibly and robustly support the Instruction Plan as the learning proceeds to different phases and incorporates different learning models in a phased approach.

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.

- Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
 - Follow the DC mask guidelines (<https://coronavirus.dc.gov/maskorder>)
 - Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
 - Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
 - Avoid touching unnecessary surfaces and objects.
 - When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.

- Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
 - Follow the DC mask guidelines (<https://coronavirus.dc.gov/maskorder>)
 - Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
 - Stand back from gathering points such as intersections to avoid congregating in large groups.
 - Familiarize and stay current with transit system procedures for safety of passengers. *Keep up-to-date on [DC Metro services](#).*
 - Avoid touching unnecessary surfaces and objects.
 - When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
 - Use hand sanitizer after leaving the transit system.
 - For the remaining distance, students will be instructed to follow the above regarding walking to school.

- Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
 - Follow the DC mask guidelines (<https://coronavirus.dc.gov/maskorder>)
 - Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
 - Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

- For transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance from one-another, wear masks, and use hand sanitizer upon entry and exit of vehicle.

Entering and Exiting the School Building

Arrival

Below the logistics of two models are considered:

- Model 1: School day staggered by grade band
- Model 2: School day staggered by instructional model

Requirements

Four entrances are used for arrival: SNM (Sherman North Main, SN1 (on 1st floor), SS (ADA), and SNP (Sherman North backdoor by playground) available for arrival.

Model 1: Arrival by Grade Band

- Assumptions:
 - Adequate adult coverage to support arrival from 8:00 AM – 9: 15 daily
 - Assume A/B on separate days
 - Each day, have two groups: I and A or I and B
 - It will take longer to get younger children in the building
 - No recess until 15 min after arrival ends for all
 - Adequate adult supervision for dismissal (DA/TA, if have ECD)
- Potential issues:
 - Siblings may have different arrival/departure times

Table: Model 1 - Arrival Model by Grade Band with AB on Different Days

Grade	School Hours	Arrival Time	Arrival Location	Dismissal Time	Dismissal Location
PS-PK K-1	8:30 - 3	8:00-8:30	Main entrance (PS-PK) SS ADA (K-1)	3 PM	Fire drill field If ECD, students remain in class & transition to ECD cohort at 3:15

2-4	8:45 – 3:30	8:15 – 8:45	SN1 SNM SS	3:30	Fire drill field If ECD, students remain in class & transition to ECD cohort at 3:45
5-8	9 - 4	8:30 – 9	SN1 SNM SS	4 PM	Fire drill field If ECD, students remain in class & transition to ECD cohort at 4:15
Late arrivers			SNP (b/f 9) SNM (after 9)		
Non-pre screened			SNP		
ADA accessible			SN1 and SS		

Model 2: Arrival Model by Instructional Type

- Assumptions:
 - Adequate adult coverage to support arrival from 8:00 AM – 9: 45 daily
 - Assume A/B on separate days
 - Each day, have two groups: I and A or I and B
 - It will take longer to get younger children in the building
 - No recess until 15 min after arrival ends for all
 - Adequate adult supervision for dismissal (DA/TA, if have ECD)
- Issues:
 - Entry time is longer

Table: Model 2 - Arrival by Instructional Type

Instructional Model	School Hours	Arrival Time	Arrival Location	Dismissal Time	Dismissal Location
AB PS-K AB 1-4 AB 5-8	9 – 3:15 9 – 3:30 9 – 3:45	8:00 –9:00	SNM SN1 SS SNP	3:15 (PS-K) 3:30 (1-4) 3:45 (5-8)	Fire drill field If ECD, students remain in class & transition to ECD cohort at 15 min after regular dismissal
I	9:30 – 4	9:00 –9:30	SNM SN1 SS SNP		Fire drill field If ECD, students remain in class & transition to ECD cohort at 15 min after regular dismissal
Late arrivers			SNP (b/f 9:30) SNM (aft. 9:30)		
Non-prescreened			SNP		
ADA			SS SNM		

Overview Entry Protocols

The entry process consists of four steps:

1. Screening via Creative Minds pre-screen App or by staff member
2. Disinfect shoes
3. Disinfect hand at a hand sanitizing station

4. For those, not pre-screened, either need to enter at non-prescreened entrance or not allowed to enter

Carpool dropoff (preferred)

1. Must use the CMI pre-screening app. Prior to driving to school, complete the CMI app for the day.
2. Use the carpool lane during the designated drop-off window.
3. If arrival is before the designated window, wait in lot 5 until the window.
4. Parents are not allowed to exit the vehicle. This means that students must be able to retrieve items themselves (e.g., items are in the cabin of the vehicle or students can access trunk unassisted)
5. Staff member greets the student and verifies that prescreening is complete. Students are cleared to enter if the app background is teal and the child's name and today's date are displayed. Note, if the background is orange, the student is NOT allowed out of the car. If the app is not complete for today, students must follow the non-prescreened protocol.
6. Student exits the car and proceeds to the nearest entrance (e.g., SS or SNM). Prior to entering the building, the student disinfects shoes by walking on a shoe disinfectant mat, cleans hands with hand sanitizer. If necessary, a student puts on a mask.
7. Students are to practice social distancing and proceed directly to their assigned class
8. Breakfast will be available in the classroom for those who want it. (Note classroom teachers will need to track point of service for NSLP rules.)

Prescreened walk-up routine (walkers, metro transit riders, or parent escort)

1. Students will enter via SN1 door.
2. Staff member (in appropriate PPE) greets the student and verifies that prescreening is complete. Student is cleared to enter if app background is teal. Student is cleared to enter if the app background is teal and the child's name and today's date are displayed. Note, if the background is orange, students are NOT allowed inside the building. If the app is not complete for today, students must follow the non-prescreened protocol.
3. Prior to entering the building, students disinfect shoes by walking on a shoe disinfectant mat and clean hands with hand sanitizer. If necessary, the student puts on a mask.

4. Students are to practice social distancing and proceed directly to their assigned class.
5. Breakfast will be available in the classroom for those who want it. (Note classroom teachers will need to track point of service for NSLP rules.)

Parent escorts into the building

1. Only parents of students in grade PS, PK, or K may escort their child into the building between 8 AM and 8:20 AM. All parent escorts must exit the building by 8:30.
2. Must use the CMI pre-screening app. Prior to driving to school, complete the CMI app for the day. The prescreening process via the app must be completed for both child and parent.
3. All vehicles are to park in lot 5.
4. Parent escorts and children must enter the building via SN1 door prior to 8:20 AM.
5. Prior to entering the building, students disinfect shoes by walking on a shoe disinfectant mat and clean hands with hand sanitizer. If necessary, each person must put on a mask.
6. Upon entering the building, parent and child should proceed directly to class using social distancing.
7. Parents must exit using the SSP door by 8:30 AM.

Non-prescreened students

1. Students who are too young or unable to answer the prescreening questions, parent (adult) must accompany the student until screening is complete.
2. Parent escorts are not allowed to enter the building.
3. Prior to entering the building, a daily health screening must be completed. If all responses are satisfactory, student may proceed to Step 4 (below). If one of the responses is unsatisfactory, student is not allowed in building.
4. Prior to entering building, student disinfects shoes by walking on a shoe disinfectant mat and cleans hands with hand sanitizer. If necessary, student puts on a mask.
5. Students are to practice social distancing and proceed directly to their assigned class.
6. Breakfast will be available in the classroom for those who want it. (Note classroom teachers will need to track point of service for NSLP rules.)

Late arrivals

1. If a student arrives late but before 9:15, the student is to follow a non-prescreened routine.
2. After 9:15, students need to use the main entrance. Student is press the buzzer. A staff member will go to the door to conduct the prescreening either via the App or a series of questions.
3. If screening is satisfactory, prior to entering the building, student disinfects shoes by walking on a shoe disinfectant mat and cleans hands with hand sanitizer. If necessary, student puts on a mask.
4. Students are to practice social distancing and proceed directly to their assigned class.
5. If screening is unsatisfactory, student follows Unsatisfactory pre-screening process.

Unsatisfactory pre-screening

1. If an adult is present, the student leaves the campus with adult. Students must follow illness guidelines before returning (e.g., fever-free for 24 hours, etc.).
2. If an adult is not present, parent or emergency contact will be called to pick up the student.
3. Weather permitting students with staff supervision will wait outside. Student will be required to wear a mask. Student will wait under a 10 x10 easy-up tent placed in the grassy area outside SNP. One student per tent. (Alternate holding space is the nurse's suite or to create a second isolation area (e.g., back conference room))

Dismissal

- Staggered dismissal times
- Exit using both stairwells and all exits to muster field
- Spread out by classroom.
- If we offer ECD, students participating will remain in the classroom up to 15 minutes before transitioning to appropriate space for the ECD cohort.

Daily Health Screening

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

- Prior to entering the building, all persons must pass a health screening. There are two options: Creative Minds Screening App or a screening by a staff member.
- App format
 - Overview: This app is designed as a daily health screening as part of our efforts to keep our community safe from COVID-19.
 - Instructions: Enter your name and answer the following yes or no questions. Note you will have an opportunity to answer for additional people inside the app.
 - Disclaimer: If you have a chronic health condition and have a note on file from your healthcare provider with the school nurse, any symptoms that have been evaluated by a healthcare provider and determined not to be related to COVID-19 should not be reported here. (pop up each time app is opened)
 - View Results: Will show the most recent completion response.
- App screening questions
 - What is your name (string value)?
 - Have you been exposed to someone with COVID-19 in the last 14 days? (Boolean value – appearing as YES -1/ No – 0)
 - Have you felt like you had a fever in the past day? (Boolean value – appearing as YES -1/ No – 0)
 - Do you have a new or worsening cough, shortness of breath or difficulty breathing today? (Boolean value – appearing as YES -1/ No – 0)
 - Do you have a headache, fatigue, muscle or body aches today? (Boolean value – appearing as YES -1/ No – 0)
 - Do you have a runny nose, congestion, sore throat, or loss of taste or smell today? (Boolean value – appearing as YES -1/ No – 0)
 - Do you have nausea, vomiting, or diarrhea today? (Boolean value – appearing as YES -1/ No – 0)
 - Would you like to answer for additional person? (Boolean value – appearing as YES -1/ No – 0)
- App overview
 - App is a simple algorithm, user enters information and the app evaluates the results
 - The following is displayed on your phone: name and date of completion on either a teal or orange background.
 - App does NOT collect PII or HIPPA information
 - No data is collected via a server or the school
 - Available in Google play, Apple App etc. It is called XXXXX.

