Creative Minds International
Public Charter School
Continuous Education Plan (CEP)
SY 2021-22

Note: The plan will be updated as the science and guidance evolves throughout the school year.

Health and Safety

PART 1.A: Health and Safety Plan

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

PART 1.B: Support Across Learning Environments

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

The Operation Plan for Creative Minds International Public Charter School (CMI) allows for on-site learning for all students for 181 days for a total of 1107.75 hours of instruction for lower school and 1153 hours of instruction, which exceeds the required 1080 hours of instruction per school year. All school days, except Wednesdays, will exceed 6 hours of instructions. On Wednesdays, students will be dismissed to provide professional development for staff to ensure a healthy and safe learning environment. On Wednesdays, lower school will receive 3.75 hours of instruction and middle school will receive 4 hours of instruction. Our school calendar can be found here. A sample schedule of a typical school week can be found here for Middle School Schedule and here for Lower School.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline. We will execute our communication plan, as outlined in the health and safety questions below.

- *Briefly, our outreach efforts include:*
  - *Website, newsletters, and social media*

- ○ *For those directly affected: point-to-point communications.*
- ● *We have multiple lines of communications for families to ask questions, in general, including*
  - ○ *Calling the school (front desk or director of operations, directly)*
  - ○ *Emailing frontdesk@cmipcs.org*
  - ○ *A link to "ask a question" google form on our website.*
  - ○ *Responses to questions are shared directly with the person as well as posted on our website on a FAQ page.*

The key to a smooth year is uninterrupted learning is through dissemination of materials: In the event that some or all of our students must transition to remote learning, our goal is to reduce barriers to access and maximize student learning in a timely manner. We will implement the following efforts to ensure students have the necessary resources for remote learning:

- ● *If students are in the building the day that a transition to remote learning is announced, we will send supplies home at the end of the day, if feasible.*
- ● *We will host outdoor contactless drive up events, where families remain in their vehicles and items are placed in their trunk*
- ● *If necessary, our staff will drive materials to students' houses. This has been a vital component of serving families since March 2020 during the public health emergency.*
- ● *Uninterrupted instruction through remote learning:*
  - ○ *We will use our knowledge learned since the start of the public health emergency to quickly transition to remote learning as necessary.*
  - ○ *We have implemented the following measures:*
    - ■ *Each lead teacher has a Zoom account, which can be used to quickly transition for remote learning.*
    - ■ *We will share virtual links with families and have a supply distribution event planned within 24-hours to ensure continuity of learning*

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:

- ● *Dissemination of materials:*
  - ○ *If students are in the building the day that a transition to remote learning is announced, we will send supplies home at the end of the day, if feasible.*
  - ○ *We will host outdoor contactless drive up events, where families remain in their vehicles and items are placed in their trunk*
  - ○ *If necessary, our staff will drive materials to students' houses. This has been a vital component of serving families since March 2020 during the public health emergency.*
- ● *Uninterrupted instruction through remote learning:*

For an isolated case, where a staff member meets the exclusion criteria, we will implement the following plan:
● *We require all staff to be fully vaccinated by September 30, 2021 unless they qualify for ADA or religious waiver.*
● *For individual employees who are excluded due to the exclusion criteria, our policies regarding time-off are described in Creative Minds' Employee Handbook*
● *For staff who provide direct services to students (e.g., teachers, teaching assistants, and dedicated aides), we will use a temporary agency to ensure adequate staffing to meet students' learning needs.*

Our operations plan can be implemented in our current facilities and our current staff and anticipated hires.

2. Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

    a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):
        X   The LEA itself
        ❏ Another District LEA
        ❏ One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning

    b. How the LEA will deliver its distance learning program (select one):
        X Centrally at the LEA level
        ❏ By campus/at the school level
        ❏ Both (please describe the LEA's approach)

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

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

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

    f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.

We plan to design and deliver a distance learning program to meet the needs of our students with medical certifications. The program will be comparable to what our in person program will offer. Students will receive the core academic instruction from a grade level teacher and include a mix of synchronous and asynchronous lessons through Seesaw. Students participating in distance learning will be provided with the same materials that would be provided if they were participating in-person. These materials include items such as manipulatives, math work books, books, writing journals, etc. We have found that the following remote learning practices provide the most effective instruction. Students will have access to teachers for questions and support during office hours. Students will receive feedback on classwork and assessments through Seesaw, our learning platform. Students will participate in small group lessons. Teachers will have regular check-ins scheduled to ensure that that student has what they need to be successful with distance learning and their social emotional needs are being met. Teachers will have office hours to connect, review, and answer questions for students. We will tailor instruction depending on the students' needs and learning styles.

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

- Staffing: Each student participating in distance learning will be assigned a staff member who will be the main point of contact. This individual will ensure that the students are able to log into the class and participate virtually. This individual will be responsible for students' success in distance learning.
- Materials--including at home "school space": We will send materials home to the family of all of the items that the child would need to participate in the lessons each day including books, workbooks, journals, manipulatives, paper, markers, crayons, etc. We will also check with families to see if additional items like a small desk or chair are needed for learning.
- Technology: Each of our classrooms has a Promethean Board which will enable students at home to participate in the learning activities occurring at school. Students in preschool - 1st grade will be provided an IPad, Students in 2nd- 8th grade will be provided a chromebook. We will also connect families without home wifi with a local internet provider.
- Schedule: The schedule will mirror that of the students who attend on-site learning options with the following anticipated modifications: Students in our younger grades (Preschool- 1st grade) learning from home will not be required to be on devices for the entire school day. It would not be developmentally appropriate for them to look at a screen for the same amount of time that they would typically be at school.

Student and Staff Well-Being

Part 2. A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:
   a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;
   b. How the LEA will screen and refer students for mental and behavioral health needs,

whether the LEA will employ a universal screening approach, and how it will be implemented if so; and

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

Understanding the social-emotional, mental, and behavioral health needs of our community is integral in planning to support the whole child return for the 2021-2022 school year. It is imperative that we have in place a positive, proactive system to support students' social-emotional growth. This includes effective classroom management that provides sufficient structure and support for all students at the Tier 1 level.

We plan to gather baseline data to determine the social-emotional well-being of students during the first few weeks of school. We will administer two school-created surveys within the first three weeks of school, one to be completed by families and one to be completed by the students. Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student and family responses, Creative Minds is prepared to offer support to ensure students' needs are met.

We have a robust Student Wellness Team (SWT) which includes a social worker, two counselors, Dean of Student culture, and two student support team members. The main goal of this team will be focused on social-emotional well-being. The SWT will share lessons with classroom teachers around mental health topics. We will continue using Conscious Discipline, as our approach to how we interact and engage with students. Staff will continue to receive ongoing Conscious Discipline training.

We have partnered with SPED Coop to create a more comprehensive Response to Intervention (RTI) program. Our schedule will continue to include breaks in the schedule to allow for movement and recess breaks.

We plan to continue our partnership with the Community Based Organization, Paving The Way to provide tier 1 support. For students who are showing the need for more intensive, one-on-one support, our SWT team members will connect families to develop plans to meet those needs.

We will provide additional Professional Development for Dedicated Aides so they know how to respond to specific behaviors of the students that they serve.

Below is outlined how we will look at school-wide behavior data to support Tier 2 and Tier 3 interventions in cases where a student's behavior is interfering with their ability to access and engage with instructional content.

In comparing data school wide, teachers and administrators will be able to identify students who

have a high number of behavior incidents, other behavior referrals and other data, including academic progress. This should be reviewed to analyze the cause of the behavior. This information should then be used to determine when a student requires Tier 2 interventions, starting with a problem-solving conference.

It is critical that teachers log behavior incidents and consequences, including the amount of time students spend out of class, and any behaviors that lead to an administrator or member of the Student Wellness Team being called. Administrators/SWT members will log any time a student spends in their office in response to being called by a teacher. The teaching team/Student Wellness Team will select the appropriate Tier 2 strategies after holding a problem-solving conference with the student. If a short-term counseling group is recommended, the counselor/social worker will be consulted prior to including this intervention in the plan.

The team will determine the appropriate data collection strategy to determine progress.

Every 6 weeks, teaching teams -- including general education teachers, special education teachers, and assistant teachers, with support from administrative partners -- will meet to review each student's data during Common Planning Time. Teams will follow a protocol for these data talks.

If students meet the criteria defined above, the student will be targeted to receive a Tier 2 intervention. For students identified to receive Tier 2 intervention, teams will do the following:

- Determine the measurable goal students will reach within the next 6-week cycle
- Determine what tools will be used to regularly progress monitor student growth toward mastering that goal
- Determine the appropriate intervention to help students reach that goal.
- Refer the student to Tier 3 if they do not demonstrate growth

This information is logged in EdModified.

During subsequent data talks, teachers will determine if students can be exited from intervention (move from Tier 2 to Tier 1) based on progress made or if students need to move from a Tier 2 to Tier 3 intervention.

In the event that a student does not meet a specified criteria for behavior, but the teacher has strong concerns about the student based on other, in-class data, the teacher should notify their administrative partner at least one week before the data talk to let them know that they want to discuss an additional student during the data talk, and should specify what data they will bring that indicates the student is in need of Tier 2 intervention support.

For all students receiving behavior or social-emotional support, after the plan is developed, it is reviewed with all members of the teaching team.

- Implementation begins within 2 days
- The intervention plan is reviewed with the student on the day the plan starts so that student understands the strategies and expectations.

The plan is implemented for 6 weeks.

After 6 weeks, data is reviewed to determine if the student is demonstrating growth. At that time, a decision is made to:

- Continue the student in the designated intervention for another 6 weeks (progress is being made, but student needs continued support);
- Continue the student in intervention, but add additional intervention strategies (student is not making progress)
- Dismiss student from Intervention (the goal has been met; the student is meeting behavioral expectations)

Some students may exhibit concerning behaviors that do not lead to time out of the classroom. Examples of this may include excessive withdrawal, crying, refusal to do work, or difficulty engaging with peers. When these types of behaviors are occurring to a concerning degree (more than just occasionally), teachers can collect data about the frequency of the behaviors and criteria for these behaviors using an ABC data collection form. In such cases, teachers should use professional judgment in determining whether the behaviors are of sufficient concern to warrant Tier 2 intervention.

