

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

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Background and Purpose

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

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

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

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

²These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

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

School Recovery Operations Plan

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

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

BASIS Washington, D.C., has developed a plan to clean and disinfect the building and ensure that this process is done in line with OSSE guidance. We have developed a schedule for ensuring that school facilities are cleaned and disinfected on a regular schedule, in light of their frequency of use, and method of cleaning. Items marked “Clean” and “Disinfect” are wiped with the appropriate solutions that follow EPA and CDC guidance on their ability to eliminate coronaviruses (e.g., with disinfecting wipes) or sprayed and wiped (with bleach solution). When a particular surface or space is sanitized, this refers specifically to the use of electrostatic sprayers or outside vendor equipment with CDC-compliant solutions used to cover both horizontal and vertical surfaces in one application.

Legend:

C, D = Clean/Disinfect

S = Sanitized using electrostatic sprayer or outside vendor equipment that meets guidelines

	Throughout Day	Daily	Weekly	Monthly
Surfaces (including handrails)	C, D	S		
Bathrooms (incl. sink handles)	C, D	S		
Door Handles		C, D		
Hallway floors		C, D		S
Staff Lounge Equipment including copy machines	C, D	C, D	S	
Health Office	C, D	C, D	S	
Desks, chairs, mats	C, D	S		

Additionally, the school is placing social distancing, handwashing, and cleaning protocol signage (including cleaning logs) in classrooms and shared spaces to remind students, teachers and staff of community cleanliness expectations.

The school has prepared and will implement not only safe storage of cleaning supplies, but also appropriate protocols for when different types of cleaning agents can be used. No cleaning products will be used near students, aside from disinfecting wipes, and hand sanitizer. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Shared bathrooms will be assigned to specific groups of students and staff. Each student will be limited to the bathroom on the floor in which their class is located. Bathrooms will be cleaned and disinfected throughout the day. Maximum occupancy signs and protocols will be in place for each restroom.

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

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s) according to the following protocols:

- If **seven days or fewer** have passed since the person who is sick used the facility, the school will follow these steps:
 - Close off areas used by the person who is sick.
 - Open outside doors and windows to increase air circulation in the areas whenever possible.
 - Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
 - Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas. The school cleaning vendor conducting cleaning must adhere to PPE requirements.
- If **more than seven days** have passed since the person who is sick used the facility routine cleaning and disinfection procedures will apply.
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The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting of the area. Electrostatic sprayers with approved cleaning solutions will be available to facilities staff to complete the cleaning work in the event that the school cleaning vendor is unavailable. Staff will adhere to PPE requirements.

Incident Response Planning

BASIS DC will have two COVID-19 Coordinators who will work directly with School Leadership as well as the Central Office support teams to assess any incident that arises.

Our Incident Response Plan is based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”). The response will vary and is different based on specific scenarios: Potential Exposure, Confirmed Exposure, and Widespread Exposure.

- Staff who display symptoms consistent with COVID-19 will be asked to immediately leave campus.
- Students who display symptoms consistent with COVID-19 will be moved to a waiting area designed to provide privacy and support. This area will be separate from the area used for routine health issues. Affected students’ parents will be asked to pick up their students as soon as possible.
- Students and staff that have a suspected or confirmed case of COVID-19 will be required to remain off campus, and their return to campus will be predicated on the guidance provided by the CDC and state and local health officials as outlined below.

Exclusion/ Dismissal from and Return to On-site Learning

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

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

- The person has had a temperature of 100.4 degrees Fahrenheit or higher, or any other symptoms associated with COVID-19 (including, but not limited to, cough, shortness of breath, sore throat)
 - Fever (subjective or 100.4 degrees Fahrenheit) or chills
 - Cough
 - Congestion
 - Sore throat
 - Shortness of breath or difficulty breathing
 - Diarrhea
 - Nausea or vomiting
 - Fatigue
 - Headache
 - Muscle or body aches
 - New loss of taste or smell
 - Otherwise feeling unwell
- Any member of their household is confirmed to have COVID-19, or
- Any member of their household is awaiting COVID-19 test results.
- They have traveled to a high-risk state or country for non-essential activities within the prior 14 days.

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

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

- 24 hours after the fever has resolved without the use of fever-reducing medication (e.g. acetaminophen and ibuprofen) and respiratory symptoms have improved; AND
- at least 10 days after symptoms first appeared, whichever is later; OR
- at least 10 days after a positive test (if a test was administered); OR
- the individual receives a negative COVID-19 test and meets standard criteria for returning after an illness; OR
- per their healthcare provider following DC Health instructions, including a negative COVID-19 test result, or documentation from a healthcare provider of an alternate diagnosis, and meeting standard criteria for returning after an illness.

If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19. These periods vary based on exposure and ability to isolate from COVID-19 positive individual as follows:

- 14 days from last exposure if able to isolate from COVID-19 positive individual;
- 14 days from the end of the COVID-19 positive individual's infection period ended – if unable to isolate from COVID-19 positive individual
- or as instructed by DC Health.

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

If any student or staff member has traveled to a high-risk state or country, as defined by DC Health, the individual must self-quarantine for 14 days upon return to the District of Columbia.

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

Use of Space

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

- Maximize spacing of occupants in each space and limit the occupants in any space based on the “Phase” per the DC Health requirement.
 - [Phase 1](#) - 10 individuals
 - [Phase 2](#) - 12 individuals (including teacher) plus one additional staff briefly added to the class as necessary to support individual student needs (13 total individuals)
- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Most communal spaces (like cafeterias) will be closed. Staff break rooms will be open to allow staff to use the restroom and get lunches, however break rooms will be limited to a maximum of two individuals at a time. When teachers and staff are in the break room, they are expected to wear masks (whenever possible) and maintain 6 feet of physical distance or otherwise vacate the staff room.
- The front office space will have a plexi-glass partition facing the lobby to ensure that there is a physical

barrier between the front office staff member and any parent who visits the school front office. Stickers are placed on the floor of the lobby to ensure that visitors in the lobby maintain social distancing. Reminders for required masks are posted visibly throughout not only the lobby but also the school hallways.

- Physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)
- Restrooms have physical occupancy limits to ensure that social distancing can be maintained when students use the rest room. Depending on the size of the restroom, capacity is clearly posted and indicator flags are used to signal to students planning to use the restroom whether there is sufficient space to socially distance within the facilities. Staff and faculty will work with students to train on this process and to ensure that maximum occupancy limits are respected in all school facilities.
- There is a separate, dedicated waiting area for students experiencing COVID-19-like symptoms. This area is away from the common areas (such as main office or restrooms), and accommodates both 6-feet between students and contains physical protective barriers that can be disinfected (plastic barriers) between students as well as staff. In the event it became necessary to accommodate more individuals and maintain social distancing, there is additional space that could be used for a waiting area. Any waiting area that was utilized by a person experiencing COVID-19-like symptoms would be cleaned and disinfected according to the protocols described in this plan.