- Algorithm evaluates the responses as well as automatically determines the date and time of completion.
- If all responses are satisfactory, it returns a teal background with person name (Q1) and completion date (automatically determined).
- If one of the responses is unsatisfactory, it returns an orange background with person name (Q1) and completion date (automatically determined).
- Teal with today's date means that the person is cleared to enter.
- Orange or teal with a different date means the person is not clear to enter.
- Figure below overview's Creative Minds Screening App

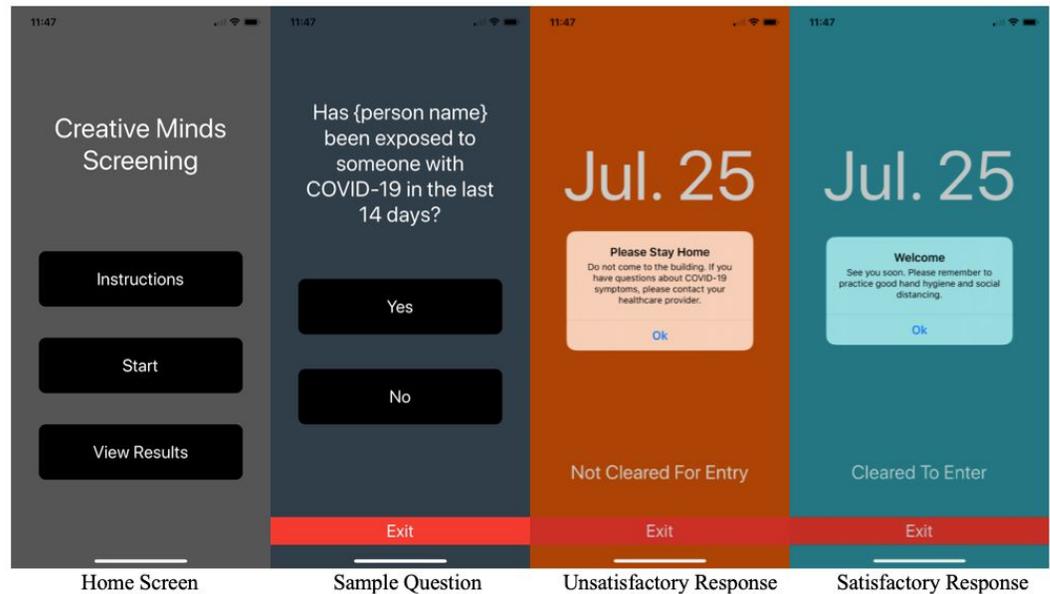


Figure: Sample Creative Minds App Screens

In-person screening

- In-person
 - CMI staff will ask the following questions:
 - What is your name?
 - Have you been exposed to someone with COVID-19 in the last 14 days?
 - Have you felt like you had a fever in the past day?
 - Do you have a new or worsening cough, shortness of breath or difficulty breathing today?
 - Do you have a headache, fatigue, muscle or body aches today?

- Do you have a runny nose, congestion, sore throat, or loss of taste or smell today?
 - Do you have nausea, vomiting, or diarrhea today?
- If all the responses are satisfactory (no), the person is cleared to enter the building
- If one of the responses is unsatisfactory (yes), the person is not cleared enter the building.

Procedure for staff taking a temperature

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.** Note that face shields and goggles should be disinfected as they are reusable.
- **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** directions using a single-use alcohol wipe.

Grouping/Cohorting

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

- The goal of cohorting is to reduce mixing between groups as much as possible to reduce overall exposure.
- Student groupings will have common schedules and be assigned common entry/exit points.
- To the extent feasible, cohorts will remain in spaces together as teachers and services come to them, move through the building together, and use other facilities as a group separate from other groups.

- All cohorts will be limited to the smaller of either the maximum group size allowed by DC Health or the square footage of the space divided by 36 square feet.
- Group activities or large gatherings of students, such as assemblies and indoor physical education classes will not be held when six feet of distance is not possible or if the group size exceeds the maximum group size as mandated by DC Health.
- Each cohort will be allocated specific space (e.g., the same classroom) and assigned specific outdoor spaces and times.
- Each student will be assigned to one specific cohort during the school day.
- Students will remain this cohort everyday, whether virtual or in-person.
- Students opting for different education models (i.e., 100% virtual, 100% in-person, and AB split models) will not be cohorted together.
- Interactions between cohorts will be restricted.
- ECD, if offered, will also implement the cohorting model. If a student participates in aftercare, the in-school and ECD cohorts may differ.
- PK3-4 lead teaching staff (and TAs) will be assigned to a specific cohort. Note that one teacher (and TA) may be assigned to an A and a B cohort, but it will consistently be the same two cohorts.
- Teachers in grades 5-8 will push into the cohort. That is, teachers will rotate cohorts instead of students rotating to teachers.
- Efforts will be taken to minimize cross exposure of different cohorts. Cohort will be correlated with entry and exit points. In addition, use of hallways, restrooms, playgrounds , and other shared spaces will be scheduled to avoid mixing groups. For students with special needs and immunocompromised students, we will:
 - Encourage each student to consult with their healthcare provider prior about the benefits and risk of in-person learning during a pandemic
 - Fully support each family in whatever learning model that they choose
 - Offer 100% virtual learning environment for all students who want it
 - Provide education to all student and staff about the importance of good hand hygiene and social distance

NSLP and Meal Service

In School Dining

- All NSLP meals will be prepared at our vendor’s facility (Top Spanish) using best practices for safe preparation and handling of food along with COVID-19 prevention protocols.
- All meals will be served in unitized packaging or individually plated.
- Plasticware, napkins, and seasonings will be prepackaged and disposable.
- Students will eat meals in the classroom to avoid mixing in the cafeteria.

- Meals will be distributed to classrooms. The Ops staff, which will be designated by floor, will hand the meals to the teaching assistant no earlier than 15 minutes before the designated meal time.
- Meals will be distributed in insulated bags.
 - At the end of the meal service, bags will be placed in the hallway outside the classroom door.
 - The Ops staff will collect, clean and sanitize the bags after each use.
- Meal times will be staggered by classroom to allow each classroom an opportunity to use the restroom and wash hands in a socially distanced manner.
- 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.
- Additionally, we will adhere to the following:
 - Students will wash or sanitize hands before and after eating.
 - Food, utensils, cups, or plates are not to be shared.
 - Staff will wash hands and put on gloves before preparing or serving food or before assisting children to eat.
 - Staff will wash or sanitize hands after preparing, serving or helping children to eat.
 - Tables and chairs will be cleaned and sanitized before and after the meal by the teacher or teaching assistant.
 - Tables and chairs will be cleaned and sanitized nightly by the cleaning crew.

Hybrid

- Breakfast is free to all students on in-person days
- Lunch will be served to those who opt-in on in-person days
- Students opt-in to the lunch program by either (1) completing FARM application or (2) signing up for paid option
- Non in-person days: For students who qualify for free or reduced lunch and opt-in, an “at home box” containing 3 breakfasts, 3 lunches, menu and safe handling instructions to be consumed on home learning day will be distributed on the last in-person instructional day of the week

100% virtual

- Students who qualify for free or reduced lunch and chose to opt-in will receive a weekly contactless home delivery on Wednesdays
 - Delivery will consist of 5 breakfasts, 5 lunches, menu and safe handling instructions to consumed on instructional days over the next week

Recess and Breaks

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed.

- We will model processes and procedures based on DC Parks and Recreation (DCPR) best practices, including the cleaning and disinfection protocols of permanent playground equipment.
- As per DC Health Guidelines, cohorts will not intermingle outside. As such, different grades, which naturally do not intermingle, will have recess at the same time.
- Students will implement hand hygiene before and after going out to the playground
- Staff will remind students to remain 6 feet apart.
- Each class will be provided equipment for recess such as buckets, shovels, balls, frisbees, jump ropes, etc. Staff will be responsible to ensure equipment is disinfected at the end of the day.
- Swings, slide and other permanent playground will be used, and the cleaning and disinfection protocols will follow DCPR
- The table below shows sample schedule where PS-1 have 1 hour of outdoor recess per day and all other grades have 30 minutes, using the following assumptions:
 - Only two in-person classes per grade
 - Assume using three distinct spaces (playground area, grassy field & basketball court/fire drill muster area)
 - Outside time is scheduled by class not grade
- If nature walks are allowed (AFRH), daily scheduled outings could increase outdoor activities for all grades
- It is possible to use area behind the school or in the front of building for outside classroom spaces

Table: Sample recess schedule

Time	Playground	Grassy Area	Fire Drill Field/Basketball
9			
9:30	PS-1		
10	PS-2	1.1	2.1
10:30	PK-1	1.2	2.2
11	PK-2	4.1	6.1
11:30	K-1	4.2	6.2
12	K-2	5.1	7.1
12:30	3.1	5.2	7.2
1	3.2	2.1	8.1
1:30	PS-1	2.2	8.2
2	PS-2	K-1	
2:30	PK-1	K-2	
3	PK-2		

Canceling, Eliminating, or Transitioning to Virtual Activities

The school will cancel, eliminate, or modify the program to adhere to the following:

- Cancel or modify classes where students are likely to be in very close proximity
- Cancel or hold virtually activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Continue to pick up the USPS mail at the AFRH mail center.
- For packages delivered directly to the school, all delivery couriers must undergo a daily health screening.
- Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Stagger necessary activities such as lunch by time or location by cohort to the maximum extent feasible.

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.

- Students must be immunization compliant or have a waiver on file in order to participate in in-person learning options.
- As a part of the student enrollment process, the school will collect vaccination information.

- Every student must have a Universal Health Certificate on file by the first day of school; all expired forms must be updated by November 1, 2020
- The school will work with the school nurse and DC DOH to verify that all vaccinations are up to date prior to in-person attendance
- For tracking purposes, the SIS contains a custom-page regarding immunization compliance that the school nurse and enrollment team have access to
- Director of Operations and school nurse will review immunization compliance on a monthly basis
- Students out of compliance will be notified using DC Health for letters
- 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 to support the student in getting an up-to-date screening.