Students may also qualify for short-term social-emotional interventions due to qualifying life events such as death or change in family status (divorce, job loss, serious illness, etc).

Parents or guardians are encouraged to reach out to their child's teacher by email or phone anytime they have questions or concerns about their child's academic or social emotional well being at any time. If during those conversations parents or guardians continue to have concerns they may complete a referral form for services. The referral forms can be found on our schools website (see Families page) and our new Parent Square app.

Step1:A parent, guardian, or student completes the Referral Form for a Creative Minds student, in prekindergarten through 8th grade, for behavioral-health services. Referrals are emailed to therapy@creativemindspcs.org.

Step 2: Our school counselor contacts the parent or guardian to schedule a consultation. This will help the Therapy Referrals Team learn more about why the student was referred; the meeting can take place via Zoom or a phone call.

Step 3: The Therapy Referrals Team determines which service will best meet the student's needs. The determination is based on information from the referral and consultation, service eligibility, and current service-provider capacity.

Step 4: Within a week, one of the following recommendations is communicated to families:

a. Short-term counseling with school counselor: For students who need support to cope with peer issues, including bullying; a recent life event, such as a divorce or the death of a family member; or similar issues that don't require long-term counseling.

b. Individual or group therapeutic sessions with Ms. Julie, school-based clinician from Paving the Way: For students who require longer-term therapeutic services to cope with trauma; long-term behavioral concerns; or extended anxiety, depression, or other challenging emotions.

c. Outside Referral: For students who would best be served by another resource, such as therapy from an outside provider, wraparound behavioral-health services, or community-based support workers. Students who already receive counseling through an IEP or 504 plan will also be referred elsewhere.

Families can expect the intake process for either longer-term therapeutic services or outside referrals to include some paperwork. After intake paperwork has been completed, there will be one or two sessions of assessment and treatment planning before therapy sessions begin. Families will be guided through this process by a member of the Therapy Referrals Team.

At any time, you can contact the Therapy Referrals Team with questions or concerns.

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

Our LEA is preparing to support the behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches. Our main approach will be Conscious Discipline, which is based on building strong relationships with students. Our team will embed social-emotional and wellness checks within daily classroom lessons. Teachers and our SWT will conference with families and if necessary, refer students to the mental health team for students displaying needs for support. School leadership 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. We plan to share pictures and videos of what to expect when coming back to school. Teachers will send messages to welcome students to their class. We will host an open house in August before school starts. We will have teachers create videos introducing themselves to the community. We have added a new Dean of Student culture position who will provide support in navigating evidenced-based practices, strategies, and tools necessary to effect positive behavioral change in students. We have a comprehensive onboarding plan for onboarding new staff so they are familiar with Conscious Discipline practices. We will also host an orientation for new Preschool families.

Link to our discipline policy

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

Our LEA contracts with Top Spanish.

For in-person learners, consistent with the DC Healthy Schools Act, breakfast in the classroom is available to all students free of charge, regardless of family income. Consistent with the USDA waivers and flexibilities, lunch is available to all students at no charge for the 21-22 school year. To ensure high-quality, nutritious meals, our vendor prepares meals at their site, which is about 1 mile away, and brings meals ready to serve each day to the school.

For students learning remotely, regardless of duration or income, we will transition to a weekly home delivery of 5 breakfasts and 5 lunches. Since April 2020, CMI has delivered over 150,000 meals (as of June 2, 2021) to children's homes. The benefit of this program is that it is robust, flexible, sustainable and scalable. To support our remote learners, we will adopt this model to ensure students have access to high-quality, nutritious food.

Overview of CMI's home delivery plan to support remote learners regardless of duration

- Overview
  - To support remote learners, we plan to deliver 5-NSLP-compliant breakfasts and 5 NSLP-compliant lunches to the homes of Creative Minds students, who opt-in. This program will be available to both short-term and long-term remote learners.
- Communication with eligible families
  - General following methods to communicate eligibility
    - We will use our social media platforms and website to provide general information about our home delivery program for remote learners.
  - Targeted communication
    - We will directly reach out to the families of all remote learners. We will multiple platforms to ensure point-to-point communication, including phone calls, email, or text messaging.
    - If a student transitions to remote learning for a short period of time, we strive to make contact with the family within 1 business day to ensure that students have access to high-quality, nutritious food
- Procurement method
  - We will use our contracted vendor, which was procured via the competitive bidding process (RFP) in spring 2020.
- MOU (Memorandum of Understanding)
  - All parties involved with the program have signed an MOU stating that PII and information about this program will be limited and only used to execute this program. It will not be shared publicly. All parties will use best practices to safeguard the information about the participants.
- Program duration

- - This program will be in effect until the Public Health Emergency (PHE) is over. CMI realizes if the PHE extends beyond June 30, 2022, we will follow the updated guidance.
    - This program will be offered to students for a period of remote learning.
- Participation opt-in
  - Families will need to opt-in in writing. To reduce barriers and maximize participation, we are implementing an awareness campaign about this program. This includes using our website, our email list-serve, and mailing paper letters to families who are FARM eligible or have self-identified as needing assistance with food. Families who email a request, complete the Google form (with a question clearly stating that by completing this form, I am opting-in to participate), return the paper form, or send a text of a note opting-in to be included in the program. Families have the option to opt-in or opt-out at any time by notifying the director of operations.
- Protection of student privacy
  - PII (personally identifiable information) collected to execute the home delivery program will not be shared publicly.
  - Such information will only be used to execute the program.
- Food model
  - Each week, a weekly "meal box" will be delivered directly to a student who is in a remote learning posture. Families will be given a reoccurring delivery window. The deliveries will always occur on the same day/time window.
  - The meal box will contain 5 NSLP-compliant breakfasts and 5 NSLP-compliant lunches. Each box will contain a weekly menu so that children know what to eat each day in order for the food to last the whole week. These meals will be mostly shelf-stable for 10-days.
  - Deliveries will be made to maximize social distancing. For example, deliveries will be left on a porch and the driving will ring the doorbell and wait until the door is opened. If the door is not opened, the driver will contact the adult via the cell phone provided.
- Food safety
  - Top Spanish is a licensed food vendor in DC. They will follow the DC Health guidelines when preparing, transporting, and delivering meals.
- Confirmation with NSLP meal patterns
  - CMI and Top Spanish will work together to develop a meal pattern that is NSLP-compliant within the constraints of the supply chain.
- Record keeping
  - CMI will maintain records of the home delivery in compliance with the NSLP standards.

Part 2.B: Educator Wellness

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

We realize the importance of ensuring that our teams' social-emotional and mental health are considered as we plan to welcome staff back to school. Our LEA plans to support our teachers and staff in many ways. We have a new Human Resource manager who is committed to making Staff Wellbeing a priority. We offer a comprehensive benefits package, which includes medical, vision, dental, life, disability, employee assistance, will preparation, and 401K retirement. Our Human Resource manager will regularly communicate what benefits are available to staff and be available to assist with connecting them with those resources. We plan to survey the team regularly to gage their mental health and learn what ways that they care for themselves. We will continue to incorporate some of those opportunities during events at school. For example offering yoga classes or cooking classes on site. The Students Wellness Team (SWT) will provide sessions to staff on the importance of wellness. They will share a variety of tools to help manage stress and anxiety. We plan to continue our partnership with Paving the Way, a community based organization, to help us ensure we are supporting our staff. We will also offer weekly half-day Professional Days to connect with staff and ensure they have the support and training they need to be successful.

We have a culture committee that will continue to plan fun Monthly Team Building opportunities, like make a terrarium and a sip & paint. We also plan to coordinate optional meet ups for staff to come together around common interests/activities outside of school hours.

Part 2. C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:
   a. How the LEA will solicit and incorporate student/family feedback on these plans[3], both before the school year starts and consistently as the school year progresses;
   b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and
   c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

CMI plans to communicate with families about safe reopening, student well being, and accelerated learning clearly and consistently We will communicate this information through the following: Town Halls (CD, reopening/what to expect), Welcome packet, ongoing surveys (climate pulses), Panorama - family engagement survey, and Parent

Square. We will create multiple opportunities for families to provide feedback through Open Board meetings, town halls, title 1 meetings, 1-on-1 family meetings, Virtual home visits with new families, and Parent Square. Parent Square supports communicating with families (tracks communication, can be translated to all languages that we have represented in our population, and will eventually become our main source of communication). Additionally, the dean of student culture was created in response to support students and families.

town halls,

 To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. We also plan to elicit parent representatives from various backgrounds to help us disseminate information to families of whose first language is not English, post on our website, share in town halls, summarize plans into digestible slide presentations, link in the newsletter, share with staff during PD, and share with team members over the summer

We are also exploring Parent Square as a tool to have all of this information readily available in one location.

CMI will solicit and incorporate student and family feedback on these plans in our town halls and parent surveys, and 1:1 conversions. Our team will solicit, review and incorporate feedback on an ongoing basis to determine if minor changes need to be made. We want to maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, our LEA will assess and communicate student status and progress with their learning. This data will be shared with families during our parent-teacher conferences, report cards, MAP and GOLD reports, and 1:1 communications between families and teachers.

We plan to review the following strategies to engage any families that have not been reached through previous outreach efforts. ***Strategies to Engage Unreached Families During COVID-19***

- ***Ongoing Communication Reflection Tool****: Designed for any educator that has direct access to students and their families, this tool is a powerful way to reflect on your individual practice of building trusting relationships and meaningful partnerships with families through ongoing communication.
- ***Beginning of the Year Relationship Building Toolkit****: Designed for educators and school, district and LEA leaders, this tool gives insight into building intentional, thoughtful relationships at the beginning of the year, ensuring students have what they need for success — whether they are entering school

for the first time, transitioning to a new grade, or navigating distance learning during a pandemic.