Use of Hallway

During Phase 2 - Stairways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic at all times. Only 20 total students will be allowed into the hallway at any one time. Additional signage including describing safe hallway practices will be used as needed to provide direction and instruction for movement. Masks required signs, signs to queue no less than 6 ft apart (floor bubbles) and reminders to practice good hand hygiene are placed throughout the hallways.

Lockers will not be used by any students at any time.

During later phases stairways will continue to limit traffic flow to single directions. Multiple students will be allowed into the hallways during passing periods, however strict unidirectional traffic flow will be enforced. During later phases restrooms and lockers will continue to be off-limits. There will be a faculty supervision schedule for each hallway including a checklist for monitoring safe social distancing practices.

Space Changes for Daily Health Screening

Once students return to campus for instruction or in-person support, to ensure that the daily health screenings can be conducted safely, in a socially distanced manner, arrivals will be staggered based on the students' assigned building floors on which their classrooms are located. Students will have a designated area to queue for health screenings in a socially distanced manner (6-ft of space). Touchless hand sanitizers will be installed in these areas and staff will be assigned to verify attestation cards, check temperatures (using non-contact thermometers) prior to students entering the areas of the floor where classrooms are located.

Reopening Building After Prolonged Shutdown

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

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](#).

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

Our HVAC vendor has been contacted to help assist in setting up HVAC systems to improve ventilation in the building including:

- Increase air filters to as high as possible without significantly diminishing design airflow.
- Inspect filter housing and racks to ensure appropriate filter fit and check for ways to minimize filter bypass.
- Increase the percentage of outdoor air (e.g., using economizer modes of HVAC operations) potentially as high as 100% (where possible).
- Increase total airflow supply to occupied spaces, if possible.
- Run the building ventilation system even during unoccupied times to maximize dilution ventilation.
- Regular inspection of exhaust fans in restroom facilities will be conducted to ensure they are functional and operating at full capacity when the building is occupied.
- Where possible the school will disable demand-control ventilation (DCV) controls that reduce air supply based on temperature or occupancy.
- Where possible the school will use natural ventilation (i.e., opening doors) to increase outdoor air dilution of indoor air when environmental conditions and building requirements allow.

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

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

Physical (Social) Distancing

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

Traveling to and from School

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.

- Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
 - Maintain social distancing on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
 - Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
 - Avoid touching unnecessary surfaces and objects.
 - When surfaces and objects, such as crosswalk buttons, are touched use a barrier or apply hand sanitizer.

- Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
 - Maintain social distancing on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
 - Familiarize and stay current with transit system procedures for safety of passengers. Keep up-to-date on [DC Metro services](#).
 - Avoid touching unnecessary surfaces and objects.
 - When surfaces and objects are touched use a barrier or apply hand sanitizer after use.
- Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
 - Use masks in vehicles if students are carpooling with other families.
 - Maintain social distancing on the sidewalk as they walk up to the school building.
 - Use hand sanitizer after leaving the vehicle.

Entering and Exiting School Building

Entering the Building

All students, families, and staff, will be provided instructions for entering and exiting the school. Both outside and inside the building direction lines and separation standing spots will be posted.

Student entry into facilities will be staggered to reduce crowding. The school has three entrances two of which will be used for student entry. The main door will be used for parent questions and support. Student arrival times at entrances will be staggered by floor such that two floors of students have a ten-minute stagger in arrival time. Ex: students on the third floor will have an arrival time of 8:10 AM and will go through door A. Students on the fourth floor will have an arrival time of 8:15 AM and will go through door B. Students on the fifth floor will have an arrival time of 8:20 AM and will go through door A.

Students who are late to their arrival time will be required to wait and use the main lobby entrance only when there is sufficient space to ensure their safe socially distanced entrance.

Doors will be attended by three staff members and will be propped open. Two staff members will be supervising entry and performing health screenings as necessary. One staff member will be supporting with hand stamps and breakfast. All staff will monitor door security. Students will be required to sanitize hands at arrival.

During arrival students will be required to either present a symptom attestation, or undergo a health screening, including temperature checks. Students will have a laminated card that indicates by color if they have permission to take walk home on their own. Green for yes, red for no. On the front of both cards parents will have a spot to sign and date that the student is symptom free. If the student has their signed card with the day's date, they will be able to bypass the temperature screening. If the student does not have their laminated card, they will need to undergo a temperature screening. The school may also select students at random for temperature screenings.

All students when entering the building will receive a handstamp in washable ink. Families and students will be

informed that students are required to wash their hands sufficiently to remove the washable in stamp. The hand stamp will be checked by school staff before lunch periods to ensure proper hand washing.

After hand stamping, students will be able to select grab-and-go breakfasts and will be required to walk directly to their classrooms. In each classroom teachers will check for the presence of the hand stamp.

Exiting the Building

Students will be dismissed from the building by floor staggered five minutes apart as exactly described above including by door of entry. Students who do have permission to walk home will be directed to leave the vicinity of the building immediately and will not be able to wait for parent pick up within 500 feet of the building. Monitors outside of the building will enforce social distancing and will require students to depart from the building area. Students who do not have permission to walk home will be directed to after care until their parent arrives for student pickup.

Daily Health Screening

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

In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. Use of non-contact thermometers is required for all staff.

Staff will:

- Wash hands with soap and water for 20 seconds prior to beginning screenings.
- Wear a mask when interacting with students.
- Take the individual's temperature using a contactless thermometer.
- Clean the thermometer using disinfecting wipe and wait for it to dry before using again.
- Not have had any physical contact with the student in this process.

Grouping

The school will take measures in its scheduling and planning to achieve the following grouping practices during phase 2:

- The school will group students and staff together each day using a cohort model.
- There will be no passing periods (transitions), lunch will be in classrooms, and students will be assigned to classrooms with eleven students or less.
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.

In-School Dining

Students will have access to pre-packaged lunches, including plastic ware, napkins, and seasonings. Students who bring their own lunches will not be permitted to share.

- Students will eat meals in the classroom to avoid mixing in the cafeteria. Bagged meal distribution will be facilitated by supervising teachers prior to the dedicated lunch period. Breakfast will be bagged and distributed at arrival to be consumed in the classroom prior to the start of the first class.
- Students will wash or sanitize hands before and after eating, and may not share food, utensils, cups, or plates.