Masks or Non-medical (cloth) face-coverings

- All persons will adhere to the DC mask guidelines (<https://coronavirus.dc.gov/maskorder>). If our plan conflicts with current or future DC guidance, we will adopt DC Mayors or DC DOH mandates.
- 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 visitors must wear cloth face coverings
- Face covering requirements:
 - Face covering must cover the nostrils, mouth and chin
 - A person (except those exempted below) may not enter the building without a face covering
 - A person may choose to provide his or her face covering and there is not a mandated style
- If a person does not have a face covering, CMI will provide one.
- Best practices when wearing a face covering:
 - Each day a new or clean mask should be worn
 - Face coverings should be worn while outside (e.g., recess, nature walk, fire drills, etc.)
 - Individuals providing specialized services (e.g., speech therapy) should use a mask with a clear plastic area covering the mouth
 - Do not constantly touch a face covering as you are also touching your face, which renders it ineffective and may be counterproductive in mitigating the spread

- Face coverings are mandatory for the following groups:
 - All persons in the building and outside unless the one of the following exclusions is applicable.
- Face coverings should not be worn in the following situations:
 - While actively eating (as soon as done, the face covering should be worn)
 - If under the age of 2
 - If unconscious or having difficulty breathing
 - If incapacitated or otherwise unable to remove it without assistance
 - If in an office space that no one else is permitted to enter
 - If unable to wear a mask due to a medical condition or disability (doctor's note must be on file with the school nurse)
 - If outdoors and actively engaged in vigorous physical activity and is maintaining social distancing of at least six feet from all other people
 - If speaking to a deaf or hard of hearing person who needs to read the speaker's lips and a clear mask is unavailable
 - If giving a speech for broadcast to an audience, provided that no one is within six feet of the speaker
 - If lawfully asked to remove the mask for facial recognition purposes
 - If child (preschool or prekindergarten) is napping

Hygiene

Schoolwide Hygiene

- The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19. The School will work with all stakeholders 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 students will be provided with their own materials in designated and labeled bags or bins
- All student belongings will be separated and stored in designated areas
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g., IT issue, forgot at home, etc.), the school will provide recently sanitized equipment

- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly. *See Reopening Buildings section on ventilation.*
- 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.
- Drinking fountains will not be used other than to refill individual bottles. (See Use of Physical Space)
- Regular hand sanitizing will be enforced:
 - Develop an hand hygiene education program (see Family Engagement)
 - 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. (Must not contain methanol or wood alcohol)
 - Make 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.
 - Enforce a “you touch it, you take it” policy.

Hand Hygiene

As hand hygiene is a common sense measure for good health, all persons should adopt frequent and proper handwashing and hand sanitizing.

- Hands should be washed with soap and water for at least 20 seconds, especially
- If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60 percent alcohol.
- Hand hygiene should be practiced, especially
 - Before eating
 - After using the toilet
 - Before and after putting on, touching, or removing cloth face coverings or touching your face
 - After blowing your nose, coughing or sneezing
- Each space will have a supply of hand sanitizer
- Portable hand sanitizing stations will be dispersed around the building

- During arrival, portable hand sanitizing stations will be placed outside the building
- Prior to entering the building (e.g., arrival, coming in after recess), all persons will sanitize hands (and shoes by walking along disinfecting shoe mats).

Additional Staff Hygiene

- It is highly encouraged that every staff member have an extra set of clothes (either on campus or in their car) in the event of contamination (e.g., nasal excretion)
- Staff working in close contact with students (e.g., those working with very young children), must take extra steps. When holding or in very close contact with children, staff should wear clothing that can easily be removed in the event of contamination (e.g. button-down, long-sleeve shirt)
- Staff must wash skin that is touched by secretions or any soiled clothing or material.
- Staff that may be in close contact with a student's secretions must wear eye protection (e.g., goggles, face shield).

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 and Return Criteria

Exclusion and dismissal criteria from On-site Learning

- (Students only) All students must be up-to-date on immunizations by the 20th school day. See [OSSE's website](#) for details.
- More important than ever, if not feeling well, stay home.

- Students and staff must stay home or not be admitted if:
 - The daily health screening is unsatisfactory
 - Has had a temperature of 100.4 degrees or high in the past 24 hours
 - Any member of their household is confirmed to have COVID-19
 - Any member of their household is awaiting COVID-19 test results
 - Experiencing any COVID-19 symptoms on that day
 - Instructed to self-quarantine due to potential exposure to COVID-19 by DC Health or other state health agency
 - Has been in close contact with a person who is positive for COVID-19
- Report absence by calling attendance line or emailing frontdesk@creativemindspcs.org
- Students who are supposed to attend in-person have the option of joining the 100% virtual cohort for the day of non-in-person attendance. They must follow the guidelines for remote learning to be considered present for the day.

Clearance to return after exhibiting COVID symptoms

- A person exhibiting COVID symptoms or confirmed COVID-19, must meet one of the following before returning to the building:
 - Whichever is later, complete the full 10-days of isolation and be symptom-free for 24-hours without use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms has improved
 - Test negative for COVID-19 and meet the normal return to school after illness criteria
 - Receive written clearance from your healthcare provider
 - Received clearance from DC Health instructions
- A student who is immunization non-compliant, must meet one of the following criteria to return to the building:
 - Become immunization compliant
 - Submit (or have on file) a waiver from DC DOH with the school nurse

COVID-19 Exposure Reporting, Notification, and Disinfection

COVID point of contact

- To ensure a clear and efficient process for communication, the school has identified the Director of Operations and Compliance 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.

Quarantine requirements one positive case without community spread

- The following groups will self-quarantine for 10-days or until cleared by a doctor or tests negative for COVID-19:
- Anyone directed by DC DOH or their primary care physician
- Anyone identified via contact tracing to have had high-risk exposure
- Everyone in the cohort with the positive case [note if positive case crosses multiple cohorts (e.g., a student has a school day cohort and a different ECD cohort, all affected cohorts will self-quarantine)]
- Family members or persons residing in the same household as a positive case
- All siblings or people residing in the same household as a person asked to self-quarantine
- Anyone testing positive cannot returned the one of the criteria to return is met

Cleaning for one positive case

- Prior to leaving the building, staff not in the affected cohort will make sure that all vertical surfaces in their spaces are clear of papers, debris and other items to maximize effectiveness of the treatment.
- One confirmed case, contract with our cleaning partner to conduct a “COVID cleaning”, which will disinfect all high-touch surfaces and electrostatically spray the building.
- The building will be closed to all persons until the “COVID cleaning” has occurred, which will typically occur within 24-hours. (Note our contract states that this cleaning will occur within 24 hours of notification)

Quarantine requirements and building closing if community spread

- Prior to leaving the building, staff not in the affected cohorts will make sure that all vertical surfaces in their spaces are clear of papers, debris and other items to maximize effectiveness of the treatment.
- In the event of community spread, the building will be closed for three weeks and all academic content will be delivered remotely (100% virtual for all students) for three weeks.
- No one, including cleaning crew, will be allowed in the building for 72 hours
- After 72 hours, cleaning crew not displaying symptoms of COVID may return to the building to conduct a “COVID cleaning”
- After 1 week, essential staff not displaying symptoms may return to the building (e.g., C-suite, essential Ops personal)
- After 2 weeks, staff not displaying symptoms may return the building
- Students who have not displayed symptoms, tested negative for COVID-19, or have been cleared by a doctor may return after 3 weeks
- CMI will communicate that families have the option to switch to 100% virtual (via school messenger, social media, etc.)

- Anyone testing positive cannot return until cleared by their health care provider or testing negative

Cleaning after community spread

- After the building has been closed for 72-hours, which is believed to be the maximum that the virus can survive on surface like plastic, our cleaning contractor will conduct a “COVID cleaning”, which will disinfect all high-touch surfaces and electrostatically spray the building.
- Over the next 2.5 weeks, the cleaning crew will conduct a top to bottom cleaning of each classroom.
- In addition, each week, the weekly “hospital-grade treatment” will continue.

Distribution of academic materials for affected cohort or school-wide transition to remote learning

- As we are beginning the year with 100% virtual learning and regardless of the in-person learning option, all students will be distributed a device and necessary learning materials and supplies at the beginning the school year (see Distribution of Materials):
 - Students in PS-2: iPads
 - Students in 3-6: Chromebook tablets
 - Students in 7-8: Chromebooks
- Classes will transition to online platforms (e.g., Clever and SeeSaw see the Academic Plan and IT for more details)

Communications

- Assign a primary point of contact (Director of Operations and Compliance) for all COVID questions for stakeholders.
- In coordination with DC DOH and the school nurse, notify those directly affected and required to self-quarantine - Similar to any other contagious illness (e.g., strep, pink eye, influenza), school nurse provides a fact sheet and instructions to the cohort. Additionally, inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-quarantine for 14-days or until released by a doctor. and self-monitor for symptoms, and follow CDC guidance if symptoms develop.
- Letter distributed to the entire community from ED via communications team in English and Spanish. Letter will be distributed by email distribution list
- Inform all stakeholders with in-person presence of builder closures via school messenger using text, phone and email capabilities until “COVID deep cleaning” or transition to 100% remote learning
- In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of

COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA), POC notifies external stakeholders:

- Notify DC Health - Email coronavirus@dc.gov and submitting an online case report at <https://redcap.doh.dc.gov/surveys/index.php/surveys/?s=DHNA4X8LJC>.
- Notify PCSB- Email Audrey Williams (williams@dcpcsb.org) of illness
- Notify AFRH - Email Patrick Cavanagh, Justin Seffins, and Patrick Benjamin.
- If school is closing early or will be closed on a day originally scheduled for school, contact PCSB use inclement weather policy
- Notify and coordinate with cleaning partner on cleaning impact
- Notify food service vendor of impact on schedule

Distribution of Education Materials

- All materials will be sanitized prior to assigning to a student for the duration of its use.
- For students learning remotely, the materials will be available to the student during designated times throughout a number of school days.
- For students who are unable to travel to school, the materials will be mailed or dropped off at the student's resident. The student and family will sign an agreement to take care of the materials and follow school behavior policy.
- Some materials will need to be returned at the end of a unit or the end of school (e.g., manipulatives, textbooks, and Chromebooks/ iPads).
- Other materials will not need to be returned including math workbooks and art supplies.
- The instructional team will clearly identify and label the items that need to be returned. Those items will go through a thorough sanitation process upon being returned.
- Sample list of items assigned to each student.
 - iPad or Chromebook
 - Hotspot (If needed)
 - 10 no.2 pencils
 - Art materials (a box of crayons, scissors, markers)
 - Books aligned to the first unit
 - Math workbooks

Oversight of Before & After Care and Extracurricular Activities

- All before and after care activities, which are hereafter referred to as Extended Creative Day (ECD), will follow the same guidance in this Operations Plan.
- Extracurricular activities will follow to the same guidance in this Operations Plan.