Part 2 D: Attendance and Re-Engagement

8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year. Mentors with Summit learning for MS, Buddies in LS, DPR Boost camp, looking to high a Culture support person who will focus on proactively engaging students, provided device for all students, having devices at school and home for MS students, Students will monitor attendance on a weekly basis and share with Instructional leadership team.

In school year (SY) 2020-21, we noticed that students had differing experiences with our programming for distance learning. Some students seemed to thrive while some students were disengaged and not showing success. Several factors helped us identify those students who were less engaged with distance learning. Those factors included student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity online; participation in class discussions. All students had access to school-provided equipment by Sept 1, 2020, and technology issues were addressed on an ongoing basis and when brought to a staff member's attention. In February 2021, we first began offering on-site learning options to students. We prioritized spots for disengaged students. Of those identified, 89% (188/211) returned to on-site learning, leaving 11% (23/211) students as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, the school is considering the following strategies: Summer Boost program with Department of Parks and Recreation, Extended School Year.

The LEA will review data on student engagement on the following basis: every other week

Parents will be notified through report cards, GOLD reports, MAP reports and feedback in Seesaw.

Accelerated Learning

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

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

Category	Approach	Yes
Standards	Taught a **narrowed or prioritized** set of standards relative to a typical school year	X
Scope & Sequence	**Adjusted** curricular **scope**	X
Assessments	**Adjusted** types of **assessments** administered	X
	Adjusted assessment administration **schedule and/or frequency**	X
	Adjusted use of assessment data for planning instruction	X

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

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

       X   English language arts (ELA)
       X   Math
       ❏   Science
       X   English language proficiency-

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

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

d. Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:
    i. Whether these goals are set by the assessment provider or are determined by the LEA; and
    ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and

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

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

Our LEA will offer the following formative and summative assessments to eligible students in the 2021-22 school year. Most of these assessments will be conducted three times during the school year: at the beginning of the year, the middle of the year, and end of year. Results will be used internally and with families but will not be part of school accountability. The following table provides an overview of our assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

a-c

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: 80% of students in PreK will meet or exceed expectation per the growth report from the fall to spring administration of the GOLD assessment in Literacy	Literacy	PreKindergarten	Teaching Strategies GOLD	*Sept 1-30; Jan 3-31; May 1-27*
ELA:At least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in reading based on NWEA MAP national norms by	Math	Kindergarten - 8th grade	NWEA Measures of Academic Progress (MAP)	*Sept 1-30; Jan 3-31; May 1-27*

June of each year				
ELA: Students will score at least a 7 out of 10 on the content reading assessment each quarter.	Reading and comprehension	5th - 8th grade	Summit Learning	Quarterly
ELA:At least 75% of Kindergarten through 2nd grade students will either demonstrate one year of progress (instructional levels) between fall and spring administration of the Developmental Reading assessment or score on grade level or higher (instructional level) on the Developmental Reading Assessment.	Reading and comprehension	Kindergarten-2nd grade	Developmental Reading Assessment	*Sept 1-30; Jan 3-31; May 1-27*
Math:80% of students in PreK will meet or exceed expectation per the growth report from	Math	PreKindergarten	Teaching Strategies GOLD	*Sept 1-30; Jan 3-31; May 1-27*

the fall to spring administration of the GOLD assessment in Math				
Math: Students will receive at least 70 % on end of unit assessment.		Kindergarten-8th grade	Eureka	*At the end of each unit*
Math:At least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math based on NWEA MAP national norms by June of each year	Math	Kindergarten - 8th grade	NWEA Measures of Academic Progress (MAP)	*Sept 1-30; Jan 3-31; May 1-27*
English language proficiency: students will increase their WIDA ACCESS score by one full level each calendar year.	Listening, Speaking, Reading and Writing	Kindergarten - 8th grade	WIDA benchmark assessment	*Sept 1-30; May 1-27*

d-e: Monitoring Progress, goals, and content.

     The goals outlined above are set by our school and are aligned with our Charter

School goals. We plan to document student data on these goals in a data dashboard created by our team. This dashboard will be monitored after each round by grade level teams as well as the instructional leadership team to ensure all students are making progress. Teachers and the Instructional Leadership Team will attend data meetings in grade-level teams to plan a more coherent action plan that best meets the needs of our students. Teachers will use the analysis of this data to make adjustments to whole group and small group instruction. This approach will be used by teachers at all grade levels to ensure that instruction is meeting students where they are and building on that knowledge to meet grade-level expectations. Our vision is for students to matriculate from our school with the mindset, skills, creativity, and commitment to equity essential in becoming globally aware and independently minded citizens. We are implementing a Response to Intervention plan to address students' needs in partnership with the Special Education Cooperation. This plan includes targeted interventions for students who fall below grade level in reading and math. These interventions will take place as push-in and pull-out sessions. Teachers and an RtI Specialist will be providing these interventions.

f Non-public collaboration

We currently have eight students enrolled in non-public schools. They are enrolled in Accotink Academy Therapeutic Day School, Children's Guild PG Chillum, Ivymount School Rockville, Kennedy Krieger Montgomery County, and Lab School of Washington DC, per OSSE's placement process.

We collaborate with non-public schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: .

The director of inclusion will work with non-public representatives to discuss and plan for how to meet students' transitional needs. The director of inclusion will assign a case manager/ special education coordinator to non-public placements to initiate an IEP Team meeting when either: (a) there is a lack of expected progress toward the annual goals and/or (b) the LEA anticipates that the student may need additional support and services or the parents request compensatory education. The LEA will share the accelerated learning plan with the non-public schools.

Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. After 4-6 weeks of instruction (virtual or in person), IEP Teams will consider individual student data to document recoupment of skills or persisting skill deficits. The LEA will work with non-public placements to ensure that parents are involved in the determination of accelerated learning planning for students with disabilities. The accelerated learning plans will be discussed and developed by the IEP teams and/or incorporated into the IEP depending on student need. If a parent requests a meeting to discuss additional support and services, the LEA will ensure that the non-public school responds to the parent request within 10 business days.

Part 3. B: Employing Intentional Strategies for Accelerating Learning

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

CMI has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use Powerschool and our data dashboard to collect, analyze and support our staff in addressing student learning needs. Our data manager will oversee the organization of this data and assist the team in interpreting the data to implement impactful instruction that accelerates learning of all students. See the table after Q12 for details about accelerated learning opportunities.

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

(note: This table combines the two questions above.)

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	X	In lower school we plan to adjust the instructional blocks to account for increased time in one subject/ content area. In middle school, we plan to build intervention time into the end of each class period. These new adjustments to the schedule will allow longer focused time in one content area. In lower school, teachers will be able to deliver a mini lesson to the whole group and then be able to utilize the longer time in small groups to differentiate the content to meet the individual needs of the students. In middle school, the additional time at the end of class will be used to practice skills and to collect data to determine the lesson for the following day. This additional opportunity to practice will help ensure skill mastery.
	After-school programming	X	We are exploring a tutoring program to offer as part of our afterschool program. We plan to incorporate additional academic learning time into our after school program. The tutors will work with students 1:1 and in small groups to practice skills they were working on during the school day. This targeted instruction will provide ongoing practice of skills to help students master skills.

	Longer school day	X	The school day will end in lower school at 3:30 pm and in middle school at 4:00 pm. The longer day for students will allow additional time spent on academic learning. This will allow for students additional opportunities to practice skills.
	Longer school year		
	Summer 2021 programming	X	We are offering Extended School Year during Summer 2021 to students as identified in their Individual Education Plan. We have also invited additional students who experienced difficulties with distance learning during the school year to participate in Boost Camp in collaboration with the Department of Parks and Recreation. We wanted to start right away with providing academic instruction to some of our students with the greatest need. This intensive five week program worked on goals from their Individual Education Plans and grade level skills. There was also time built into the days for social emotional learning. We want to provide ongoing academic support to ensure students have access to learning during the summer months.
	Summer 2022 programming	X	We will offer Extended School Year during Summer 2022 to students as identified in their Individual Education Plan. We plan to offer an intensive summer program to work on goals from their Individual Education Plans and grade level skills. There was also time built into the days for social emotional learning. We want to provide ongoing academic support to ensure students have access to learning during the summer months.
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring[5]		
	New curriculum purchase	X	We will implement a new reading curriculum for our middle school program. We will implement Summit Learning in conjunction with our International Middle Years Program. In kindergarten - 2nd grade we will incorporate

			'From Phonics to Reading' into our program. We plan to implement these two new curriculums to ensure our teachers have the right tools to support student learning. The Summit program is built on scientific research of how children learn. Students are given the time, support, and resources they need to master new material and apply what they've learned before moving on. Teachers see the day-to-day progress of each student, enabling them to meet students where they need support and help students advance quickly where they are most engaged. This approach ensures students do not get left behind. From Phonics to Reading is a comprehensive foundational skills program that supports students on the path to early reading and writing by providing a systematic instructional scope and sequence that uses Wiley Blevins' research-based Seven Key Characteristics of Strong Phonics Instruction. There is a focus on application and transfer to real reading and writing, rather than isolated skill work. There is active, thought-provoking phonics instruction that engages students in their learning every day. There is built-in differentiated instruction that supports all students through an embedded review and repetition cycle. These factors will ensure students are making progress with reading and literacy skills.
	New intervention program or support	X	We partnered with the SPED coop to create a comprehensive Response to Intervention (RTI) process. Our new RTI process will ensure that we are identifying students who are in need of additional support. We will be able to start interventions early. Research shows that early intervention is key to ensuring students continue to make gains in their learning.
	New uses of staff planning time for accelerated learning	X	We have added additional positions to our staffing for the upcoming school year, including an EL teacher and a bilingual teaching assistant.