Students will consume meals in the classroom, under teacher supervision.

Meals for Students During Distance Learning

- BASIS DC along participates in the National School Lunch Program (NSLP) and will offer all eligible students bagged meals for pick-up during distance learning. Bagged meals will be available for the week on Mondays and Wednesdays from 8:30 AM until 11:30 AM. Students and parents received notification about the meal service using ParentSquare prior to the start of the school year.

Canceling, Eliminating Activities

All direct instruction will be virtual and no classes or gatherings below will occur in the building:

- Classes where students are likely to be in very close proximity (e.g., Choir or Band).
- Field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings, unless occurring virtually.
- Parent meetings will be conducted virtually unless deemed essential to be carried out in person.

Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date prior to fully enrolling a student. While a student may attend school for up to 20 days after enrollment without updated vaccines, if it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student affairs team to support the student in getting up-to-date immunizations. After 20 days of attendance, if families fail to provide updated vaccine records, the school may take action to exclude student from participation until appropriate steps are taken to remedy the deficiency in documentation.

Non-medical (Cloth) Face Coverings and PPE

All school staff will wear face coverings when in the building and when outside of the building in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, we will

work with all staff during onboarding to ensure that accommodations are available while maximizing student safety. Generally, BASIS DC will ask that staff and students provide their own masks, however the school will maintain a supply and can share them with staff and students when needs arise. In addition, if a staff member needs to interact with a community member of medium risk as outlined in OSSE's health guidance, the school will provide a face shield (or goggles), and gloves. If a staff member needs to interact with someone displaying symptoms, the school will provide and require the staff member to wear full PPE, including hair, face, and body coverings.

Students and families are also required to wear face coverings during arrival, dismissal, and at all times while moving around the school building except while eating or drinking.

Instances when face coverings need to be worn:

- Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.
- While visitors to the school should be strictly limited, should a visitor need to enter they must wear a face covering on the school grounds and inside the school buildings.

Ensuring the safe use of clean cloth face coverings:

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

Hygiene

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19. In addition to the procedures outlined above, the school will ensure that:

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

- All students will bring their own materials in designated and labeled bags or bins
- All student belongings will be separated and stored with the student at their own individual desk.
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment as available.
- Students and staff will be encouraged to bring their own water bottles.
- Drinking fountains use will be discouraged other than to refill individual bottles. Signage has been posted with reminders not to touch faces or bottles to the drinking fountains. Water bottle filling stations with sensors have been acquired and will be installed soon to mitigate the use of any drinking fountains to fill bottles.

High-risk Individuals

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 should notify their medical provider before participating in on-site activities. Consideration will also be made for live-in family

members of students or staff at high-risk where possible. Risk factors include those listed on the CDC website and may be updated regularly.

Exclusion or Dismissal from On-site Learning

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

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

- The person has had a temperature of 100.4 degrees Fahrenheit or higher, or any other symptoms associated with COVID-19 (including, but not limited to, cough, shortness of breath, sore throat).
- Any member of their household is confirmed to have COVID-19, or
- Any member of their household is awaiting COVID-19 test results.

- They have traveled to a high-risk state or country for non-essential activities within the prior 14 days.

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

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

- 24 hours after the fever has resolved without the use of fever-reducing medication (e.g. acetaminophen and ibuprofen) and respiratory symptoms have improved; AND
- at least 10 days after symptoms first appeared, whichever is later; OR
- at least 10 days after a positive test (if a test was administered); OR
- the individual receives a negative COVID-19 test and meets standard criteria for returning after an illness; OR
- per their healthcare provider following DC Health instructions, including a negative COVID-19 test result, or documentation from a healthcare provider of an alternate diagnosis, and meeting standard criteria for returning after an illness.

If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19. These periods vary based on exposure and ability to isolate from COVID-19 positive individual as follows:

- 14 days from last exposure if able to isolate from COVID-19 positive individual;
- 14 days from the end of the COVID-19 positive individual's infection period ended – if unable to isolate from COVID-19 positive individual

- or as instructed by DC Health.

If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then

the student or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should follow the scenario described above or seek guidance from their healthcare provider or DC Health.

If any student or staff member has traveled to a high-risk state or country, as defined by DC Health, the individual must self-quarantine for 14 days upon return to the District of Columbia.

Send Home Criteria:

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

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

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Alexander Rose-Henig, the Head of School, as the internal COVID-19 point of contact (POC). This individual, or his designee, is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department

- The school will notify DC Health if it receives a report that a student, staff member, or any individual who has entered the building has tested positive for COVID-19 by following the requirements published on the [DC Health COVID-19 Reporting Requirements](#) website by submitting the Non-Healthcare Facility COVID-19 Consult Form via [this link](#). Submission of this form will prompt an investigator from DC Health to contact the school's POC within 24 hours.
- The school will follow dismissal and other safety precautions if a positive individual came into close contact with others at the school.

Step 2: Communication to Families and Staff

- Communication protocols are in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:
 - Notification to all staff and families in the event of change of school schedule;
 - Notification to those staff and families of students in close contact with the individual, as determined by DC Health through its investigation, and an explanation of the requirement to quarantine for 14 days; and
 - Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected;
 - Education about COVID-19 signs and symptoms as described at <http://coronavirus.dc.gov>;
 - Guidance for Contacts of a Person Confirmed to have COVID-19, which is available at

- <http://coronavirus.dc.gov>; and
- Information regarding COVID-19 testing available in DC, which is available at <http://coronavirus.dc.gov>.
- These messages will be shared using internal communication systems.

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

- While contact from DC Health is pending the school will immediately evaluate whether the individual who received a positive COVID-19 test came into contact with areas currently occupied by students and staff within the last seven days, such as in cases where the individual was asymptomatic and therefore was not isolated, or if the individual was symptomatic and therefore was isolated from areas that are accessible to students and staff.
- School personnel will take steps to enact the appropriate closing, cleaning, and disinfecting protocols to ensure that mitigation strategies are employed in any areas to which an individual who tested positive had access before students and staff are allowed to return to those areas. If the school receives the report during a school day when the school facilities are in use and it is determined that the COVID-19-positive individual did not have access to areas occupied by students and staff, the cleaning and disinfecting protocols may be enacted after school hours.
- In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s) according to the following protocols:
 - If **seven days or fewer** have passed since the person who is sick used the facility, the school will follow these steps:
 - Close off areas used by the person who is sick.
 - Open outside doors and windows to increase air circulation in the areas whenever possible.
 - Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
 - Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas. The school cleaning vendor conducting cleaning must adhere to PPE requirements.
 - If **more than seven days** have passed since the person who is sick used the facility routine cleaning and disinfection procedures will apply.