Personal Protective Equipment (PPE)

Masks (hereafter face coverings)

- Follow the DC mask guidelines (<https://coronavirus.dc.gov/maskorder>). If our plan conflicts with current or future DC guidance, we will adopt DC Mayors or DC DOH mandates.
- Face covers are intended to protect others in case a person is asymptomatic and unaware that he or she is infected.
- Face covering requirements:
 - Face covering must cover the nostrils, mouth and chin
 - A person (except those exempted below) may not enter the building without a face covering
 - A person may choose to provide his or her face covering and there is not a mandated style
- If a person does not have a face covering, CMI will provide one.
- Best practices when wearing a face covering:
 - Each day a new or clean mask should be worn
 - Face coverings should be worn while outside (e.g., recess, nature walk, fire drills, etc.)
 - Individuals providing specialized services (e.g., speech therapy) should use a mask with a clear plastic area covering the mouth
 - Do not constantly touch a face covering as you are also touching your face, which renders it ineffective and may be counterproductive in mitigating the spread
- Face coverings are mandatory for the following groups:
 - All persons in the building and outside unless the one of the following exclusions is applicable.
- Face coverings should not be worn in the following situations:
 - While actively eating (as soon as done, the face covering should be worn)
 - If under the age of 2
 - If unconscious or having difficulty breathing
 - If incapacitated or otherwise unable to remove it without assistance
 - If in an office space that no one else is permitted to enter
 - If unable to wear a mask due to a medical condition or disability (doctor's note must be on file with the school nurse)
 - If outdoors and actively engaged in vigorous physical activity and is maintaining social distancing of at least six feet from all other people

- If speaking to a deaf or hard of hearing person who needs to read the speaker's lips and a clear mask is unavailable
- If giving a speech for broadcast to an audience, provided that no one is within six feet of the speaker
- If lawfully asked to remove the mask for facial recognition purposes
- If child (preschool or prekindergarten) is napping

Face shields

- Face shields are not mandated in most situations.
- However, a person may choose to wear one.
- CMI will provide one to staff upon request by email to frontdesk@creativemindspcs.org.
- Face shields must be worn with a mask as they are not a substitute for a face covering.

Goggles or face shields

- Goggles or a face shield must be worn in the following situations:
 - Where exposure to secretions is likely
 - When taking a person's temperature

Gloves

- Gloves are not a replacement for proper handwashing or hand sanitizing
- Gloves are not recommended as part of PPE protocol to mitigate spread of COVID
- Gloves must be worn during health screenings and taking temperatures
- Gloves should be used in normal situations (e.g., serving food, taking a temperature, assisting with toilet needs, etc.)

Partitions and barriers

- Partitions or barriers will be used at the front desk
- Partitions will not be used in normal classroom situations
- Partitions will not be used in lieu of social distancing
- If a staff member requests a barrier, CMI provide one

Storage of student supplies

- Students will not use lockers

- Students will be asked to leave non-essential items at home
- Students will be issued a plastic shoe box container with a lid (one per student)
- Each box will be clearly labeled with the student's name
- Students are expected not to touch the boxes of other students
- These containers will be wiped down daily by staff
- On Wednesdays, the exterior of the container will be disinfected by the cleaning crew

Instructional Delivery Plan

Instructional Plan

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

- 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;
- 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.

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Board of Trustees COVID-19 School Operation Policy

Proposed Board COVID-19 School Operation Policy

Purpose

- This plan describes how Creative Minds International PCS will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent of 1,080 instructional hours through synchronous and asynchronous remote and on-site learning opportunities.
- The plan provides students, families, staff, DC PCSB and OSSE with a thorough understanding of the day-to-day learning.
- The plan centers on **equity and inclusion**, ensuring that all students, including students who are at risk, per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.
- Instruction at Creative Minds International PCS will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.
- For each of the 180 days in the school calendar, a student will be expected to engage in the equivalent of 6 hours of learning

Schedule Options

- The following options are available to families enrolling in Creative Minds International PCS will begin the for school year 2020-21.
- We will begin the school year with a virtual-only schedule with all students learning remotely.
- We will continue to monitor guidance from the local Health Department to determine when it is deemed safe to revisit some in-person options.
- Our first reassessment of whether some in-person learning is feasible will be mid-October.
- Once we determine that it is feasible and safe to offer some in-person options, we will communicate to all families (via emails, phone calls, and virtual town halls, etc.).
- Families will be asked to rank the three learning models in order of preference. Acceptable options will be ranked 1, 2, and 3 with 1 being the most preferred.
- If an option is completely unacceptable, families will be asked to rank it 5.
- CMI staff will assign each child to track (i.e., 100% virtual, 100% in-person, or hybrid model). Family preference will be taken into account. Every effort will be made to match families with first choice to the maximum extent possible.
- If the first choice is 100% virtual, CMI will accommodate.
- If the first choice is not 100% virtual, placement with first choice cannot be guaranteed as social distancing and building occupancy are limiting factors.
- Students will be assigned to accommodate family preference in terms of ranking
- Families with multiple students will be asked if they prefer for their children to be on the same or opposite schedule if assigned the hybrid AB schedule. If a family leaves this blank, the default will be to assign all siblings to the same schedule.
- For in-person learning options (100% or hybrid model), families cannot opt in except during the “open enrollment periods”
- At any time, even outside the “open enrollment periods”, a family may opt-in for the 100% virtual option.
- Although we plan to begin the school year in a virtual only posture, we have developed additional instructional plans that accommodate some in person options once that is deemed safe to do so for staff, students, and families.

Hybrid

- Students attend school in-person for two days per week, and attend school remotely using a combination of synchronous and asynchronous activities with a content teacher two days a week, and attend school using asynchronous learning one day a week.
- For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when in-person or through the use of photos.

On-site

- This option is open to all students whose parents are emergency workers or who otherwise determine that sending their child to a structured learning environment provided by the school is necessary for his or her continued growth and development, including, but not limited to, students with disabilities and English learners.
- In this option, the student will attend in-person synchronous learning four days a week and asynchronous learning one day a week.

Remote Synchronous

- This option is for students who are immune compromised or who have a family member who is immune compromised or whose family would prefer that the child not attend school in-person.
- In this option, the students may experience learning from home four days a week via a combination of synchronous and asynchronous activities and one day a week with asynchronous learning.
- The learning may not require the student to be logged onto the computer but rather engaging in activities at the same time as their peers on-site.

Remote Asynchronous

- For students who are unable to attend synchronous learning when remote.
- This type of learning allows for weekend learning, when families may be more able to support students.
- Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

Table: Learning Options for Phases 1 and 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Synchronous	Remote: with a combination of synchronous and asynchronous structured activities	Remote: with a combination of synchronous and asynchronous structured activities	Activities to be completed within 7 days or assigned due date if longer than 7 days	Remote: with a combination of synchronous and asynchronous structured activities	Remote: with a combination of synchronous and asynchronous structured activities
Remote Asynchronous	Activities to be completed within 7 days or assigned due date if longer than 7 days	Activities to be completed within 7 days or assigned due date if longer than 7 days	Activities to be completed within 7 days or assigned due date if longer than 7 days	Activities to be completed within 7 days or assigned due date if longer than 7 days	Activities to be completed within 7 days or assigned due date if longer than 7 days

Table: Learning Options for Phases 3 and 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid A	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	Remote: asynchronous Activities to be completed within 7 days or assigned due date if longer than 7 days	Remote: with a combination of synchronous and asynchronous structured activities	Remote: with a combination of synchronous and asynchronous structured activities
Hybrid B	Remote: with a combination of synchronous and asynchronous structured activities	Remote: with a combination of synchronous and asynchronous structured activities	Remote: asynchronous Activities to be completed within 7 days or assigned due date if longer than 7 days	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities
On-site	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	Remote: asynchronous Activities to be completed within 7 days or assigned due date if longer than 7 days	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision
Remote Synchronous	Structured schedule of activities	Structured schedule of activities	Remote: asynchronous Activities to be completed within 7 days or assigned due date if longer than 7 days	Structured schedule of activities	Structured schedule of activities
Remote Asynchronous	Activities to be completed within 7 days or assigned due date if longer than 7 days	Activities to be completed within 7 days or assigned due date if longer than 7 days	Remote: asynchronous Activities to be completed within 7 days or assigned due date if longer than 7 days	Activities to be completed within 7 days or assigned due date if longer than 7 days	Activities to be completed within 7 days or assigned due date if longer than 7 days

Instruction

Personnel

- Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be identical. To

achieve this goal, and for purposes of equity and logistics, have divided the role of “teacher” into two roles: Community Builder and Content Instructor.

- **Community Builders:** The community builders are the adults responsible for a group of students who, together, will be considered a “class.” These adults will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the “touchpoints” that will be used.
- **Content Instructor:** The instructor is the content area expert responsible for ensuring that students are learning. While a content Instructor may also be a community builder, they may need to roam (physically and/or electronically) into other communities to provide content-rich instruction. The content instructor’s primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners.
- **School Wellness Team (SWT):** There is one SWT member assigned to seven classrooms about 140 students). The person will monitor supervise classrooms on a rotating basis to allow the community leader to take scheduled breaks throughout the day. For remote learners, the engagement specialist will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.

Learning Modes

- **Synchronous learning with Content Instructor (SL w/CI):** When remote, this instruction is conducted via the Zoom platform in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: Seesaw or Meeting platform: Zoom, or telephone. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.
- **Asynchronous learning with Content Instructor (ASL w/CI):** This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. The student would need access to a pre-recorded lesson in which the teacher provides instruction. When learning on-site, this lesson could be provided by another staff member, minimizing the circle of exposure. When remote, the lesson can be accessed through Seesaw.

- **Synchronous learning without Content Instructor (SL w/o CI):** Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is “Guided Practice.” Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task under the supervision of their community leader. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, LMS, or “chat”. If the community builder happens to also be the content instructor assigning the work, support can be provided in-person. If the community builder is not the content instructor, the content builder may provide support in the same manner as for students learning remotely, per the school’s Technology Plan.
- **Asynchronous learning without Content Instructor (ASL w/o CI):** This instruction is individual or group work that can be done independently. The work would be at the student’s learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-site would have time allotted to complete this work while their community builder may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected daily/weekly and will be used to measure attendance. (See attendance policy for further details.) The product of these work blocks are often referred to as “exit tickets” or “student reflections.” Regardless of the product, it may be collected through the LMS, by photographing the work, through a memo-log the student keeps, or by handing it into the teacher.