			The addition of these two roles will ensure that we have teachers to support our growing EL population. Our EL teachers will have smaller caseloads to be able to meet the individual needs of the students. They will also be an added support to our families who prefer communication in Spanish.
	New professional development for staff on accelerated learning		
Staffing and Related Supports	Additional staffing Additional vendor	X	We have added additional positions to our staffing for the upcoming school year, including two additional instructional coaches. We have added two Urban Teachers ('21 residents) as co-teachers at 3rd and 4th grades. The two new instructional coach positions will ensure that our teachers receive more frequent feedback to improve their practice. Since the coaches will have fewer teachers that they support, they will be able to provide specific techniques and strategies to the teachers that will directly impact how students are learning in the classroom. The coaches will focus on maximizing learning time and differentiating instruction. We will be increasing the number of classrooms with the co teaching model of one inclusion teacher and one general education teacher. This model will provide two teachers in our 3rd and 4th grade classes to be able to support students.
	and/or community partner support	X	We will continue our partnership with Paving the Way (Community Based Organization) and the SPED Co-op. We want to be prepared to meet the social emotional needs of our students by having additional staff members available for counseling services. Many of our students have not been in school for 18 months. We want to ensure that we have enough staff to be able to support our students. Paving the Way will be able to offer resources to teachers and families.
	New hardware purchase	X	We purchased Promethean boards for all classrooms preschool- 8th grade. Our teachers will be able to create engaging lessons that provide opportunities for students to interact with the screen. Students will be able to share their work from their device. Teachers will be able to show various websites, capture student work, and

			utilize various apps. This will make learning more fun and encourage student participation.
	New software purchase		
Other	Tutoring	X	After 4-6 weeks of school, we will identify students who would benefit from targeted intensive tutoring. The tutoring will be an added opportunity for students to work on targeted skills. This additional practice will support student learning.

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Instructional leadership team which includes our Chief Academic Officer, Director of Lower School, Director of Middle School, and Director of Inclusion and our Director of Operations. We were able to glean valuable feedback from our teachers. They shared how they appreciated the weekly opportunity to meet for professional development and collaborate with other team members for planning. They learned tools and strategies to be successful in meeting the needs of the students. Link to August PD schedule.We plan to continue this practice for the upcoming school year. Another practice we plan to continue is for teachers to shares strategies and techniques that are working well in their classroom. This has been a great way to empower the teachers and facilitate a collaborative spirit among the team. We will continue to seek feedback from the team through surveys and 1:1 conversations. Using information gleaned from school year 2020-21, we are planning on supporting teachers through two weeks of Professional Development in August and then each Wednesday afternoon. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will *review results from informal and formal assessments, student behavior logs, student engagement, student in-seat attendance to determine if adjustments are needed.*

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress. *We encourage LEAs to submit any practices described in this response to the US Department of Education's Safer Schools and Campuses Best Practices Clearinghouse so that they can be shared with other states and LEAs.*

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. We intentionally kept small group sessions during distance learning and office hours; seesaw, devices at home and at school; electronic portfolios

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

NA

3.C: Special Populations

Students with Disabilities

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

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

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The LEA will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit:

After 4-6 weeks of instruction, the IEP Teams will utilize various data sources (e.g., screening tools, progress monitoring and outcome data, parent input, classroom observation, progress notes from ESY, etc.) to determine and document recoupment of skills or persisting skill deficits.

The IEP team will examine the student's progress compared to the progress of all students as well as data from prior to school closure. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities:

The IEP team will review timelines for IEPs and develop a priority list to complete the IEP or eligibility process for each student. The inclusion leadership team will work with the IEP team to evaluate, prioritize and address any noncompliance immediately.

The IEP team will use existing data to determine whether or not to continue IEP goals from the previous IEP year or update the goals. The inclusion leadership team will provide support to IEP teams seeking guidance on amending IEPs, if needed.

When identifying the strengths and weaknesses of students in the present level of performance, the team will discuss any social-emotional issues related to the COVID-19 pandemic, and include appropriate support and services. The social worker will work with the families to ensure that they have access to resources necessary in supporting children in the home environment. The school counselor/social worker and other members of the wellness team will create an action plan to assess, monitor, and respond to students' mental and emotional health, and ensure proper documentation of services.

When revising and updating the IEPs, the related services providers will ensure that the IEPs address social-emotional competencies and other critical skills necessary for students with disabilities to participate in the general education curriculum.

The inclusion leadership team will retrain staff on the special education process, data-based decision making, and high-leverage practices in special education to ensure that students receive high quality instruction and interventions. The leadership team will provide additional support in math as needed since declines may be steeper for math than for reading, based on prior research.

The IEP team will review the IEPs to determine if transportation-related services need to be updated or added. The team will make a plan for the safe transportation of medically fragile students.

The IEP team will document efforts of communication, meetings, and provision of services.

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	Same data that is used for all students Progress monitoring IEP from Q4 & ESY
How appropriate services will be determined or designed for students with disabilities	Convene meetings with parents within the first 4-6 weeks of school to determine what services are appropriate as well discuss plans to deliver compensatory services on an individual basis, if needed.
How accelerated learning will be scheduled and delivered to students with disabilities	In collaboration with Gen ed and Inclusion teacher & RSP's and paraprofessionals
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	Report cards, parent teacher conferences, progress monitoring through IEP

The LEA will ensure equitable access to educational opportunities across learning environments as described throughout this document. Specifically, CMI will ensure that students with disabilities receive equal access to interventions by:

After 4-6 weeks of specialized instruction, the IEP team will consider the individual student progress compared to the progress of all students and determine needed interventions or services. The IEP team will collect and analyze data to determine individual student progress. The inclusion leadership team will support the implementation of evidence-based interventions for students with disabilities.

The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by:

The inclusion leadership team will revise and share the "Continuum of Special Education Support at CMI" document with the teaching teams to make sure they understand the LRE requirements and how to make decisions that ensure students with disabilities receive FAPE in the least restrictive environment. The IEP team will select the placement within the continuum of alternative placements which is required to implement the child's IEP. The IEP team will consider any potential harmful effect of the placement on the quality of the services that the
child needs and on the education of other children.

The LEA will continue to support parent training for students receiving related services through distance learning by:

The team will enhance communication with families by scheduling ongoing check-in meetings with the parents. The team will ask the parents what they need to support their children at home and offer support whenever necessary. When a parent requests additional support and services, the team will convene an IEP team meeting to discuss the parent's requests. The parent will receive a response from the school within ten business days from the time the request was made. A Prior Written Notice (PWN) will be issued if the team declines such a request justifying the refusal. During COVID-19, some parents were furloughed, experienced job loss, or had to use sick or personal leave and may have a limited schedule of availability. To increase parent involvement in the special education process, the IEP team will continue to offer virtual meetings or availability to hold meetings outside of traditional work hours to accommodate some parents' work schedules.

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

a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;
b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;
c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;
d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;
e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and
f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

NA

English Learners

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

English learners will take the WIDA Screener or WIDA Model Benchmark assessment within the first 30 days to determine their level of English proficiency. The WIDA screener will be administered for all provisionally screened students during the 20-21 school year, as well as any newly enrolled potential ELs for the 21-22 year. For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening, which we will do by scheduling individual testing sessions with our EL teachers. Parents will be notified of their child's screening results and service delivery model within 30 days.

Once identified, ELs will have access to accelerated core content, as delivered to all

students, through the following: Once students have been evaluated with the WIDA screener or Benchmark assessment, and the ELA assessments appropriate for their grade level, the EL teacher will use this combined data to set goals for language acquisition and the development of grade-level literacy skills. The goals will be written based on the WIDA Can Do Descriptors and the grade-level Common Core ELA standards. The student will receive English language instruction through content-based EL support, delivered primarily through an inclusive, small group model within the general education classroom room. Pull-out instruction will be used only as needed to support individual students' growth. With this model, students will have access to accelerated instruction through our International Curriculum and ELA curriculum (LS - From Phonics to Reading; MS - Summit Learning). The EL teacher will use the dedicated small group time to target language acquisition and literacy goals, increase access to grade-level texts, and support the acquisition of academic language and grade-appropriate literacy skills. Continued monitoring of language acquisition will occur per our plan as described in question 10.

In addition to providing support from our EL teachers, many of our general education teachers participated in EL professional development through WestEd during the 20-21 school year and are now more prepared to support our ELs' progress within their classrooms.

Should we return to a distance learning scenario, we would provide EL services by continuing the model used during the 20-21 school year, by providing push-in content support, but also providing additional pull-out sessions for all ELs to support their daily engagement and progress.

Effective Use of Funds in the 2021-22 School Year

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

19.   **LEAs receiving ESSER III-ARP funds only:** Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC

Health guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

20. **LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will use at least 20 percent of its allocation for evidence-based interventions[1] to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

21. **LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses[2] of the funding.

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

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

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

To ensure all students, staff, and visitors, including those who are fully vaccinated, wear a non-medical face covering or mask while on school grounds, buses, and at school-related activities, we have developed the following policies. To ensure easy compliance with this policy, any member of our community who arrives without a face covering, loses or damages their face covering while attending a school activity will be provided a new one. The school will keep a supply of PPE, including masks, until such time as face coverings are no longer required at schools. In addition, the school will place signage throughout the building about how to properly wear face coverings.