The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting of the area. Electrostatic sprayers with approved cleaning solutions will be available to facilities staff to complete the cleaning work in the event that the school cleaning vendor is unavailable. Staff will adhere to PPE requirements.

Student and Staff Schedule

School will start on August 24th with students participating in 100% online instruction to meet the academic and safety needs of teachers, families, and students. Beginning October 5th (or when local health conditions make it safe for some students to return to campus), we will operate 100% online with the option of an in-person support model with an A/B hybrid schedule. In this model 100% of our instruction will be online, but families will get to opt into in-person support for their students. If conditions and classroom size limits permit, we will transition to the 'Families Choose in 2020-21' model, which allows families to choose between 100% distance learning at home or 100% in-person learning on campus.

For in-person physical support:

- Students will have the option to come to campus for in-person support two days per week on a cohort basis.
 - Cohort A will be on campus on Monday and Tuesday.

- Cohort B will be on campus on Thursday and Friday.
- Parents can choose not to have students on campus at all.
- Each classroom will be supported by two BASIS DC teachers or staff members, on a rotating basis.
- Opting into or out of in-person support will be available wide scale at the end of each marking period.

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times during a start of school pick-up day, with late pickup available. The student and family will sign an agreement to take care of the materials and follow school behavior policy. The same process will be repeated for checking in materials.

All instruction will be provided through the Instruction is delivered via Microsoft Teams (and Microsoft Office suite) & our internal SPORK platform. These apps are available on any of the following recommended devices: PC, Mac, or another device with Chrome web browser enabled. Devices must open pdf, mp4, and avi formats. Microsoft Office documents will be accessible to students automatically. The school will provide a recommended device to any student whose parents indicate that they do not have adequate technology at home.

Additional school supplies may be required, some of which will be provided by the school, some of which are regular school supplies that the school will ask families to purchase independently of the school as they would in typical school years. Support will be provided to families who are not able to purchase their own.

Oversight of Before and After and Extracurricular Activities

Early Bird (before care) and Late Bird (after care) will be staggered and spread out by student cohort to provide for physical distancing as well as to prevent unnecessary cross-interaction. Until local health guidance changes there will be no in-person extracurricular activities.

Instructional Delivery Plan

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

needed, to address the needs of every student in the LEA across learning environments.

This plan describes how BASIS DC PCS will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent in learning opportunity as in a traditional school year through synchronous and asynchronous remote and on-site learning opportunities. This plan was created with the three pillars of continuous education in mind, and therefore, high expectations, equity and access, and family engagement are at the core of the BASIS DC instructional delivery plan.

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

The plan may change throughout the school year based on factors such as students' performance and needs, family and staff responses to surveys, and DC's reopening guidance.

What Will a Structured Day of Distance Learning Look Like?

Distance learning will take place in Microsoft Teams, our primary LMS, which was chosen for its functionality and security. Students will be expected to sign into our systems and begin working at the **start of the regularly scheduled school day, which will encompass the same number of instructional hours as during a typical, in-person model**. Students will receive a distance learning schedule. The school will communicate to parents and students an attendance process that must be followed each day. Parents who need a flexible option for participation (i.e., non-standard school hours) will be asked to submit an exception request. Exceptions will be time-limited but may be renewed.

While students will be expected to be in front of a device at **set times during the day**, course content is structured to allow for students to watch pre-recorded instruction (e.g., short lecture, demonstrated practice problems) and then work on independent practice (even away from the computer). Teachers will be **available by chat during these times** to assist students with the material, answer questions if students need assistance, or organize a live session to assist students or lead a discussion or practice session.

- **Grades 5–8:** Core courses, at minimum, will have daily pre-recorded content, assignments, and regular assessments with weekly live interactions. While the course schedule will list a standard duration, the entire time may not need to be spent in front of a device.
- Specials will have reduced frequency of active structured time (for teacher check-ins, assignment distribution, discussion, etc.) with an expectation for independent work. This will allow families to determine what time of day is best to complete art projects, music assignments, and PE exercises, for example.

Grades 9–12: All courses will preserve their daily schedule, with set instructional times when students are required to participate, and opportunities for live, simultaneous sessions dependent on lesson content, activity type, and scheduling constraints. Teachers in both core and elective courses will post lecture recordings and assignments based on in-person instruction. Teachers will dedicate specific class periods of the week to problem-solving sessions.

We believe that providing our students with structure and expectations for participation will ensure that they are making progress and stay on track for the duration of distance learning. It will also give them dedicated time to devote to particular courses while ensuring that the teacher can start a live session if needed.

During Phase 2 - Teachers will provide 100% of their instruction online, and maybe asked to provide in-person support to students in the building.

School schedule options

When school starts on August 24th we will open under the 100% online. On October 5th we will continue online instruction with an in-person support model. When local health conditions permit, we will transition to the 'Families Choose in 2020-21' model, which allows families to choose between 100% distance learning at home or 100% in-person learning on campus five days a week.

In-person support

This option is open to all students whose parents are emergency workers or who otherwise determine that sending their child to a structured learning environment provided by the school is necessary for his or her continued growth and development, including, but not limited to, students with disabilities and English learners. In this option, the student will attend remote learning via synchronous and asynchronous instructional methods on the digital platform five days a week. They will be under adult supervision on campus two days a week.

100% online

This option is for students who are immune compromised or who have a family member who is immune compromised or whose family would prefer that the child not attend school in-person. In this option, the students will experience remote learning from home five days a week via synchronous and asynchronous instructional methods on the digital platform. This learning option requires students to be logged onto the computer engaging in activities at the same time as their peers.

100% online with asynchronous exemption

Parents who need a flexible option for participation (i.e., non-standard school hours) will be asked to submit an exception request. Exceptions will be time-limited but may be renewed. In this option, the students may experience learning from home five days a week via only asynchronous learning on the digital platform. This learning option does not require students to be logged onto the computer at the same time as their peers, but does require the same work to be completed.

Personnel

During distance learning, core content in grades 5-8 will be taught via asynchronous instruction provided by OCi mentors who will create digital content for online learning of the BASIS Charter Schools Curriculum. The lessons themselves will be delivered by the regular classroom teachers. Additionally, classroom teachers will be able to adapt and augment the OCi-created content to enhance learning for their students. Teachers will also be available during class times to provide support. OCi Mentors provide pre-recorded lessons, lesson templates, assignments, assessments, and grading rubrics for either direct distribution to students (in a limited number of cases) or for teacher use in the case when all or many students at a local school are in distance learning. These materials will be in video format (MP4), Microsoft Office document format (.doc, .ppt, .xls) and/or PDF. Links to external resources or materials may also be used so long as these respect applicable copyright laws.