Community Building

- **Synchronized community building with a Community Leader (SL w/CL):** Planned learning breaks to promote student socialization. Activities that can be done with the community leader or through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the students.
- **Asynchronized community building with a Community Leader (SL w/CL):** Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students both on-site and remote to connect with one another in informal ways.
- **Synchronized community building without a Community Leader (SL w/o CL):** Planned breaks will include activities students can choose to do with each

other that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction. When on-site, the community leader would supervise for appropriate social distancing and other behavior. For remote learners, the school's behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidences.

- **Asynchronized community building without a Community Leader (SL w/o CL):** To accommodate arrival and dismissal, lunch periods, and other breaks for on-site community learners, each class will have a slightly different schedule. Students will be encouraged to socialize with classmates during the hour-long arrival block, lunch, and dismissal block when learning remotely. There will be a continuously growing database of school-approved and provided web-based games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that students may use at any time so long as they follow the school culture and behavior policy, including cyber bullying. The unstructured time with friends allows for a deepening affinity to the community.

Professional Development

- Over the summer, content teachers will receive training on the Powerschool and Seesaw for remote learning provided by the Director of Technology. The training will focus on content delivery and checking for understanding. In addition, all staff will receive professional development on Wednesdays. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Teachers will also support one another and collaborate on Wednesdays. On Wednesdays, both teacher and community leaders receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Every day, the Content Instructor will have time built into the instructional day to work with special education providers/coordinator and English language specialists.
- Additionally, formal instruction will end each day by 3:00 pm and the teacher's work day will end at 4:00 pm. Each day, teachers and community leaders will have access to the IT department, behavioral support specialist, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-site and remote.

Timely Intervention

- By using a student wellness team , the teacher will get weekly reports on each of their students to supplement information they are gleaning from formative assessments. When needed, the student wellness team will contact the family daily to determine if a student is disengaging and why. The student support and encouragement specialist will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

Continuous Improvement

- Creative Minds International PCS will be in operation for 180 days. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling are planned to occur on the planned quarter start date except when there is an emergency reason to move from on-site to remote learning, or a valid case for moving from remote learning to on-site. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.
- Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. At any time, families can change their child status from in-person or hybrid to remote learning.
- Every two weeks, on Wednesdays, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.
- Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.
- Once a month, students, who have shown the least engagement whether by attendance or work product, will be evaluated through a student support team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. Depending on the results, the student may be asked to change their schedule.
- All students will take a social emotional learning assessment three times per year. Based on the results, modifications will be made to the learning plan for cohorts or individual students.

- On Wednesdays, both teacher and community leaders receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement.

Sample Daily Schedule for a typical day in Preschool & Prekindergarten virtual learning

<i>On Wednesday afternoon, teachers will have a half day of professional development.</i>			
9:00 a.m. – 9:30 a.m.	Morning Meeting	Monday–Friday	Live on Zoom
9:30 a.m. – 10:00 a.m.	Learning Center 1*	Monday–Friday	<ul style="list-style-type: none"> • Teacher facilitated • Live on Zoom and recorded
10:00 a.m. – 10:30 a.m.	Learning Center 2	Monday–Friday	<ul style="list-style-type: none"> • Teacher facilitated • Live on Zoom and recorded
10:30 a.m. – 11:30 a.m.	Social Groups & Independent Play	Monday–Friday	<ul style="list-style-type: none"> • Social Groups: 20 minutes, teacher facilitated, live on Zoom
11:30 a.m. – 1:00 p.m.	Lunch & Nap Time	Monday–Friday	
1:00 p.m. – 1:30 p.m.	Learning Center 3	Monday, Tuesday, Thursday & Friday	<ul style="list-style-type: none"> • Teacher facilitated • Live on Zoom and recorded • Wednesday: option to participate in a recorded session
1:30 p.m. – 2:00 p.m.	Enrichment Classes: Art, PE, Languages	Monday, Tuesday, Thursday & Friday	<ul style="list-style-type: none"> • Recorded
*Learning Centers are Art, Math, Science, Read-Aloud, Literacy, and Music and Movement; for each session, we’ll offer live and recorded centers to choose from.			

We recommend that families aim for their children to participate in morning meeting, three learning centers, and social group each day. We know that this may not be possible for all families, and we're flexible about students' participation.

Sample Daily Schedule for a typical day in K-4 virtual learning

<i>On Wednesday afternoon, teachers will have a half day of professional development.</i>			
9:00 a.m. – 9:30 a.m.	Morning Meeting	Monday–Friday	Live on Zoom
9:30 a.m. – 11:30 a.m.	Live: Small Groups or Recorded: Math, IPC & Literacy	Monday–Friday	Small Groups: teacher facilitated
11:30 a.m. – 12:00 p.m.	Social Groups & Enrichment Classes (Art, PE, Languages)	Monday–Friday	<ul style="list-style-type: none"> • Social Groups: live on Zoom, facilitated by teaching assistants • Enrichment: recorded
12:00 p.m. – 1:00 p.m.	Lunch	Monday–Friday	Optional: live language lunches, movement break, or art exploration with E-Team teachers
1:00 p.m. – 2:00 p.m.	Live: Small Groups or Recorded: Lessons or Office Hours	Monday, Tuesday, Thursday & Friday	<ul style="list-style-type: none"> • Small Groups: teacher facilitated • Office Hours: teaching assistants will be available for extra academic support • Wednesday: recorded lessons or independent work
2:00 p.m. – 2:30 p.m.	Live Share	Monday, Tuesday, Thursday	<ul style="list-style-type: none"> • Live on Zoom • Wednesday & Friday: recorded lessons or independent work
2:30 p.m. – 3:30 p.m.	Optional Office Hours	Monday, Tuesday, Thursday & Friday	Teaching assistants will be available for extra academic support

Sample Daily Schedule for a typical day in 5- 8 virtual learning

Monday, Tuesday, Thursday & Friday		
9:00 a.m.–9:45 a.m.	Period 1: Morning Meeting	Live on Zoom
9:50 a.m.–10:20 a.m.	Advisory <i>Focus on social-emotional development</i>	Live on Zoom
10:30 a.m.–11:15 a.m.	Period 2	Live on Zoom
11:20 a.m.–12:10 p.m.	Lunch	Option for teacher-facilitated live lunch on Zoom
12:15 p.m.–1:00 p.m.	Period 3	Live on Zoom
1:15 p.m.–2:00 p.m.	Period 4	Live on Zoom
2:00 p.m.–2:45 p.m.	Independent Work	Offline

Wednesday: Enlightenment Classes			
<i>Enlightenment teachers will also offer recorded lessons.</i>			
	5th & 6th Grades	7th & 8th Grades	
10:00 a.m.	Mandarin or Spanish	Music	Live on Zoom
11:00 a.m.	PE	Mandarin or Spanish	Live on Zoom
2:00 p.m.	Music	PE	Live on Zoom

On Wednesday, teachers will have a half day of professional development and hold one-on-one meetings with students.

Assessments and Promotions

Assessment

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

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

Purpose

- Creative Minds International PCS is responsible for meeting the goals and student academic achievement expectations as set forth in its charter. It is also requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day. The policy below describes Creative Minds International PCS's commitment to assessing and learning. This policy supports the school's charter and does not replace the commitments set forth within.
- This policy describes the formative assessments that Creative Minds International PCS will use to assess student learning during the 2020-2021 school year. These assessments are not considered part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the student and parent/guardian and used to inform interventions and student grades.
- The policy describes the formative assessments the school is considering administering for all students by grade bands, and for students who participate exclusively in remote learning , when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in person and distance. The policy also identifies changes to grade level promotion requirements.
- Changes codified in this policy for graduation requirements will be assumed into the school's charter agreement as a waiver for SY2020-21, SY2021-22, SY2022-23, SY2023-24 , as all students will not have the benefit of all courses.

Assessments

Assessment Integrity

- Creative Minds International PCS has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments.
- The second part is a change in school formative assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the Internet, books, and/or other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. Students may also be asked to

identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports <i>(could be a combined narrative across grade bands)</i>
PS- PK	<p>Social Emotional- conversations with students and families, checklists, and observations</p> <p>Literacy- observations during centers and work samples</p> <p>Math-observations during centers and work samples</p>	Weekly	See below	General education teachers, inclusion teachers, and assistant teachers will work together to collect this data. The assessments will be done in small groups or 1:1 depending on the nature of the assessment and the needs of the students.
K-2	<p>Social Emotional- conversations with students and families, checklists, and observations</p> <p>Reading- observations during Foundations lessons, work samples, and exit tickets</p> <p>Math-observations during lessons, exit tickets, work samples, Eureka benchmark assessments, and end of module assessments</p>	Weekly	See below	General education teachers, inclusion teachers, and assistant teachers will work together to collect this data. The assessments will be done in small groups or 1:1 depending on the nature of the assessment and the needs of the students.
3-4	<p>Social Emotional- conversations with students and families, checklists, and observations</p> <p>Reading-running records, work samples, and exit tickets</p> <p>Math-observations during lessons, exit tickets, work samples, Eureka benchmark assessments,</p>	Weekly	See below	General education teachers, inclusion teachers, and assistant teachers will work together to collect this data. The assessments will be done in small groups or 1:1 depending on the nature of the assessment and the needs of the students.

	and end of module assessments			
5-8	<p>Social Emotional- conversations with students and families, checklists, and observations</p> <p>Reading-running records, work samples, and exit tickets</p> <p>Math-observations during lessons, exit tickets, work samples, Eureka benchmark assessments, and end of module assessments</p>	Weekly	See below	General education teachers, inclusion teachers, and assistant teachers will work together to collect this data. The assessments will be done in small groups or 1:1 depending on the nature of the assessment and the needs of the students.