Policy regarding masks or non-medical (cloth) face-coverings

- All persons will adhere to the DC mask guidelines. If our current plan conflicts with current or future DC guidance, we will adopt DC Mayors or DC DOH mandates.
- All persons will wear cloth face coverings at all times when in the building and on campus. If a person 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 the person to ensure that accommodations are met.
- This policy applies to the following groups:
    - Staff
    - Students
    - Parents

- ○ Contractors
- ○ Visitors
- ● Face covering requirements:
- ○ Face covering must cover the nostrils, mouth, and chin
- ○ Face coverings must not possess a valve
- ○ A person (except those with an accommodation) 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 except that face coverings with a valve are prohibited.
- ○ Wearing a face shield alone is not an adequate face covering. However, a face shield may be worn in conjunction with a face covering.
- ● 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 face covering 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 face covering 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.
  - ○ Exercise caution when removing face coverings.
  - ○ Face coverings should carefully be folded when not wearing (e.g., while eating).
  - ○ Store face coverings away from other people. They can be stored on a clean surface next to the student (e.g., a desk or on a napkin). They may be stored in a plastic or paper bag.
  - ○ If a face covering is stored on a permanent surface (e.g., desk), it should be disinfected afterward.
  - ○ Individual face covering should be identifiable to avoid confusion or swapping (e.g., lavel with initials).
- ● Face coverings are mandatory for the following groups:
  - ○ All persons in the building and outside unless one of the following exclusions is applicable.
  - ○ Staff, essential contractors, and visitors; if a staff member, essential visitor, or visitor has a contradiction to wearing a face covering, they should not participate in in-person school activities.
  - ○ Students must wear a face covering while on school premises, inside the building, on the bus, and while participating in school-related activities, except in the event of a medical or developmental contradiction.
  - ○ There are no exceptions based on vaccination status.
- ● Face coverings should not be worn in the following situations:

- While actively eating or drinking (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 face covering due to a medical condition or disability [doctor's note must be on file with the school nurse (students) and HR (staff)]
- 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 face covering is unavailable
- If giving a speech for broadcast to an audience, provided that no one is within six feet of the speaker
- If required to use equipment for a job that precludes the wearing of a face covering and the person is wearing or using that equipment
- If engaged in activities where there is a risk of burn or injury from use of a face covering (e.g., chemistry demonstration with an open flame)
- If lawfully asked to remove the face covering for facial recognition purposes
- If a student (preschool or prekindergarten) is napping

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

An exception to face mask orders with regard to students with disabilities due to sensitivity to material or covering face. Some students with disabilities, such as those with autism, have sensitivities to stimuli, particularly touch. This sensitivity may make wearing masks difficult or even impossible. According to the Centers for Disease Control and Prevention, masks should not be placed on anyone who has trouble breathing or who is unable to remove the cloth face-covering without assistance. This may include students with disabilities. The following standard operating procedures will be implemented.

Accommodations for medical or developmental contradiction

- For adults (non-students)
  - If an adult has a contradiction to wearing a face covering, they should not participate in in-person school activities.
  - Accommodations for staff will be made in accordance with our HR Handbook.
- For students
  - Inability due to a medical or developmental contradiction will not prevent participation in educational activities.
  - If a student cannot safely wear a face covering (e.g., a student is unable to remove his or her face covering without assistance), he or she will not be required to wear one. A doctor's note should be provided.
  - If a student cannot wear a face covering continuously throughout the day, he or she will be allowed to take a "mask break". During a mask break, a student should be at least six feet away from others, and preferably outside.
  - For students who have issues wearing a face covering continuously, families and staff should work with the student to help extend the time between mask breaks.

Policy for those refusing to wear a face covering

- This guidance applies to all refusing to wear face coverings but does not have a documented medical or development contradiction on file.
- As countermeasures to mitigate such issues and encourage compliance with our COVID prevention measures, we will adopt the following:
  - All staff, families and essential contractors sign a Code of Conduct.
    - The Code of Conduct highlights expectations of the school as well as those for individual community members.
    - Proper use of face coverings is one of the items explicitly covered.
  - Create a culture where masking is a norm and part of everyday activities.
  - Encourage self-expression by choice of face coverings (e.g., a dinosaur or superhero face covering).
  - Stock two sizes of masks (adult and child)
  - Create an environment where staff serve as role models regarding proper masking.
- CMI believes that ensuring health and safety is the responsibility of every adult in the building. As such, all staff will enforce our masking policies
- Staff with masking issues
  - Improper masking
    - Will be asked to adjust or offer a new CMI provided face covering by any coworker

- If do not comply, coworker may report to HR
- HR will issue a warning for the first offense and provide a CDC handout on proper mask wearing.
- For the second offense, staff will complete training about properly face covering wearing, which will include reading and signing a copy of DC's guidelines for masking and watching the CDC's video on proper mask wearing.
- For chronic offenses, staff may be asked to not come to work until staff can properly wear face covering in accordance with our HR Handbook.
  - Refusing to wear a face covering
    - CMI will provide a face covering
    - If a staff member refuses to wear a face covering, then he or she will not be allowed to enter the building and actions will be taken in accordance with our HR Handbook.
- Parents with masking issues
  - Improper masking
    - Staff will ask the parent to adjust their face covering or offer a new one
    - If it appears to be a chronic issue, staff will share a CDC handout on proper mask wearing.
  - Refusing to wear a face covering
    - CMI will offer a face covering. If the parent wears it correctly, then the issue is considered resolved.
    - If a parent refuses, then will not be allowed to enter the building and will have to be served outside or via phone
- Contractors/vendors with masking issues
  - Improper masking
    - CMI staff will ask the contractor to adjust their face covering or offer a new one.
    - If it appears to be a chronic issue, staff will share a CDC handout on proper mask wearing.
    - If it is a chronic issue, then the director of operations will speak to the individual as well as the contractor POC to devise a solution.
  - Refusing to wear a face covering
    - Staff will get the contractor's name and the name of the vendor and contact the director of operations or chief operating officer.
    - Director of operations (or chief operating officer) will inform the individual that he or she is not authorized to enter the building without a face covering.
    - Then the director of operations will follow up with the vendor POC to address the issue in accordance with the contract.

- All other visitors with masking issues
  - Improper masking
    - CMI staff will ask the visitor to adjust their face covering or offer a new one.
    - If a visitor does not adjust their face covering properly, they will be asked to leave.
  - Refusing to wear a face covering
    - A visitor refusing to wear a face covering will not be allowed to enter the building or asked to leave immediately.
- Students with masking issues
  - This policy is intended to ensure community safety while using opportunities of non-compliance as opportunities for student learning and growth.
  - Improper masking
    - General reminders
      - All staff will serve as role models and demonstrate proper masking for students.
      - Staff will remind the student to adjust correctly.
      - If the face covering is a poor fit, dirty or annoying the student, staff will offer a new clean face covering.
    - Escalated issues
      - If a student appears to be upset or having a non-compliant day, then the following actions will be taken
        - Staff will have an age-appropriate conversation with the student to identify the root cause and address the root cause.
        - If necessary, the student may be granted a 5-10 minute mask break. During a mask break, a student should be at least six feet away from others and preferably outside.
      - If the student is uncooperative, then the school director will get involved and work within our Conscious Discipline behavior framework to resolve the issue.
  - Refusing to wear a face covering
    - Staff will offer a new face covering and have an age-appropriate conversation about the need for masking.
    - If the above is ineffective, then the school director will meet with the student.
    - If the refusal is chronic, then a parent-administrator meeting will be held to work together to devise strategies (e.g., practice masking at both home and school) to address the issue.

Physical Distancing

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

CMI will embrace wearing face coverings, cohorting, adopting a robust asymptomatic testing protocol, and vaccination awareness program. In addition, each classroom will be organized to support students seated and standing at least 3 feet apart from one another (head to head). To the extent feasible, teachers shall stay at least 6 feet from students and each other. We are encouraging all staff and eligible students to get vaccinated, and will require masks. The school will not hold in-person assemblies until the guidance allows for this. During activities such as PE, recess, and during arrival and dismissal, the school will continue to have signage reminding students and staff to stand at the appropriate social distance for their age.

Below are specific policies in place to encourage social distancing:
- Arrival
  - The following doors will be used for arrival: Sherman North main door, Sherman North playground (back) door, and Sherman South annex door
  - The entry process consists of four steps:
    - Screening via Creative Minds pre-screen App or by staff member
    - Disinfect shoes
    - Disinfect hand at a hand sanitizing station
    - Proceed to assigned cohort
  - Carpool arrival procedure
    - Use the CMI pre-screening app. Prior to driving to school, complete the CMI app for the day.
    - Use the carpool lane during the designated drop-off window.
    - Wait in lot 5 if arrival prior to drop-off time.
    - Staff member greets the student and verifies that prescreening is complete or asks prescreening questions.
      - Students are cleared to enter if the app background is teal and today's date is displayed.
      - Note, if the background is orange, the student is NOT allowed out of the car.
    - Student 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.

- ■ Students are to practice social distancing and proceed directly to their assigned class.
- ■ Breakfast will be available in the classroom for those who want it.
  - ○ Arrival on foot, bike, or public transportation
    - ■ Students will enter via Sherman North playground door.
    - ■ Staff member greets the student and verifies that prescreening is complete or asks prescreening questions.
    - ■ Students are cleared to enter if the app background is teal and today's date is displayed.
    - ■ Note, if the background is orange, the student is NOT allowed out of the car.
    - ■ 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.
    - ■ Students are to practice social distancing and proceed directly to their assigned class.
    - ■ Breakfast will be available in the classroom for those who want it.
  - ○ Unsatisfactory prescreening
    - ■ If an adult is present, the student leaves the campus with the adult. Students must follow illness guidelines before returning (e.g., fever-free for 24 hours, etc.).
    - ■ If an adult is not present, parent or emergency contact will be called to pick up the student.
    - ■ Weather permitting students with staff supervision will wait outside. Student will be required to wear a mask. (Alternate holding space is the isolation suite.)
- ● Dismissal
  - ○ Dismissal times are staggered.
  - ○ Teachers escort students to the grassy field.
  - ○ Students wait for parents by cohort and maintain 3 feet of social distance.
  - ○ Students participating in ECD will transit to the classroom, once the hallway is clear of students not participating in ECD.
  - ○ In event of inclement weather, we will use our social distance inclement weather plan, which involves holding students in the classroom until a parent or guardian arrives.
- ● Classroom layout
  - ○ Classes will be configured to support 3 feet social distancing.
  - ○ To the extent feasible, the desks shall be arranged facing one direction.
- ● Lockers and cubbies
  - ○ Students will use lockers or cubbies.
  - ○ Staff will oversee locker use to ensure social distance is maintained.
- ● Hallways

- ○ The hallways are wide enough to accommodate socially distanced two-way traffic.
- ○ To ensure social distancing, the right-hand rule will be followed.
- ○ Students shall walk in single file hallways.
- ○ Cohorts will be supervised by a staff member when transitioning in hallways.
- ○ Hallways will be used for specific purpose and not for loitering.
- ○ Signage, including occupant traffic flow direction markings on the floor, will be used to indicate direction and social distance.
- ○ To the greatest extent feasible, cohorts will have staggered schedules to minimize cohort intermingling.
- ● Stairwells
  - ○ Except during arrival, dismissal, or an emergency, stairwells are one direction (see the 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.
- ● ECD and after-school activities
  - ○ Students will be cohorted.
  - ○ The policies and procedures outlined in this document also apply to ECD and after-school activities.
  - ○ To the extent feasible, school-day cohorts shall be maintained. However, students in ECD may be in a different cohort from their school-day cohort.
- ● Meals
  - ○ Meals will be served in the classroom.
  - ○ Face coverings shall be worn when not actively eating or drinking.
  - ○ A minimum of 3 feet of social distancing will be maintained.
  - ○ To the extent feasible, a social distance greater than 3 feet shall be maintained.
  - ○ If 6 feet of social distancing cannot be maintained, students shall face the same direction when eating.
- ● Bathrooms
  - ○ A minimum of 3 feet social distance will be maintained.
  - ○ All persons will wear a face covering in the bathroom.
  - ○ To the extent feasible, one cohort will use the bathroom at a time.