The classroom teacher will be responsible for all of their scheduled students. The classroom teacher will have OCi mentor resources available for the 5-8 core courses as described above. The classroom teacher is responsible for delivering online content, grading, and monitoring student progress. The classroom teacher is also responsible for working with the Special Education Coordinator to deliver accommodations and modifications in line with students'

plans via the online medium. The classroom teacher is also responsible for weekly scheduled live sessions, virtual student and parent hours, and answering parent emails. For non-core classes, classroom instructors will be responsible for resources to both in-person and distance learning students. In grades 5-8, for non-core classes, classroom teachers may elect to provide project-based learning materials that span multiple days with at least once weekly live sessions; this is at the teacher's discretion as long as the activities meet subject-specific instructional minute requirements.

For foreign language in grades 7-8 as and all courses in grades 9-12, classroom teachers will be responsible for the instruction of both in-person and distance learning students. Equipment will be provided to high school teachers to assist them in recording their in-person instruction for distribution to their distance-learning students, to help reduce the amount of separate preparation required. In these courses, students will follow typical daily class schedules for direct content instruction that may be delivered via both pre-recorded and live lectures. Through a blended model of asynchronous and synchronous delivery of remote instruction, BASIS DC high school students will continue to receive rigorous instruction that prepares them for Advanced Placement tests and postsecondary opportunities.

Instructional hours

Students will have structured daily schedules where they are expected to participate in learning for a particular class during a designated hour. The part of this course that will be direct instruction vs. pre-recorded content, independent work, or guided practice will vary based on the materials to be covered that day. Students may also participate on a flexible schedule if they inform the school, but will remain responsible for meeting assignment deadlines.

Structured Daily Content Delivery

Content delivery will be a combination of direct or pre-recorded instruction, independent practice, and guided practice for students. The amount of daily work associated with these courses will be equivalent to the minutes of standard in-person instruction excluding study hall and lunch, which are at the student's discretion to move to other parts of the day (during non-structured time, but gaps in the student's schedule exist for participating in these). In grades 5-8, additional minutes for courses with reduced structured daily schedule will come from project-based activities that the students will be able to carry out in non-structured time, but that require effort equivalent to the reduction in minutes. In grades 9-12, students are expected to participate in the standard 50-minute period blocks of instruction for every course that is offered at BASIS DC although not all 50 minutes of each class period will be in the form of either live or pre-recorded direct instruction.

Sample Minutes in 5th Grade:

5 x 50 minutes for Math, Intro to Science, Physical Geography, English

3 x 50 minutes for Latin 1A, Classics

1 x 50 minutes for Music, Performing Art, Visual Art (as applicable)

1 x 50 minutes for PE & Sport

Project-based or independent activities or assignments in place of direct structured time:

2 x 50 minutes for PE & Sport

1 x 50 minutes for Music, Performing Art, Visual Art (as applicable)

Professional Development

During the summer teachers received training on the instructional model and the functionality and use of the LMS. Ongoing communication, training, coaching, and technical assistance will continue up to and after the start of the school year to ensure teachers are fully equipped to deliver the BASIS Curriculum in the distance learning environment while ensuring their students have necessary access to promote learning with the same high standards as our in-person instruction. The training focused on content delivery and checking for understanding. In addition, all staff will receive continuing opportunities for professional development during our regularly scheduled staff meetings. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote.

Each day, teachers and leaders will have access to the IT department, behavioral support specialist, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-site and remote.

New teachers received a 1-week long training, Summer Institute, held virtually via Microsoft Teams and Microsoft Live. All Non-Teaching Staff and school leaders received 2-3 days of training and development over the summer via Microsoft Teams and Microsoft Live. In addition, the school will be providing 1-2 weeks of “onsite” training, held virtually this year through Microsoft Teams. Training topics include school rules and policies, compliance training sessions, grade level & subject level sessions, as well as sessions specific to this unique year. BASIS.ed is providing training videos on Microsoft Teams and Best Practices for Teaching Online to school leaders to aid in developing/distributing training sessions to teachers. BASIS.ed is also providing two 4-part series of videos to teachers to aid in mastering online teaching.

Continuous Improvement

Monitoring Engagement, Interventions, and Student Support

Teachers are responsible for working with school administrators including Deans and Directors to review student information, progress and engagement and to supplement information from formative assessments.

BASIS DC tracks student engagement and participation in the following ways:

- Students are to return completed work daily and weekly to be graded. The BASIS DC teachers and Student Support Team review gradebooks weekly and reach out to students/families who are not returning work or who submit incomplete work.
- BASIS DC receives daily SPORK for All usage reports, which include active course attendance and login information, and supplement the review of student participation via discussions and assignment completion in Microsoft Teams. The support team can view classes for student participation and contributions and can view prior instruction recordings. This information is stored weekly.
- When engaging in synchronous learning, teachers will download classroom attendance and will log class attendance as normal.
- Each staff member is assigned specific families to call as appropriate to check-in and provide support. These calls are done by a member of the staff fluent in the family’s primary language as listed by OSSE where possible (English, Spanish, French, and Mandarin).

The teacher is always the primary source of contact for students who are not engaged. If student engagement is low, interventions are initialized by the Student Support team to determine the root cause, and if necessary, provide the support to ensure continued engagement. Interventions include the weekly calls and, if necessary, wellness checks requested by the school. In addition, the school is making virtual counseling available to families, as appropriate, by the school counselor and school psychologist on as needed basis.

Due to the structured daily schedule offered during distance learning, student participation in courses during the scheduled time is monitored, although flexible options exist for students to complete work after hours. Depending on patterns that may be noted in student engagement, academic progress, and social-emotional well-being, classroom approaches to instruction (delivery mode, content type such as live lessons, prerecorded videos, digital written materials) will be reassessed regularly, both as part of general faculty and staff meetings, grade and content area meetings, and in response to parent feedback, where appropriate.

Once in-person instruction may resume based on local conditions, students will be able to switch back to in-person support at the end of each grading period or trimester. Students may have to switch to online only instruction at times other than the beginnings and endings of grading periods if they are suspected of COVID, must self-quarantine, or if circumstances around COVID-19 infections in our local communities shifts significantly (e.g., state mandates, emergency orders, etc.). Teachers and staff may also recommend to parents to switch depending on student progress and engagement in distance learning.