Example Information for Modalities Column Above

	On-site Hybrid and 4 Days	Remote synchronous and asynchronous
PS- PK	All assessments will be done when the student is on-site by the content instructor. The content instructor, with appropriate social distancing, will observe students using Teaching Strategies GOLD.	For students who are unable to attend school in-person, time will be allocated once every 2 weeks for the content instructor to conduct a virtual session to assess social emotional learning, literacy, and math skills. These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process. Teachers will collect data during small group lessons to determine what skills students have mastered and which ones still need practice.
K-2	All assessments will be done when the student is on-site by the content instructor. Developmental Reading Assessment (DRA) Measures of Academic Progress (MAP)	For students who are unable to attend school in-person, time will be allocated once every 2 weeks for the content teacher to conduct a virtual session to assess social emotional learning, literacy, and math skills. These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.
3-4	To encourage in-person time to focus on learning and social-emotional growth, all assessments will take place when students are learning remotely except for those students who are in-person 4 days a week.	<p>Assessments are chosen to determine learning as well as collaboration and work skills.</p> <p>The following assessments offer on-line versions or can be conducted remotely without a proctor. One or more will be used for each learning unit. For each subject area, teachers will administer the following forms of assessment:</p> <ul style="list-style-type: none"> ● Written responses/ essays ● Book reports ● Short answer ● Teacher-created unit assessments ● MAP assessments

		<ul style="list-style-type: none"> Eureka end of module assessments
5-8	To encourage in-person time to focus on learning and social-emotional growth, all assessments will take place when students are learning remotely except for those students who are in-person 4 days a week.	<p>Assessments are chosen to determine learning as well as collaboration and work skills.</p> <p>The following assessments offer on-line versions or can be conducted remotely without a proctor. One or more will be used for each learning unit. For each subject area, teachers will administer the following forms of assessment:</p> <ul style="list-style-type: none"> Written responses/ essays Book reports Short answer Teacher-created unit assessments MAP assessments Eureka end of module assessments <p>All assessments will be submitted via Seesaw.</p> <p>With each assignment, students will complete a self-assessment, identifying how they approached the assessment, who they sought for help, and where they searched for help.</p>

Promotions and Graduation

Creative Minds International PCS is committed to ensuring every student feels included, appropriately challenged, and prepared to be a positive, active participant in a global society. The Creative Minds International team will provide a rigorous and inclusive learning environment for all students.

Considerations for Learning Remotely

- Students will be expected to take a full schedule of courses. Spanish, Mandarin, Art, Music and Physical Education will continue to be offered. Materials needed for those classes will be provided to students. Families will be able to pick up those materials at the beginning of each unit. If families are unable to come to pick them up, the materials will be mailed to families.

Promotion

Students in all grades are considered for promotion to the next grade level at the end of each school year. To be promoted, students must pass all core subject areas. A passing grade is based on a student achieving mastery of standards based lessons. Students with more than 30 unexcused absences in a school year will not be promoted unless the Lower School Director or Middle School Director submits a written explanation justifying the decision to the Executive Director before the non promotion is

made. Describe if/how student grading and promotion policies will be altered in light of distance learning.

Attendance Policy

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?

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?

Attendance

Policy Statement

Creative Minds International PCS 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 all students is paramount to achieving both objectives, but will not be based on seat time for remote learners. Consistent with PCSB’s policy and D.C. Code §38-201, etc., attendance for every student is taken daily on every instructional day. Below is our plan to ensure daily attendance assuming that the response to the COVID-19 pandemic will necessitate social distancing procedures that will likely be in place for the 2020-21 school year.

On-site attendance

- Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy.
- Attendance will be taken as present, partial, or absent.
- Students who are unable to attend in person on a given day, especially those who missed a day due to presenting COVID-19-like symptoms and are awaiting to meet the return to school criteria (See Clearance to return after exhibiting COVID symptoms) may join the virtual cohort for their grade and be considered as present. They must follow the guidelines for remote learning to be considered present for the day.
- Students who enter the building 15 minutes after their staggered start time are marked tardy. (See Arrival Plan for details).

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).
- To ensure that Creative Minds offers the flexibility for remote learners to be successful academically, students will learn both synchronously and asynchronously.
- Consequently, daily attendance will be taken in one of two ways:
 - Authenticated through the LMS (Google classroom, Clever, SeeSaw, or Zoom), or
 - By evidence of engagement
- It is important to note that attendance for remote learning is not measured through hours.

Creative Minds International PCS selects both of the following option(s):

- X Option A: Those with a Learning Management System (LMS) may use this format with the existing LEA policy.
- X Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.

Waiver Request to Six-hour school day

Per OSSE existing regulation to waive the 6-hour day requirement, attendance does not require a full six-hour school day to be considered present. For remote learners, “touchpoints” will be used to determine attendance and student engagement each day of scheduled instruction. A touchpoint is defined as a piece of evidence indicating that a student participated in distance learning activities on a given day; examples include turning in an assignment, participating on a webinar, completing an exit ticket after watching a pre-recorded video, sending a photo of a completed assignment, or attending a one-on-one check-in with instructional staff (e.g., phone call, virtual meeting).

Touchpoints

Creative Minds International PCS will use touchpoints to monitor and account for attendance. This will include the following methods:

- Logins in the LMS
- Teacher takes attendance on Zoom meetings or during other synchronous learning activities
- Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- Phone conversations or virtual meeting with non-instructional staff (e.g., social worker, counselors, registrar)
- Direct ‘face-to-face’ online contact through class Zoom, Google Hangout, etc.
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as SeeSaw or Clever that provides demonstration of similar completion of work
- Completed assignments uploaded to secure folder within school’s system (e.g., , Dropbox, Google) from daily activity (>50% complete will be considered present, regardless of accuracy)
- Collection or completion of work through progress in the LMS

- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.
- Receiving support or one-on-one services as part of an IEP or 504
- Attending scheduled counseling sessions
- Logins on SeeSaw
- Use of education apps
- Parent or legal guardian replies to survey
- Chat participation (directly with teacher or as part of a teacher facilitated group chat) and breakout sessions
- Completion and submission of assignments
- Attendance during scheduled “office hours”
- For asynchronous learners, students have one week from assignment date to demonstrate completion (as defined above), except for projects or assignments (e.g., report or end of unit project) with a clearly defined due date more than one week out.

Specific Grade Span Considerations

- Pre-kindergarten
 - Remote learners are expected to join live instructional small groups at least twice per week for each subject area, as well as complete the independent tasks assigned with recorded lessons. Students can demonstrate completion of assignments by submitting them to Seesaw with photos, videos and/or comments.
- Elementary
 - We are providing developmentally appropriate lessons that require students to use screens for short periods throughout the school day. While some parts of our virtual program are optional, such as morning meetings, social groups and enrichment classes, instructional small groups are essential to maintain students' academic progress. Students are expected to participate in small groups for each subject area at least twice per week.
- Middle School
 - Teachers will be expected to provide new lessons and activities each week. Student instruction days will be Monday, Tuesday, Thursday, Friday with Wednesday as Enlightenment Day (E-Day: Art, Music, Language, and PE). Content area teachers will attend grade level and content areas meetings as well as professional development on Wednesdays.

- Student attendance is required to be taken daily. To be considered “in attendance,” students are expected to be present and engaged.
- Attendance is not based on assignment completion or in-person presence.
- Official attendance is taken during “homeroom” (first period)
- The student will be marked as absent if they do not attend their first class. However, if a student participates in a class after their first period class, they should notify their home room teacher and attendance will be updated.
- If a student is absent without notification or does not participate in class, parents will be notified
- If a student cannot attend first period, the student will email their first period teacher
- If a student is going to be absent, the parent must contact the registrar by phone or email

Prevention of cyberbullying

- Cyberbullying is defined as the willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
- Creative Minds International’s bullying policy is detailed in our [student handbook](#).
- In addition to the normal response, if students engage in cyberbullying or display/share inappropriate images on the LMS:
 - School staff will conference with families about school expectations not being met.
 - School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

Attendance Monitoring and Reporting

Deadline for teachers to take daily attendance

- Staff will take attendance each school day. However, to allow for asynchronous learning that fits each family’s needs as well as to allow touchpoints through different formats and platforms, attendance will be reported by staff into Power School (our SIS) by 10 AM the following school day. For example, Wednesday’s attendance must be submitted by 10 AM on the following Thursday.

- For asynchronous learning, students have one week from assignment date to demonstrate completion (as defined above), except for projects or assignments (e.g., report or end of unit project) with a clearly defined due date more than one week out.
- Changes in attendance after the initial deadline of 10 AM the following day, will be made by the registrar. Staff will email frontdesk@creativemindspcs.org with the subject line: Attendance change. The content will include student name, date to change, and brief description of the reason for the change.

Strategies to boost attendance

- Share a student's daily schedule with parents/families so that parents and students know where the students are supposed to attend.
- Notify parents via text if a student misses scheduled synchronous learning without advance notice from the parent.
- For students not "present" (not logged in) within 10 minutes of a scheduled remote synchronous learning session, teaching assistants will make the best effort to reach the student or parent by telephone, text, email, etc. If contact is made via email, frontdesk@creativepcs.org will be carbon copied (cc'd).
- For students who are marked absent, the teacher or teaching assistant will notify the students' families by email or phone to determine the reason for absence.
- For students who are marked absent for three consecutive days, the registrar will follow up with the family.
- For students marked absent for five consecutive days, the school director will contact the family.
- For students with five or more unexcused absences (they do not have to be consecutive), the registrar will contact the family
- For students with seven or more unexcused absences (they do not have to be consecutive), the school director will contact the family
- For students with ten or more unexcused absences, the director of operations will contact the family and report the absences for students in compulsory grades (ages 5-13) to the CFSA (Child and Family Service Agency) using the online reporting tool

Notification of Excused Absences

- If a child is going to be absent, please notify the registrar via the attendance line

(202) 588-0370 ext. 118 or email at frontdesk@creativemindspcs.org

- To excuse an absence, a parent must submit in a note in writing (emailed) within five days of an absence within 5 days of an absence, regardless of learning model

Reasons for Excused Absences

- Missing class due to other school-coordinated engagement (e.g., IEP service, meeting with counselor)
- Student illness or medical cause
- Illness or other family emergency that requires the presence of the student in the home or prevents the parent from bringing the child to school
- Exclusion by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons
- Medical or dental treatment
- Death in the student's family
- Necessity of the student to attend legal proceedings
- Observance of religious holidays
- Lawful suspension or exclusion from school by the school administration
- Temporary closing of the school due to severe weather, official holidays, unsafe conditions, or emergencies
- Visiting a parent or a legal guardian who is in the military; immediately before, during, or after deployment
- Other absences approved in advance by the head of school upon written request of the parent
- Please note that extended family vacations are not automatically recorded as excused absences. Please contact our registrar, at frontdesk@creativemindspcs.org for more information

Notification of Potential Education Neglect

- Students who have ten or more unexcused absences are considered to be chronically truant under the law and must be reported for truancy and investigation to Child and Family Services Agency (CFSA) at 202-671-7233.

Early Student Release (individual)

- Parents should email frontdesk@creativemindspcs.org or call 202-588-0370 beforehand with names of students to be released, reason, date and time.
- Upon arrival, the parent uses the main entrance and will buzz in. The parent must present ID.
- Front desk staff will verify that the adult is authorized to pick up the student (using Contacts page in Power School) and record their entrance into the building.
- Once confirmed, the parent will be asked to wait outside.
- Front desk will use a two-way radio to locate the student and request that he/she come to the front desk with belongings for early release
- Student reports to the front desk and a staff member will verify the student exits in a socially distant manner out the main entrance (SNM) and is united with the parent.