- ○ Bathrooms will be cleaned throughout the day, but not necessarily between each cohort.
- Recess
  - ○ A staggered recess schedule will be implemented.
  - ○ Each group will be assigned a specific area for their use.
  - ○ To the extent feasible, groups that naturally do not intermingle (e.g., Kindergarten and 4th grade) shall be assigned the same time.
- Naptime
  - ○ Cots will be arranged to maximize social distancing.
  - ○ A minimum of 3 feet social distancing will be maintained.
  - ○ To the extent feasible, 6 feet social distancing shall be implemented.
  - ○ Students will be arranged in a head-to-toe fashion.

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

Creative Minds will build upon our successful experience of reopening to students beginning in March 2021. Key features will include cohorting, code of conduct around health and safety signed by all members of the community (staff, families, vendors), daily health screenings for all, sentinel surveillance, robust cleaning, hand hygiene, logging all staff and visitors to support contact tracing as necessary. With regard to cohorts, we will adopt the following policy:

- A cohorting model will be adopted. Intermingling between cohorts shall be minimized.
- Cohort sizes will be established by considering health and safety, knowledge gained during in-person learning in SY20-21, and maximizing student learning and engagement.
- Each student will be assigned to one cohort. To the extent feasible, students shall remain with the cohort for both during school and before/after school activities (ECD).
- Teachers (lead, TAs, and DAs) shall remain within one cohort.
- Student wellness team (SWT), SEL team, and behavior team (e.g., counselors) and inclusion providers (e.g., OT, reading specialist),
  - ○ May interact with multiple cohorts throughout the day.
  - ○ Each small group shall be limited to one cohort at a time to the extent feasible. However, non-classroom teachers (e.g., counselors, reading specialists) may work with different small groups throughout the day.
  - ○ Staff shall keep of log of daily interactions
- Administration and operation team may interact with multiple cohorts throughout the day. Interactions shall be minimized to the extent feasible.
- Policies are designed to limit interactions with members outside of a cohort (e.g., cleaning policy).

- Cohorting will be maintained in hallways, stairwells, recess, lunch, and dismissal.
- We intend adopt the following cohorts:
    - ECE
    - Kindergarten
    - 1st grade
    - 2nd grade
    - 3rd grade
    - 4th grade
    - 5th and 6th grade
    - 7th and 8th grade
- Each cohort will be assigned multiple classrooms and can intermingle in their assigned spaces (e.g., students and teachers in 4th grade can go between the fourth grade classrooms throughout the day).
- As the number of fully vaccinated individuals increases and guidelines and recommendations from OSSE and DC Health evolve, these policies may be updated.
- The following strategies will be used to minimize intermingling of cohorts:
    - Staggered scheduling
    - Outside schedules shall be staggered to the extent feasible. To avoid intermingling, populations that naturally do not interact (e.g., kindergarten and 4th grade) may be assigned the same time but different zones of the playground.
    - Assigned bathroom by cohorts ; if a student needs to use an unassigned bathroom, Staff will confirm that bathroom is empty.
    - Follow right-hand rule in hallways and use hallways for a purpose (no loitering)
    - Each cohort will be assigned designated wings and floors (e.g., 5/6th grade cohort use 3rd floor Sherman Annex)
    - Meals will be served by cohort
    - Staggered dismissal times and assigned dismissal locations by cohort.

Handwashing and Respiratory Etiquette

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

Our policy for Handwashing and Respiratory Etiquette is below. CMI will reinforce frequent, proper handwashing strategies by staff and students with soap for at least 20 seconds. We will also include hand sanitizer that contains at least 60 percent alcohol throughout the school and in the bathrooms (see next question). All students and staff will the opportunity to wash hands, either with soap and water for at least 20 seconds or,

if not readily available or would compromise cohort isolation practices, hand sanitizer with 60% alcohol at the following times:

- Before and after eating
- Before and after group activities or student centers
- After going to the bathroom
- After removing gloves
- After blowing noses, coughing, or sneezing
- After coming in from outdoors

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.
- 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
  - After removing gloves
- 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 at the building entrances.
- 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).
- Demonstration of proper handwashing. Staff will work with students to demonstrate proper handwashing.
- Signage about proper handwashing will be displayed in bathrooms.

Respiratory Etiquette

As respiratory etiquette such as covering a cover is a common-sense measure for good health, the following policy will be implemented.

- Face masks will serve a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the mask coughs, sneezes, talks, or raises their voice.
- CMI will encourage staff and students to cover coughs and sneezes with a tissue when not wearing a mask. Used tissues should be thrown in the trash and hands

washed immediately with soap and water for at least 20 seconds, or if soap and water are unavailable, cleaned with hand sanitizer.

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

To support healthy hygiene practices, we have implemented the following:
- Hand sanitizer in all classrooms, offices and dispersed in the common areas.
- Each space has a spray bottle of disinfectant and paper towels.
- Every classroom and office space has tissues
- Every bathroom and sink area has soap and paper towels
- These items are checked daily by our cleaning crew.
- Once a week, our night crew electrostatically sprays the building.
- Each classroom has a box of essential supplies, which includes gloves, extra masks and other supplies.
- Each floor has a PPE kit.

Personal Protective Equipment (PPE)

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

Our PPE Policy is detailed below.

Personal Protective Equipment (PPE)

CMI supplies PPE to the community to facilitate a safe and healthy environment. To determine items included in PPE, CMI references the latest guidance for DC Department Health and the CDC to determine the appropriate PPE to provide. Below is an overview of our current policy. If our plan conflicts with current or future DC guidance, we will adopt DC Mayors or DC DOH mandates.

Standard PPE
- Face coverings
  - See Q1 in the Health and Safety Guidance for detailed policy.
- Face shields
  - Are not mandated in most situations.

- 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 a face shield must be worn in the following situations:
  - Where exposure to secretions is likely
  - When taking a person's temperature
  - If escorting a student who are known or suspected to have COVID-19 and the student is unable to wear a face covering
  - If supervising a student exhibiting COVID-like symptoms in the isolation suite

- 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.).

- Gowns
  - CMI provides gowns for specific scenarios as described below.

Scenario-specific PPE requirements

In certain scenarios, additional PPE is required to maximize safety. Below are some common scenarios and required PPE. It should be noted that this is not an exhaustive list.

- If cleaning or disinfecting
  - Gloves
- If bodily fluids or secretions are anticipated
  - Face covering
  - Gown/ long sleeve shirt
  - Gloves
- If a student is known to have COVID-19 or who is exhibiting symptoms of COVID-19
  - Surgical mask
  - Eye protection (face shield or goggles)
- Gown/coverall
  - Gloves
- If taking a temperature

- ○ Face mask
- ○ Face shield or goggles
- ○ Gloves
- If administering a COVID-19 Test
  - ○ N95 mask (with access to Respirator Fit Testing program)
  - ○ Eye protection (face shield or goggles)
  - ○ Gown/coverall
  - ○ Gloves

PPE supply locations

Supplies are coordinated by the director of operations. To request supplies, email frontdesk@cmipcs.org. To facilitate access to PPE, there are standard supply locations.
- Classroom essential supplies (one per classroom)
  - ○ Gloves
  - ○ Ice packs
  - ○ Extra cups for water
  - ○ Masks
  - ○ Bandaids
- PPE floor kit (one per floor with school director or front desk)
  - ○ Disposable gloves
  - ○ Blue face masks
  - ○ Orange sick masks
  - ○ Face shields
  - ○ Thermometer
  - ○ Alcohol wipes
- PPE isolation room kit (in isolation suites)
  - ○ Disposable gloves
  - ○ Blue face masks
  - ○ Orange sick masks
  - ○ Face shields
  - ○ Thermometer
  - ○ Alcohol wipes
  - ○ Disposable gowns
  - ○ KN95 masks