The school regularly engages in school-wide data analysis of student performance on a range of academic and social-emotional factors. That analysis will be disaggregated by schedule type (when in-person support is feasible) to confirm that instruction yields equitable results for student learning and growth.

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

Assessment and Promotion Policy

A. Assessment

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

- **Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?**

Other (identify vendor)

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

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

BASIS DC will assess students with a combination of external and internal assessments to measure learning loss and to monitor progress during distance learning.

These are dependent on grade level and are administered as follows.

Grade 5. At the beginning of the school year (September/October), students will take the [Fastbridge](#) benchmark assessment in Reading and Math along with internal assessments in core subjects. The Fastbridge assessment will be administered online. BASIS DC will also conduct our internal BLTs, which are administered three times per year and measure student progress in identified topics in Math, Science, and English. These tests are normed inside the

BASIS Charter School network and administered every year. If circumstances permit, the BLT will be administered in person in the Fall by bringing in only students who are testing on select days. If this is not possible, the assessment can be administered online using our learning platform. Teacher-written internal assessments will also be administered via our distance learning platform and will utilize an assortment of strategies to maintain test integrity, including an increased focus on free response assessments, timed tests with multiple versions to ensure test integrity. Additionally, since cameras are available on most distance learning devices (including those issued by the school), the teacher has the opportunity to proctor the assessments administered by requiring students to turn on their camera during an assessment. Students who opt not to do so may be required to test in person. Turnitin.com may also be enabled to monitor internet plagiarism or duplicate submissions of the same work.

Grade 6-8. In addition to formative assessments conducted by teachers that follow the strategies described above, students in grades 6-8 are required to take Cumulative PreComprehensive and Comprehensive exams in all courses except electives, Logic, and Physical Education. The exam is comprised of a common and a native portion. The common exams are designed, audited and approved by the BASIS.ed Academics Division in cooperation with BASIS Curriculum teachers, Subjects Advisors and Question Advisors. The common portion of these exams is worth 50% of the exam grade, except in foreign language. The native portion assesses students on teacher-specific content, and is worth 50% of the exam grade (except in foreign language where it is 100% this year). The PreComprehensive Exam (administered in January/February) also serves as a formative assessment to examine the progress of the students in the curriculum as compared to their peers within the network, and the results can be used for academic support. Teachers use these exams to identify topics that may need to be retaught. The Comprehensive Exams then provide a summative assessment on the same topics in May/June. In this unusual year, we plan to administer these assessments, in person, over a period of several days while the remainder of the students in the school continue to work online only. If we cannot do so safely, we will administer them to all students via a lockdown browser, at home.

Grades 9-12. Students in these grades will complete regular free-response assessments and longer written assignments that can be submitted online. Teachers will use exams in the first month of school to identify knowledge gaps from the previous year's instruction. Just as discussed in the Grade 5 section, measures will be taken to ensure test integrity and Turnitin.com may be used to monitor internet plagiarism or duplicate submission of the same work by different students (within and across the network). Students in these grades will also take Final Exams (May/June) and Advanced Placement Exams (May/June), which may be administered online or in-person depending on the local conditions at the time of administration.

Assessment Integrity

BASIS Charter Schools shall abolish the "no harm" grading policy used in the Spring of 2020. BASIS DC has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning.

First, all families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments. Turnitin.com integration may be utilized to review all student work for plagiarism.

The second part is a change in school formative assessment practice. In order to remain focused on the purpose and benefits of assessments, most internal assessments will be developed with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the Internet, books, and/or other resources.

Using the learning platform, students will take regular closed and open book assessments to the highest extent possible. Teachers will assign timed assessments as they would during the regular school year and according to each

teacher's syllabus. School instructional leaders will continue to audit the teachers' classroom instruction and provide support to ensure that courses are on track to meet the BASIS DC required learning objectives.

B. Promotion and Graduation

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

BASIS DC is not changing its promotion policies in grades 5-8. The promotion policies are summarized below.

In Grade 5, to qualify for promotion, students must earn a minimum BASIS Final Course Grade of 60% and/or Grade P (Pass) in all courses or projects taken during the year. Final Grade Reports show the final cumulative average grade for each class at the end of the year and a grade-point average (GPA) calculated as a percentage. In grades 6-7, students must earn a minimum BASIS Cumulative Course Average (average of the grades for all 5 Grading Periods) of 60% AND a minimum grade of 60% on each Comprehensive Exam (described under Assessments) to be promoted to the next grade level. In grade 8, students must also earn a BASIS Cumulative Course Average of at least 60% as well as a Comprehensive Exam score of at least 60% in every subject, as well as at least a Pass (P) on the SPNU scale during the Project Term. The 8th grade Comprehensive Exam assessments include English 8, Math (most frequently Algebra II), Biology, Chemistry, Physics, Economics, History, and Foreign Language.

BASIS DC is not changing its course promotion policies in grades 9-12. These policies can be found here: <https://dcpcsb.egnyte.com/dl/bIXEs9ZAuG/>. In question 8, we explain how graduation requirements will be modified for the Class of 2021 only. Grading policies for all grade levels will continue to be decided by classroom teachers and communicated through the teacher's syllabus.

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

Considerations may be made for students whose AP exam opportunities were negatively impacted due to COVID-19, in accordance with our charter and our Board of Trustees policies and resolutions.

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

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

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

- How is the student's presence authenticated daily using the LMS?

- 10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure**

- What constitutes sufficient engagement in the LMS for the student to be marked present?

BASIS DC uses Microsoft Teams and SPORK for All (an internal LMS platform) for student participation. Additionally, the school conducts daily assessment of attendance using Microsoft Forms self-attestation, which verifies student identity based on login in the learning platform while also collecting a time/date stamp for when the student began participating in learning activities for the day. In addition, activity logs in SPORK for All are also collected and stored when a student joins and leaves a scheduled activity. These are used to validate submission from Microsoft Forms and as part of monitoring student engagement in distance learning. Additionally, anytime live instruction takes place, the teacher will verify which students are in attendance; however, participation in these sessions may be substituted with engagement in coursework related activities such as assignments that are due (such as quick content check-ins, do nows) or larger assignments and problem sets. Completion of any of these assignments will also constitute class attendance for that student and will be entered into the SIS. These modes will be compared to produce a daily attendance value for the student.

As students should be actively engaged for approximately 8 hours each day. Students who fail to log in, participate in sessions, or complete work for the day without parent notification of the reason the student will not participate will be considered unexcused absent.