Table: Attendance Touchpoints by Learning Type

	<i>On-site synchronous</i>	<i>On-site asynchronous</i>	<i>Remote synchronous</i>	<i>Remote asynchronous</i>
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<p><i>Present</i></p>	<p><i>Present:</i> <i>Student attends school for >80% of the school day.</i> <i>OR</i> <i>Attends <80% of school day on-site AND is remote learning for the remainder of the school day</i></p>	<p><i>Present:</i> <i>Student attends school for >80% of the school day.</i> <i>OR</i> <i>Attends <80% of school day on-site AND all assignments due for day are completed.</i></p>	<p><i>Present Remote:</i> <i>Student presence is detected throughout school day's activities (A) captured in LMS (B) participates by one or more of the touchpoints (described above)</i></p>	<p><i>Present Remote:</i> <i>Student responds to email AND fully or partially completes >50% of the day's assignments.</i></p> <p><i>Student logs in to LMS and fully or partially completes >50% of the day's assignments.</i></p> <p><i>Student responds to documented contact(s) from community leader, engagement specialist, and/or content teacher.</i></p>
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<i>Partial Day Present</i>	<i>Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.</i>	<i>Partial Present: Student attends school for <80% of the school day and is not captured through remote touchpoints when absent.</i>	<i>N/A</i>	<i>N/A</i>
<i>Absent</i>	<i>Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.</i>	<i>Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.</i>	<i>Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints.</i>	<i>Absent Remote: Student does not produce evidence that assignments are partially complete.</i>

Whole Student Support

Requirements from DC PCSB and OSSE for Whole Student Support Policy:

Student Support

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.

Behavior

Describe the LEA's policy for monitoring student behavior during distance learning.¹ The distance learning discipline policy should not be likely to result in excessive or inequitable loss of access to 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.

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

Purpose

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

Definitions

- Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.²
- Virtual learning - Learning hosted outside of a classroom setting using electronic devices
- Asynchronous learning - Learning where students learn the same material at different times and locations.
- Synchronous learning - Learning where students are engaging in learning activities at the same time.
- Discussion board - Section of a website where users can submit or read messages.

¹ 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.

² [OSSE Guiding Principles for Continuous Education](#)

- Chat - A window used for conferencing between two users.
- Breakout Room - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.
- Cyberbullying - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.³
- Learning management system (LMS) - A software application for the hosting and delivering of online educational courses.

Expectations for Student Behavior

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

Model Plan

<p>Communication and Student Engagement</p>	<ul style="list-style-type: none"> ● Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. ● Students must follow all classroom and school expectations for using audio and video during classroom meeting times. ● Students must mute their microphones when they are not speaking and while others are speaking. ● Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. ● Students must follow the same rules for whole group class meetings while in breakout rooms. ● Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher. ● Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher. ● Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. ● Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. ● Students must report all instances of cyberbullying to school staff immediately.
<p>Logging into the LMS</p>	<ul style="list-style-type: none"> ● Students must keep their username and passwords in a safe place and must not share them with other students. ● Students must log into the LMS using their own log-in information. ● Students must log into the LMS daily for classroom meetings, announcements or

³ [Cyberbullying - Identification, Prevention and Response](#)

	to submit assignments.
Student Work	<ul style="list-style-type: none"> • Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments. • Students must submit their own work and provide citations for work created by others. • Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.
Taking Care of Physical Equipment	<ul style="list-style-type: none"> • Students must treat all school and personal electronic devices with care. • Students must keep food and drinks away from the equipment. • Students must keep devices out of extremely cold or hot areas. • Students must hold and carry computers properly. • Students must report any damage to school equipment as soon as possible.

Student Support

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

- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers will reinforce Conscious Discipline concepts and strategies.
- Teachers and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through the LMS.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The mental health team will create tele-health options for students to call and schedule sessions with school counselors.
- The mental health team will make referrals to neighborhood Family and Support Collaboratives for families in need of additional social-emotional and mental health support.

Monitoring Student Behavior

The following strategies will be adopted to monitor student behavior:

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using the LMS.

Communication with Families

- School staff will share a copy of the Whole Student Support with families for their review prior to the beginning of the school year.
- Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via the LMS.
- School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

Alternatives to Distance Learning

- School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email, phone, text or through the LMS.
- If students do not follow expectations for communicating respectfully with school staff or other students:
 - School staff will remind students of expectations for distance learning.
 - School staff will conference with families about school expectations not being met.
 - Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.

- Teachers may temporarily limit students' ability to post content on LMS chat or discussion boards.
- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.
- If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:
 - School staff will remind students of expectations for distance learning.
 - School staff will conference with families about school expectations not being met.
 - School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.
- If students engage in cyberbullying or display/share inappropriate images on the LMS:
 - School staff will conference with families about school expectations not being met.
 - School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

Special Populations

Requirements from DC PCSB and OSSE for Special Populations Policy:

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.

Describe the LEA's plan to serve **Students with Disabilities**, 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;
- 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](#).

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

- 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.

Purpose

Below is a narrative to describe how Creative Minds International PCS will meet the educational and social-emotional needs of students with disabilities and English learners.

Strategies

- Continue collaborating with families to find mutually agreeable times to hold IEP and eligibility meetings to ensure compliance with IDEA timelines. Service delivery will be documented internally, in the communication log in SEDS, and in any related service session notes.
- The Director of Inclusion will conduct a needs assessment to determine the unique needs of each family, focusing on those with specific disabilities that require modifications to communication and/or learning platforms. The Director will ensure that all school staff are trained on how to support adults and family members with disabilities. The Director will also establish specific communication protocols for individual family members with specific needs.
- Deliver related services as outlined on a student's IEP, to the greatest extent possible, in a remote, online setting. Sessions will be documented in SEDS under related service session notes.
- Conduct regular and responsive parent training sessions to ensure that parents/caregivers are prepared to co-teach/co-treat in partnership with teachers and service providers. Training will be provided remotely through an online video conferencing platform. These training sessions will be conducted prior to the start of school and during the entire period of remote learning.

- Deliver recovery services in asynchronous and synchronous formats that allow the students to participate in general education whole group instruction, general education small group instruction, and specialized instruction services delivered in the manner most appropriate to the students' needs. Students may receive individual or small group specialized instruction.
- Prior to the start of the school year, CMI's Director of Inclusion will notify families of the overall service delivery plan with timelines that outline additional rounds of communication from inclusion teachers and related service providers to schedule services. CMI's inclusion teachers and related service providers will collaborate with families to determine a mutually agreeable time to deliver remote instruction. Special education teachers and related service providers will, to the greatest extent possible, service students by pushing into general education sessions in addition to providing small group and individual sessions focused on ensuring student access to the general education curriculum and particular focus on student IEP goals.
- Assess all students at the beginning of the school year remotely or in-person depending upon health and safety guidance at the start of the school year. CMI's students with disabilities will be assessed through the whole school assessment process, as well as through the use of curriculum-based measures to set a baseline for progress monitoring throughout the school year. This data will be analyzed alongside assessment data collected during the period of remote learning that took place from March 16, 2020 through June 30, 2020. The data analysis, teacher input, and parent input on remote learning effectiveness will allow CMI to determine the severity of the impact of learning loss due to the ongoing pandemic. Special education data will be compared to general education data to determine the rate of learning loss across all students.
- Conduct additional outreach to families experiencing homelessness and those in the care of the District of Columbia to ensure that the remote learning plan is accessible. Accommodations such as printed work packets, phone-based instruction, and in-person sessions in accordance with current health and safety guidance will be considered to ensure participation and access to learning during this additional period of remote learning.
- To support our English Learners (ELs), we will continue to implement a combination of pull in and push out small group instruction. This will occur in each of our learning models (In-person, virtual or hybrid). As we begin the year in a virtual model, the EL teacher will provide small group instruction to the ELs at each grade level. This will be in addition to their literacy small groups provided by the general education teacher.
- The EL small groups will be tailored to students' specific language needs as demonstrated on the 2019 ACCESS or 2020 WIDA screener, and other formative assessment data gathered at the beginning of the year. The EL teacher will use that data to set goals for language acquisition and the development of grade level literacy skills, based on the WIDA Can Do Descriptors and the grade level Common Core ELA standards. The EL teacher will use the dedicated small

group time to increase access to grade level texts, supporting the acquisition of academic language and grade appropriate literacy skills.

- In addition to small group EL instruction, the general education and inclusion teachers at each grade level will support students by targeting specific listening and speaking goals in the context of classroom learning and collaboration with peers.
- Based on analysis of engagement in virtual learning in Spring 2020, we will also be implementing strategic family outreach practices. Teaching assistants will contact our ELs and their families once a week to ask what support is needed and put them in touch with the appropriate contacts.

Technology Policy

Requirements from DC PCSB and OSSE for Technology Policy:

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.

Purpose

- Creative Minds International 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. Creative Minds International PCS is committed to equitable access to technology resources necessary for learning for all students.
- Beyond defining Creative Minds International PCS's general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a **Return to School Technology Plan** is in place. It will include training and support for teachers to adapt virtual learning skills for the

classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

- The following plan for the effective use and oversight of school technology during and after the COVID-19 Pandemic draws on a framework developed by the Wisconsin Department of Public Instruction. This framework comprises three steps:
 - **Review** (where things stood at the close of 2019-20);
 - **Plan** (what must be accomplished before the 2020-21 school year begins; and
 - **Implement** (during SY 2020-21).
- The intended result of following this process is to develop a **Return to School Technology Plan** that is based on and aligned to the existing **School Technology Plan**.

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

- Per DC PCSB requirement, Creative Minds International 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.

Table: Equipment distribution for students and staff

(AN = As needed E = Everyone)

	PK-2	3-6	7-8	Faculty
Computer				E
Chromebook		E	E	
Hotspot	AN	AN	AN	AN
Tablet	E			
Smartphone				
Calculator		AN	AN	
Other:				

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.

Table: Software Employed
 (AN = As needed E = Everyone)

	PK-4	5-8
LMS: NAME	SeeSaw	Google Classroom
Learning Games: NAME	ST Math	ST Math
Email	E (for family)	E
Other: Adobe Spark Amplify Science BrainPop Suite Canva Classflow Teacher Code.org Common Sense Education CommonLit CS First DiscoveryEdu Duolingo Epic! Flipgrid GoGuardian GoNoodle Newsela Open eBooks PBS Kids PebbleGo PlayPosit Prodigy Game ReadWorks Scholastic Scratch Scratch Jr. StarFall Storybird TS GOLD Typing.com Zoom - Teachers & Staff	Organizing Apps	

Training

- 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.