Maintain Clean and Healthy Facilities

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

The school will regularly clean, disinfect, and sanitize surfaces, toys, and materials in a manner consistent with District guidance on cleaning and disinfecting. 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;
- Routinely clean and disinfect surfaces and objects that are frequently touched;
- Upgraded all cleaners to cleaners and disinfectants;
- Supplies are readily available to staff but inaccessible to students, including the following:
  - Each space has a bottle of cleaner/disinfectant and a roll of paper towels (to be stored out of the reach of children
  - Disposable gloves
  - Broom and dustpan
  - Mop and bucket
- Train all cleaning personnel on how to mitigate to spread of communicable diseases and bloodborne pathogens;
- Train staff on how to disinfect surfaces (e.g., desks, pens and manipulatives)
- Doorknobs, light switches, classroom sink handles, and tabletops will be cleaned and disinfected daily;
- Cleaning crew, including day porters, will regularly clean and disinfect water fountains;
- Staff have clear expectations and training on their role to maintain a clean environment. Staff are expected to:
  - Maintain a clean and sanitary workspace during working hours, including when outside
  - Cleaning crew does not typically service classrooms or offices when occupied to maintain cohorting integrity
  - Clean and disinfect all desks before and after eating
  - Clean pens and other high-touch moveable items
  - Place rubbish and recycling in appropriate bins
  - Clean up spills in own space during working hours
  - On Friday, ensure all horizontal surfaces are clear before leaving
- 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.
- Manipulatives will be cleaned during the day as necessary by staff.
- 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.
- Mats/cots will be:
  - One specific cot will be assigned to each child
  - Cot bedding will be washable and laundered at least weekly or before use by another child.
  - May be stacked between uses
  - Will be disinfected at least once a week
- Cleaning of playground high-touch surfaces will be cleaned periodically.
- 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 but necessarily between each cohort.
- 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, if 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.
- *Electronics (e.g., tablets, touch screens, keyboards, copy machines remote controls)*:
  - When feasible, wipeable covers for electronics, to make cleaning and disinfecting easier.
  - To the extent feasible, students will be assigned the same device to use.
  - Follow manufacturer's instructions and recommendations for cleaning the electronic device.
  - For electronic surfaces that need to be disinfected, a product on EPA List N that meets the manufacturer's recommendations will be used. Many disinfection products for electronics contain alcohol because it dries quickly.
- Details about different scenarios of positive cases in the building are discussed in Q9.

9. Provide the LEA's cleaning and disinfecting protocols in the event that (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or (2) if the LEA is notified that a student, staff member or visitor who tested positive has been in the school. Include the LEA's plan to comply with specific required protocols for scenarios when it has been 24 hours or less since the sick person was in the school, as well as when it has been more than 24 hours but less than 3 days since the sick person was in the school.

Procedures after Suspected or Confirmed Cases of COVID-19

In the event of a confirmed COVID-19 case in a student, staff member, or essential visitor, the school should follow DC Health's Guidance on Cleaning and Disinfection for Community Facilities with Suspected or Confirmed COVID-19 as well as the cleaning and disinfection guidance from the CDC.

- Scenario 1:COVID-19 positive individual in the school building within the past 24 hours
    - Close, deep clean and disinfect all areas where the sick individual has been.
    - If a COVID-19 case is confirmed during the day AND the COVID-19 positive individual is in the building, the cohort should be dismissed and the room vacated as soon as possible.
    - If the COVID-19 positive individual is not in the building that day, then it is acceptable to remain in the room until the end of the day.
    - Staff supporting, accompanying, or cleaning up after a sick child should adhere to PPE best practices.
    - Once the room is vacated, wait as long as possible before entering the room to clean and disinfect (at least several hours).
    - Deep clean and disinfect the full classroom and any other spaces or equipment in which the ill individual was in contact, including the isolation room.
    - Electrostatically spray after deep cleaning should be considered.
    - Staff must wear a face mask and gloves for all steps of the cleaning and disinfection process. Staff should also follow additional PPE best practices as articulated in Q8.
- Scenario 2: COVID-positive individual was last in the building between 24-72 hours

- ○ Deep clean areas where the individual has been. Disinfection is not necessary.
- Scenario 3: COVID-positive individual has not been in the building for more than three days
    - ○ Special cleaning and disinfection procedures are not necessary.
    - ○ Normal cleaning and disinfection procedures will be followed.
- Scenario 4: Individual exhibiting COVID-like symptoms in the building but COVID status is unknown
    - ○ Deep clean and disinfect all areas where the sick individual has been.

10. Provide the LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies and to comply with the requirement that staff must wear gloves while cleaning and disinfecting spaces throughout the building.

As per our janitorial contract, our vendor, Bradcorp, is responsible to ensure that there are appropriate disinfection supplies in the building. The cleaning standards as well as ensuring health safety of all persons in the building are clearly defined in our contract. The cleaning crew uses the appropriate PPE, including gloves. Specifically, the contract states:

Vendor [Bradcorp] will provide its employees with all training necessary for the successful performance of the requested services. Training will include safety procedures; the proper use of all equipment and materials; and the proper procedures for the sorting and disposal of recyclable materials, compostable materials and waste materials. Training will include safe handling of blood-borne pathogens/vomit as well as training on best practices to mitigate the spread of communicable disease such as the flu, COVID and other diseases. Vendor will describe its training procedures to the Client at the Client's request.

Vendor [Bradcorp] will ensure that contracted staff receive all local, state, and federally mandated training, especially related to Occupational Safety and Health Administration (OSHE) requirements. Additionally, Vendor will adhere to and comply with all school required health and safety requirements which would cover use of masks, handwashing, keeping social distance, etc.

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

Ventilation

- We engaged with a HVAC expert and completed an assessment of the unique situation in our building.
- We have implemented a phased approach to fortify HVAC in our building
- Phase I (implemented in the fall 2020)
  - 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 the 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.
  -
- Phase II
  - Initiate a feasibility study about installing DOAS units using existing ducting in the attic spaces for Sherman North and Sherman Annex
  - 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.

Response to a Confirmed or Suspected COVID-19 Case

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

We adhere to OSSE's exclusion and return to school criteria.

Exclusion criteria include:

- A student, staff member, or essential visitor **must stay home, or not be admitted,** and must follow the applicable DC Health guidance for isolation or quarantine, if they:
  - Have had a temperature of 100.4 degrees Fahrenheit or higher or any of the symptoms listed above in the "Daily Health Screening" section of this guidance in the last 24 hours.
  - Are confirmed to have COVID-19.
  - Have been in close contact in the last 10 days with an individual confirmed to have COVID-19.
  - Are awaiting COVID-19 test results or have a household member who is awaiting COVID-19 test results.
  - Consistent with the DC Mayor's travel guidance, have traveled domestically in the last 10 days to any place considered high risk other than Maryland or Virginia, unless they did not attend school until tested for COVID-19 three to five days after returning to DC AND received a negative COVID-19 viral test.
  - Have traveled internationally in the last 10 days, unless they did not attend school for seven days, got tested for COVID-19 three to five days after returning to DC, AND received a negative COVID-19 viral test.
  - Students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms must not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that those specific symptoms are determined to not be due to COVID-19.
  - Provided that they do not currently have any symptoms consistent with COVID-19, an individual who has **tested positive for COVID-19 within the last 90 days or is fully vaccinated** may be admitted while awaiting COVID-19 test results, after close contact with someone with confirmed COVID-19, when a household contact is awaiting COVID-19 test results, or after travel.Any individual with symptoms consistent with COVID-19 must follow the exclusion criteria outlined above.
  - Provided that they do not currently have any symptoms consistent with COVID-19, an individual who **has tested positive for COVID-19 in the last 90 days or is fully vaccinated** against COVID-19 may be admitted

immediately after domestic or international travel. They should get a COVID-19 test three to five days after international travel. Any individual with symptoms consistent with COVID-19 must follow the exclusion criteria outlined above.

- If excluded, students (or their parents/guardians), staff, and essential visitors should call their healthcare provider for further directions.
- DC Health recommends that students and staff should get tested for COVID-19 if anyone in their household has symptoms of COVID-19, even if the student or staff member themself does not have symptoms. All members of the household should be tested at the same time. Individuals who are fully vaccinated against COVID-19 should only get tested in this instance if they develop symptoms.

Dismissal criteria include:

- If a student, staff member, or essential visitor develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students, staff, and essential visitors.
- For students, the school should:
    - Immediately isolate the student from other students.
    - The student should immediately put on an orange face mask or surgical mask.
    - Identify a staff member to accompany the isolated student to the isolation area and supervise the student while awaiting pickup from the parent/guardian.
    - The staff members briefly responding to the sick student in the classroom, accompanying the student to the isolation area, and supervising the student in the isolation area should comply with PPE best practices.
    - Notify the student's parent/guardian of the symptoms and that the student should be picked up as soon as possible and instruct them to seek healthcare provider guidance.
    - Immediately follow all cleaning and disinfection protocols for any area and materials with which the student was in contact,.
- For staff and essential visitors, the school should:
    - Send the staff member or essential visitor home immediately or instruct them to isolate until it is safe to go home;
    - Instruct the staff member or essential visitor to seek healthcare provider guidance; and
    - Follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

13.   Provide the LEA's plan to comply with the requirements to:

a. Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;

b. Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;

c. Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

Our COVID-19 point of contact (POC) is the director of operations and compliance. Our COVID POC will be in regular contact with families, staff, contractors, and vendors and report positive cases of COVID-19 to DC Health and is responsible to answer all individual questions regarding COVID.

Our reporting plan of applicable positive COVID-19 cases in a student, staff member, or essential visitor to DC Health will include both how staff, families, and vendors know to contact us when a member of our community has a positive test result. (see Q15 for details.) The COVID-19 POC will be able to receive calls throughout the day and into the evening hours. The COVID-19 POC may also proactively reach out to families of students, staff, and visitors who had symptoms or have been absent to inquire. All confirmed reports will be shared with DC Health in a means that is requested by them.

Ensuring that all staff and students learn as often on-site as possible, excluding students and staff with similar symptoms but no underlying case must be avoided. To this end, our COVID-19 POC may review all of our daily screening questions to ensure that students or staff with preexisting symptoms have not been exposed. In some cases, the COVID-19 POC may seek the counsel of a healthcare provider and will follow OSSE's exclusion and return to school criteria.