In addition, each family is assigned one member of staff who calls as appropriate to check-in and provide support as mentioned above.

During in-person support or on-campus instruction, families will receive an automatic email and text message if their student is not in attendance in the building. During distance learning, all families will receive an automatic email and text message if their student has not signed in by 8:40 AM.

Teachers and school leaders will contact absent students and families by email and phone to determine reason for absence and determine what is needed to ensure future attendance. Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

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

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

that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

BASIS DC will collect and store logs of class access reports in SPORK for All, Microsoft Teams logins, and student self-attestation of attendance. In the event of an audit, OSSE would be given access these stored logs. If needed, BASIS DC could also provide OSSE evidence of student engagement in the form of submitted work. However, due to online submission, those work samples may not be in the student's handwriting as has been the case in previous years.

Whole Student Support

A. Student Support

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

Below are several interventions for students’ social-emotional and mental health needs during continuous learning and school recovery.

- Teachers will embed social-emotional and wellness checks within daily lessons.
- Teachers will provide opportunities for social-emotional connection both in-person and online through the implementation including opportunities for students to interact with each other in a digital video format.
- Teachers and administrators will conference with families and if necessary, refer students to the mental health team for support.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used inside and outside the classroom.
- The mental health team will create tele-health options for students to call and schedule sessions with school counselors.
- The mental health team will make referrals to neighborhood family and support collaboratives for families in need of additional social-emotional and mental health support.
- School teachers and administrators will follow standard procedures associated with mandatory reporting if applicable based on distance learning interactions with students.

ACADEMIC SUPPORT PROGRAM

Thresholds for a full review of students by the student support team will continue to be maintained from all previous school years, with the addition that students who do not attend the virtual platform will be asked for parent meetings at which time the team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content.

The Academic support program will also continue as “normal.” One of the central tenets of the School’s educational philosophy is to create independently motivated students. The Academic Support Program is one of the general education tools BASIS Charter Schools use to support the growth of academic independence in students. Academic Support Advisers work closely with students to instruct them in effective use of resources and help organize and train students to seek academic help from teachers.

Students are primarily placed on Academic Support when they display systematic deficiencies in turning in assignments, producing quality assignments, or they are failing to perform at a passing level on assessments. Additionally, students may be placed on Academic Support when they first enter BASIS DC, following an extended absence, or when they need close monitoring for a variety of reasons. Academic Support Placement is always temporary, and the goal is to “graduate” students from the program as they take more and more responsibility for seeking out academic support on their own.

B. Behavior

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

- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**

- **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

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

Important Definitions

- Discussion board - Section of the school platform where users can submit or read messages.
- Chat - A window used for conferencing between two users or small groups.
- Virtual Lesson – Live interaction between students and teachers, the equivalent of in-person direct instruction or intervention.

Expected behavior

Whether in-person or online, students are expected to follow the code of conduct outlined in the Parent-Student Handbook and all school policies as well as their teachers' classroom rules.

Communication and Student Engagement	<ul style="list-style-type: none"> • Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. • Students must follow all classroom and school expectations for using audio and video during classroom meeting times. • Students must mute their microphones when they are not speaking and while others are speaking. • Students must refrain from sharing inappropriate content anywhere on the platform. • Students must follow the same rules for whole group class meetings while in breakout rooms. • Students must report to classroom meetings on time and remain in classroom meetings until dismissed by the teacher. • Students must not post any private information for themselves or others such as addresses, phone numbers or passwords. • Students must refrain from any forms of bullying, discrimination, or harassment, threatening or abusing others.
Logging into the Platform	<ul style="list-style-type: none"> • Students must keep their username and passwords in a safe place and must not share them with others. • Students must log into the platform using their own log-in information. • Students must log into the platform daily for classroom meetings, announcements or to submit assignments.
Student Work	<ul style="list-style-type: none"> • Students must complete work on time following the guidelines requested by the teacher for submission. • Students must submit their own work and provide citations for work created

by others.

- Students must communicate immediately with their teachers via chat message in the platform or via email if they have questions or require any technical support.

Taking Care of Physical Equipment

- Students must treat all school property with care.
- Students must keep food and drinks away from the equipment.
- Students must report any damage to school equipment as soon as possible.

Monitoring of Student Behavior

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Teachers will communicate concerns with parents by e-mail, phone, or ParentSquare message.

Consequences for Failing to Meet Behavior Expectations during Distance Learning

Failure to meet teacher expectations during distance learning is the equivalent of failing to meet teacher expectations for behavior in an in-person setting and will be governed by the rules set forth in the Parent-Student Handbook, school policies, as well as classroom rules.

School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any behavior-related changes to students' access to the digital platform by email, phone, or ParentSquare message.

If students do not follow expectations for communicating respectfully with school staff or other students:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students' audio, video or chat privileges on the platform. The student will maintain access to pre-recorded materials and distributed assignments in the event that this action takes place.
- Teachers may temporarily limit students' ability to post content on digital platform chat or discussion boards. The student will maintain access to pre-recorded materials and distributed assignments in the event that this action takes place.
- If these interventions are not successful in changing students' behavior, school staff may temporarily assign students to access only pre-recorded materials and assignments without the opportunity to participate in live meetings or discussions.

If students use the digital platform inappropriately, such as share their username/passwords, intentionally misuse the digital platform or log in as another user:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- School staff may change the method of delivery of asynchronous materials, but students will maintain access to pre-recorded content and assignments.

If students engage in cyberbullying or share inappropriate images on the digital platform:

- School staff will conference with families about school expectations not being met.
- School staff may change the method of delivery of asynchronous materials, but students will maintain access to pre-recorded content and assignments.
- Depending on the type of content shared or the seriousness of the offense, local law enforcement may be alerted to the inappropriate conduct.

These modifications to distance learning are designed to ensure that students will not be excluded from distance learning.

Special Populations

13. Describe the LEA’s plan to serve students with disabilities, including:

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

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

BASIS DC is committed to meeting its obligation to make a free appropriate public education (FAPE) available to students with disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), as well as ensuring students with disabling conditions as described in Section 504 of the Rehabilitation Act have available the related aids and services described in their 504 plans.