Review and 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. We will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.
 - Internet availability and speed, and number of household members expected to be using the Internet during the school day
 - The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet
 - Security features on the technology (for younger children, especially)
- Software
 - Based on the instructional plan, 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 strengths and needs. Inventory communication resources and protocols and evaluate performance and needs.

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 for Students without Access to the Internet or Devices

- 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 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 and Repairing Equipment

- Equipment
 - Creative Minds International PCS will have loaner equipment available for families and staff on an as-needed basis.
 - Broken equipment can be returned by mail or delivered to the school
 - “Loaner” equipment will be distributed via an “Adventure Backpack”, which will be distributed to each and every student at the start of the year. In addition to workbooks and supplies, the “Adventure Backpack” will contain a device for the student to start the year.
 - Families will check out “loaner” equipment when the “Adventure Backpack” is distributed. Each student will receive his or her own “Adventure Backpack”.
 - If equipment fails due to misuse, students will be held accountable through restorative practices.
 - Equipment malfunctions, software issues and training will be provided by our third party support vendor, DNS. DNS provides support for students and staff. They place calls to adults in the family and can use remote tools.
- Software
 - DNS will evaluate and provide support for software malfunctions. They place calls to adults in the family and can use remote tools.
 - Student passwords are safeguarded by using Google as a source for all single sign-on passwords and those are transparently handled by Clever for student apps.
 - If a student is “lock out”, they can email frontdesk@creativemindspcs.org or the Director of Technology for assistance.
- Training
 - We have a training portal for problem applications, if a family has issues we will use remote control of devices to provide instruction or help. If necessary, the Director of Technology will visit the home in question and provide in-person help.
 - Electronic issues will use a blended approach to troubleshoot electronic issues, which involves a combination of in-house technology staff and our contracted IT support team.
- Expectations for student access to the internet and safeguarding PII (personally identifiable information)

- 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.
- Remote learning limitations on school-provided devices
 - By grade-level, use will be limited for school purposes only. We can monitor and control every website and app on any school-issued device. Hotspots filter for common problem areas such as pornography.
 - If a piece of equipment goes missing, we will disable the device and track its location. We will use restorative practices to hold student accountable.
 - The device is intended for student use only.
 - All software requires credentials to login.
 - All authorized software is pushed via a management console and students cannot download software.
 - Students will not be allowed to purchase other software.
 - Training on the proper use of school equipment and software is through our support and training system - videos, documents - as part of the Clever portal.
 - The following limitations will be implemented:
 - All internet traffic is filtered on any school device, regardless of where it is being used.
 - Filtering policies are largely age dependent, but at a minimum filter pornography, computer misuse or malware, gambling, drugs, and social media.
 - If families have additional question in understanding the limitations, they should contact the Director of IT

Family Engagement Policy

Requirements from DC PCSB and OSSE for Family Engagement Policy:

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

Purpose

- This policy describes how Creative Minds International PCS will:
 - Partner and communicate with families about continuous learning and school operations.
 - Communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.
- Consistent and clear communication with students and families is vital for supporting the community of students and families and 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.

Forms of Communications

We will undertake the following endeavors to ensure transparent and engaging communication with all stakeholders:

- School website
- Resource forum, which will contain latest information about the impact of COVID-19 on the school's operations and links to reputable sources about the coronavirus (i.e., DC DOH, coronavirus.dc.gov, and the CDC)
- Host regular virtual coffees or town halls to answer stakeholders' questions (e.g., host 2 per week between July 22 – August 5, weekly August 5-Sept. 10, biweekly (Sept. 10 – Oct. 15 and then monthly thereafter)
- Social media
- School-wide Newsletters
- Class or grade-level class notes, etc.

- School Messenger - especially to communicate details and plan for a positive case (see COVID-positive Action Plan)
- Posted signage in the building
- Reminders and notices for students on LMS (e.g., practice sound hand hygiene)
- On-demand notification through school media channels and individual outreach.

Unexpected School Closures

- 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
 - A banner on the homepage of the website
 - Through direct outreach to families via email, text, and robocall.

Website

- Creative Minds International PCS's website, which is available 24/7, is the primary location for:
 - General information about the school
 - Specific details on the program offering
 - Information about staff
 - Typical school operations details (menus, activities calendars, FARM)
 - Contact Information of administration
 - Enrollment information
 - Family resources (e.g., Student and Family Hand Book, school enrollment and registration details, links to distance learning resources, additional materials to support families, social services resources, etc.).
 - NSLP food program -In accordance to OSSE guidelines, all required information about Creative Minds International PCS food program will be available to families on a monthly basis.
 - Operating status - Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage.
 - Link to the Learning Management System (LMS)
 - Information on how to access grades, progress reports, report cards, and updates from teachers.
 - Links to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

Social media

- Creative Minds International PCS has social media channels:

- Facebook
- Twitter
- Instagram
- LinkedIn.
- These channels will be used multiple times per week to build broad awareness of Creative Minds International PCS, engage the broader DC community (and country) in the great success of Creative Minds International PCS students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

Direct to families

- To communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video, Creative Minds International PCS will connect with families directly through:
 - Robocalls
 - Emails to families
- Families will receive direct communication from the school at least twice weekly.

Continuous Learning

- Creative Minds International PCS has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19.
- To continually engage families in the improvement of our remote and on-site learning opportunities, the school is providing each student what they need in order to navigate this new way of learning.
- We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

Trainings

- Throughout the year, Creative Minds International PCS will provide virtual and in-person training to support families in navigating the continuous learning plan of Creative Minds International PCS. These trainings will include, but are not limited to:
 - Troubleshooting your device at home
 - Accessing Creative Minds International PCS's distance learning platform and materials; and
 - Navigating the learning management system
 - Conscious Discipline
 - Recognizing sexual child sexual abuse and student sexual abuse and misconduct (as per DC Omnibus Act of 2018)

Continual improvement

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

Resources

- Virtual trainings will be recorded and available to our families through our LMS and upon request at frontdesk@creativemindspcs.org.
- Any printed resource guides and other training materials will be available for families via the website.

COVID Prevention Communication

- The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.
- Reporting - To prevent the spread of coronavirus, we ask families and staff to self-report any coronavirus cases within their households.
 - To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact *Heather Hesslink*, Director of Operations at heather.hesslink@creativemindspcs.org or at 202-588-0370 ext 112 within 24 hours of the household member's diagnosis.
 - In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed through this online form. (link form)
- Signage and resources
 - Signs will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing a cloth face covering).
 - These signs will align with CDC and PPE guidance. [see nonmedical cloth face coverings section]
 - The school's website will house ongoing resources and materials for families. All recorded training and printable resources will be available on Creative Minds International PCS website.

Stakeholder COVID Education

Education Strategy

To educate stakeholders on symptoms and measures to mitigate exposure risk, we will disseminate information using the following platforms:

- School's website
- Social media
- Signage in building
 - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>
 - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>
 - https://www.cdc.gov/coronavirus/2019-ncov/images/social-media-toolkit/COVID-19_FaceCovering-1080x1080_4.jpg
- Weekly newsletters and other forms of communication
- Student-driven internal contest to create awareness posters with prizes for “best”

Education Topic 1: Proper Handwashing

- Teach stakeholders about proper handwashing through social media, demonstrations, etc.
<https://www.cdc.gov/handwashing/when-how-handwashing.html>

Education Topic 2: How COVID is spread

- COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze.
- The virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection.
- Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles to mitigate spread.

Education Topic 3: Symptoms of COVID-19

According to CDC (6/30/19), they are as follows:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue

- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Education Topic 4: Common-sense personal measures to minimize risk

According to US Dept of Education (6/30/20):

- If you are sick, stay home from school.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.
- If you think you may have been exposed or are experiencing symptoms, contact your healthcare provider (not from CDC).
- Although CMI is enacting proactive approaches to mitigate exposure to COVID-19 in the building, the only to guarantee that a stakeholder is not exposed is to opt for the 100% virtual option. For those with vulnerable family members or at high-risk of complications, 100% is the recommended option.

Board of Trustees COVID-19 School Operation Policy

Date of board approval: August 5, 2020

Board COVID-19 School Operation Policy

When there is a health emergency that requires immediate action, such as closure of all school buildings for educational purposes as a safeguard against the further spread of the cause of the emergency (e.g., an epidemic or pandemic such as COVID-19), and it is required that each public school develop a plan for continued instruction through alternative means, the Board of Trustees (hereafter, Board) desires to provide the Executive Director with the authority to act immediately to ensure the safety of the students.

A health emergency (such as COVID-19) and the actions required as a response will impact numerous provisions of school code and the charter contract, including but not limited to, attendance, curriculum, graduation requirements, assessments, teacher evaluations, school calendar, and grading. The Board intends to comply with the law and contract, but will temporarily suspend or alter its own affected policies and otherwise take required actions consistent with legal mandates related to the health emergency.

During such a health emergency, when the Executive Director must have greater flexibility to respond quickly and appropriately to an evolving crisis, this policy provides for the temporary suspension of any policies not established by law or contract that may be suspended.

The Board grants to the Executive Director the following temporary powers to address a health emergency, including ensuring compliance with any emergency orders issued by the District, Mayor or District of Columbia Charter School Board.

1. Authority to temporarily waive, alter or suspend such Board policies or provisions of Board policies as the Executive Director shall deem necessary to comply with the emergency orders related to the health emergency.
2. Authority to take any lawful actions necessary to comply with emergency orders related to the health emergency, including, but not limited to, development and implementation of a plan to provide alternative instruction. Such actions may include, but are not limited to: adjustments to the curriculum and the provision of alternative educational program options; adjustments to the calendar; adjustments to employee work schedules and assignments; limitations on access to property owned or controlled by the Creative Minds International PCS; and hiring of providers and/or partnering with other schools.

The Executive Director is directed to keep the Board informed of any actions taken under this emergency authority as soon as is practicable in light of the circumstances.

The temporary powers authorized by this policy are in effect for the duration identified in emergency orders related to the health emergency and any subsequent extension of those orders, unless otherwise rescinded or extended by the Board upon majority vote.

The adoption of this policy is conclusive evidence of the Board's approval of this action and of the authority granted herein.