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

Daily health screening

- Each person is required to complete a daily health screening prior to entering the building.
- Staff
  - Daily health screening is part of the daily sign-in via the employee portal
- Students
  - Download our app (iPhone | Android) or answer these screening questions.
- Contractors, deliveries and visitors
  - The sign in process includes health screening questions

Daily tracking of those in the building
- Records of those in the building shall be accessible for at least 30 days.
- Staff
  - Daily sign in via employee portal will be used as the official log.
- Students
  - Official attendance records from our SIS
- Contractors, deliveries and visitors
  - Report of daily sign-ins by contractors, deliveries and visitors

To facilitate tracing of close contacts
The following documents will be used in the event of a positive case to facilitate accurate and timely contract tracing of close contacts.
- Class rosters
- Staff room assignments
- Assigned seating charts
- Interaction logs of staff who see students across multiple cohorts. Log information includes student name, date, time, and location of interactions
- When providing contact tracing information, a list of those who have voluntary disclosed vaccination status and are fully vaccinated.

Contacting DC Health of a confirmed positive case
- The director of operations is the COVID POC.
- Our COVID-19 POC will report all positive cases and contact with positive cases to DC Health, as described in Updated Final DC Health Guidance.
- The COVID POC will contact DC Health if a staff member, essential visitor, or student notifies the school that they (or their student) tested positive for COVID-19 if the individual was on school grounds or participated in school activities during their infectious period.
- Immediately upon learning of the positive case, the COVID-19 POS will notify DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website using the Non-Healthcare Facility COVID-19 Consult Form.
- The COVID POC will gather the necessary information to share with DC Health contact tracer to facilitate an accurate and timely process.
- If a person tests positive during our sentinel surveillance program, Elaine Ellis will notify DC Health directly.

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

Overview of our communication with stakeholders protocol

- Primary COVID point of contact (director of operations and compliance) answers all COVID questions for stakeholders.
- COVID POC and communications coordinator have worked together to draft templates for different potential scenarios. These templates will be used to convey critical information while protecting the privacy of the COVID-affected individual.
- 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 follow most-recent guidance regarding self-isolation and return-to-school criteria that includes vaccination-status as a factor.
- Letter distributed to the entire community from ED via communications team in English and Spanish, and other languages as identified on the Home Language Survey. Letter will be distributed by email distribution list
- IIn 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

CMI will comply with all OSSE related guidance in planning for responding to confirmed or suspected COVID-19 cases. We will comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion. We have adopted a conservative interpretation of OSSE's exclusion criteria to ensure the general health and safety of our community. Those failing the daily screening or exhibiting COVID-19-like symptoms without an alternate non-COVID diagnosis or doctor's note on file for a chronic condition are excluded until they meet the return to school criteria.

Our LEA also commits to dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting using the communication with stakeholders

protocol above.

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on the Family Home Language Surveys. We will communicate with families using multiple platforms, which may include:
- Newsletters
- Email bulletins
- Parent Square
- Social media
- Town halls
- Language Line
- Point-to-point

COVID-19 Testing and Vaccines

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

CMI employs a three-prong strategy to mitigate the impact. Strategy 1 focuses on prevention. Every community member is asked to sign a code of conduct, which clearly defines standards and expectations of Creative Minds and each member of our community. Strategy 2 is to promote vaccinations of all eligible individuals. Strategy 3 is to establish a robust sentinel surveillance program to monitor the health of our community in real-time. Below Strategy 3 is described in detail.

COVID testing

CMI-Elaine Ellis sentinel surveillance
- Intent
  - A well-designed sentinel surveillance program is one component to help keep the Creative Minds community safe. A high participation rate will help identify trends and possibly prevent community spread of COVID.
- Logistics
  - CMI partnered with Elaine Ellis in December 2020 to establish a robust sentinel surveillance program.
  - Currently, we conduct biweekly PCR testing at the school and is free of charge.
  - Results are returned to the individual within 36 hours.

- - Our program is scheduled to continue until June 30, 2022, but the frequency biweekly vs. weekly has yet to be finalized for the 2021-22 school year.
    - The program is open to staff, students, and all members of their households.
    - Testing and notification of positive cases are in accordance with DC Health's policy. Our program received a self-isolation waiver while waiting test results on Jan. 11. Details of the program can be found here.
    - All information is confidential. Only the COVID Point of Contact has access to information at CMI.
  - Participation
    - All participants must sign consent forms, the first time.
    - Staff must participate.
    - Students with consent forms on file will be randomly tested.
    - Family members are invited to sign up.
    - Testing frequency will vary according to vaccination status. Those who are fully vaccinated will be tested less frequently than those with unvaccinated or unknown vaccination status.

Student testing
- Symptomatic testing
  - Assuming that in-school symptomatic testing will be available for SY21-22, CMI will sign up to participate.
- Asymptomatic testing
  - In the advent that CMI determines to test students not in partnership with Elaine Ellis, we will follow the OSSE'S safety guidance and will follow DC Health reporting requirements.

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

Our LEA is supporting eligible students and staff to get vaccinated. We have one strategy for childhood vaccinations as mandated by DC laws and a different strategy to encourage everyone eligible to get the COVID vaccination.

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. CMI adheres to "OSSE's No Shot-No School" guidance.
- 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, CMI collects 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 the 20th school day of each calendar year.
- Exceptions for special populations are consistent with OSSE's immunization policy for SY21-22.
- 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 review immunization compliance on a monthly basis
- Students out of compliance are notified using DC Health for letters.
- Resources about local clinics and vaccination sites are provided to families via point-to-point emails.
- 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. Resources about local clinics and vaccination sites are provided to families via point-to-point emails, texts, or phone calls.
- 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

Strategies to encourage COVID vaccinations throughout our community

Currently, there is no COVID vaccination with full FDA authorization and no emergency authorization approval for a COVID vaccination for children under the age of 12. As this status changes, CMI will encourage and recommend the vaccine for everyone eligible to receive it. Specifically, we plan to implement the following initiatives:
- Community-wide social media campaign
  - Disseminate facts about vaccine safety and efficacy
  - Highlight benefits of vaccination, including personal (e.g., no need for those fully vaccinated to quarantine if a close contact of someone testing positive for COVID) and community (e.g., reduced risk of community spread)
  - Establish "Why I chose to get the vaccine" campaign where people can a voluntary share the reason (and a photo) of why they chose to get vaccinated
- Signed up to host a COVID and flu vaccination clinic at the school in partnership with the Vaccine Exchange on October 29. We have requested to host both

routine immunizations and COVID vaccinations once FDA approves a vaccine for children as young as two.
- CMI has implemented a routine asymptomatic testing program in partnership with Elaine Ellis. We plan to incentivize vaccination by testing fully vaccinated people on a less frequent basis.

Students with Disabilities

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

CMI will ensure that appropriate accommodations are offered to SWDs with respect to its health and safety policies and procedures by taking the following steps:
- Students with disabilities choosing in-person learning options
    - Policies for students with disabilities who choose in-person learning are detailed in this document.
- Students with disabilities requesting accommodations for remote learning
    - Due to the critical benefits of in-person learning and the robust health and safety protocols in place in our schools to support the wellbeing of students, staff and families, distance learning in the 2021-22 school year will only be available to students with a documented physical or mental health condition that requires distance learning due to COVID-19.
    - Students with a health condition that requires distance learning must submit a COVID-19 Medical Consent and Certification for Distance Learning, completed by the parent/guardian **and** licensed physician or nurse practitioner.
    - We will communicate this policy, OSSE's FAQs on this topic, and how to request a waiver via newsletter, social media, and point-to-point interactions.
    - We will defer to the students' primary care physician. If a medical professional certifies that a waiver is necessary, then the request will be granted.
    - Our director of inclusion will determine students who need special accommodations regardless if the request is initiated by the parent or the school.

Training, Technical Assistance, and Monitoring

19.	Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including:
a.	who will receive training and technical assistance;
b.	the topics that the training and technical assistance will address; and
c.	how and by whom the training and technical assistance will be delivered.
The table below outlines the training for health and safety policies by topic and stakeholder group.

Audience *(e.g. teachers, staff, front office staff, administration, COVID-19 POC)*	Topic	Trainer/ TA provider	Date Range (if available) *(e.g. summer, August 8-15)*
All Staff	Health and safety procedures/ cleaning standards	In house	August PD
Staff	Updates to health and safety procedures	In house	Monthly
Leadership	Training for safety procedures	In house	As needed
Families	Healthy and safety procedures & updates	In house	As needed Town halls

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

CMI only has one campus. The effective implementation of our plan will be monitored by the director of operations. Updates to policy or concerns regarding implementation will be shared with the leadership team. This team will work together to devise revised strategies to efficiently and effectively execute our health and safety plans.
- The following platforms are available to share updates, changes, and corrective actions will be shared with staff:
    - Professional development
    - Email
    - Point-to-point
    - Self-paced trainings
- In addition, the following platforms are available to share information regarding the implementation of our health and safety plans with our community-at-large, including staff, students, and their families:
    - Code of conduct, which all families are asked to sign
    - Signage in the building
    - Website
    - Social media (e.g., Facebook, Twitter, Parent Square)

- ○ Student handbook
- ○ Back-to-school and similar events
- ○ School newsletters
- ○ Point-to-point, if warranted
- ● CMI will proactively enact measures to reduce communication barriers, as detailed below in the next question regarding effective communication.

Communicating Policies and Procedures to Students, Families, Staff and Visitors

21. Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.

CMI plans to communicate key health and safety policies and procedures with students families and staff using the following means:
- ● Code of conduct, which all families are asked to sign
- ● Signage in the building
- ● Website
- ● Social media (e.g., Facebook, Twitter, Parent Square)
- ● Student handbook
- ● Back-to-school and similar events
- ● School newsletters
- ● Point-to-point, if warranted

To meet the needs of our diverse community and reduce barriers to communication, CMI plans to communicate the details on these topics using the following strategies:
- ● Provide information in languages that our community requires.
- ● Use the preferred platforms of our families (e.g., phone, What's App) to go between languages.
- ● In SY2021-22, we are rolling out a new platform called Parent Square. This platform will enhance our ability to communicate with families in their preferred language as well as centralize information for families.
- ● Utilize Language Line support or similar service, as needed, for point-to-point communication.