Whether in 100% remote instruction or remote instruction with in-person support, we will continue to make special education and related services and related aids and services, respectively, available to the greatest extent possible, in accordance with OSSE’s July 2020 guidance. The school will make specially designed instruction (SDI) and related services available to students with disabilities using virtual platforms in which students can receive individualized or small group instruction and services, as appropriate, to allow students to access the general curriculum. Students’ individualized education program (IEP) and 504 teams will be convened, as appropriate to make any needed amendments to ensure students’ programs/plans are appropriate given the remote learning environment. Classroom teachers will be provided information about students’ individual needs and necessary accommodations and modifications to ensure that students are afforded the supports described in the IEPs and 504 plans, respectively, during online instruction. In addition to the individualized supports and services in their IEPs and 504 plans, students with disabilities will be able to participate in the general student support opportunities, such as student hours. As with any typical school year, students’ IEP teams will be convened to address any lack of expected progress or other matters.

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

Each Learning Specialist (special education teacher) has their own private TEAM within our distance learning platform that their students are able to access. These TEAMS are used by the learning specialist to provide SDI, as appropriate. In these TEAMS, Learning Specialists make SDI and other supports available to meet students' individual needs in a variety of ways, just as they would during in-person services, including working with students on understanding academic content, working on annual goals, providing supports and "check-ins," as well as offering support with technological issues. They provide modifications and remediate lessons when needed. Learning specialists also attend their students' virtual "live sessions," and work with the general education teachers so they can provide supports. Students who have dedicated aide support receive check ins and academic support sessions, as appropriate.

Our related service providers will use ZOOM to provide related services (counseling, occupational therapy, and speech). Occupational therapists and speech providers will build service schedules that allow them to make students' services available in accordance with the anticipated frequency and duration described in their IEPs, to the greatest extent possible. The school psychologist will continue to provide counseling services, including 1-1 sessions and daily check-ins, as appropriate.

Procedures are in place to ensure students' IEPs and 504 plans are reviewed in a timely manner and revised as appropriate. Evaluation timelines are closely monitored to ensure students are evaluated in accordance with IDEA and DC requirements. Special education staff are making arrangements with families to hold meetings and share documentation through virtual means, email, phone calls, etc.

Support staff is in regular communication with family members with disabilities. Our families of students who are hearing impaired will receive emails from support services about their children at least twice weekly. During these email conversations we check in with the families and make sure we make available the assistance they need to allow their students' access to their services and the general curriculum.

Guidance and support to parents will be sent to all parents via ParentSquare to ensure they have the latest guides, information and tips to help their students participate in online learning as smoothly as possible. IT support is available to assist with technology disruptions to using the LMS and teachers and school leaders are trained to assist families in understanding how to access content and engage with the LMS.

Although the school was able to largely maintain continuity of services during remote learning in the spring, students' progress toward annual goals and in the general curriculum will be tracked and considered to determine whether loss of educational benefit occurred and if so BDC will make compensatory education available, as appropriate. As with any services decision for children with disabilities, whether and to what extent compensatory services are appropriate will be determined on an individual basis based on students' unique needs.

While the school does not currently have any students who are experiencing homelessness, the School takes its responsibilities under the McKinney-Vento Homeless Assistance Act seriously. The school has a designated homeless coordinator who, under the supervision of the Head of School and with support from the Director of Compliance, is responsible for determining whether a student qualifies under McKinney-Vento and coordinating appropriate supports and removing barriers to enrollment and attendance. Likewise, the school does not have any students in the care of the District of Columbia, but would work with appropriate agencies, and others, to ensure students could access educational services. The school has taken steps to ensure students, including students with disabilities and students who do not have personally owned devices or internet access are engaged and able to fully participate in learning, including having a free appropriate public education available. If any students should become eligible under McKinney-Vento or be taken into the care of DC while the school is operating under remote learning, school personnel would work with the students, their families, guardians, and/or appropriate agency personnel to ensure necessary access to devices and connectivity, educational services, and general education curriculum in order to remove barriers to attendance and engagement in learning. If such students were still unable to access learning opportunities due to their circumstances, the school would meet with students and their representatives upon return to in-person learning in order to determine whether there was a loss of educational benefit that requires compensatory education to mitigate any deficits.

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

We recognize the importance of ensuring that English Learners (EL) can access the BASIS Charter Schools Curriculum, so despite the small EL population BASIS DC has a dedicated, full-time EL Specialist who works directly with EL students, their teachers, and their families to set language goals and plan appropriate supports. Under the Inclusion/Collaborative Teaching model used at the school, the EL specialist works directly with the classroom teachers to plan and deliver instruction to address the students' needs. Most instruction is provided in the general education classroom using this collaborative model, which ensures EL students can experience and learn the rigorous BASIS curriculum, but students may be pulled out as appropriate to ensure they receive necessary support and instruction. Additionally, EL students can access the same variety of student support opportunities available to all students and our teams understand that that child find obligations extend to EL students, as well. This program model is the same whether in-person or online but strategies have been put in place to ensure program viability in a remote environment.

As part of the commitment to offer the same world-class education online as we do in person, this summer the BASIS Charter Schools network held network-wide intensive training for EL Coordinators led by the EL Subject Advisor and the Director of Exceptional Student Services and Federal Programs that focused both on understanding the obligations to our EL students and delivery of content, as well as how to successfully support EL students in a remote learning environment. The EL specialist and general education teachers received training on how to provide instruction via Microsoft Teams and the EL specialist can schedule individual meetings with EL students, as needed to ensure they receive instruction and support. Our school has worked hard to ensure that students have access to devices and connectivity needed to access remote learning. Regular professional development is available to ensure the EL specialist and general education teachers are competent with online instruction and IT support is available to staff and students s technical problems do not undermine instruction.

Our EL specialist will work with our EL students in their general education "classrooms" (TEAMS). They will modify assignments in needed classes and remediate assignments as needed.

- **Math:** EL specialist will use online tools, access OCi mentors' lectures and materials and participate in live student support sessions or synchronous classes, modify written language in math work when needed, and use communication tools in the LMS to work with students on a regular basis.
- **Reading:** The EL specialist will obtain texts on the students' levels and set up a times to read through materials with students so things in the reading can be clarified.
- **Writing:** The EL specialist will modify writing assignments so they are EL appropriate. This includes chunking larger assignments, providing pictures as a part of the directions, and graphic organizers to help the learner organize his or her thoughts.

EL students' progress in the curriculum and progress in the language domains of reading, writing, listening, and speaking are regularly monitored so data-driven decisions regarding students' needs can be made.

To ensure that non-English speaking family members are able to access the content to support their students' learning, we will have someone who speaks that student's native language communicate with the family, if available. Currently, we have a small EL population and have a member of staff that speaks each language.

Technology Policy

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

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

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

Equipment

Students and staff will receive the following equipment:

AN = As needed to ensure that every student has access to a device

E = Everyone

	5-8	9-12
Computer or tablet	AN	AN
Hotspot	AN	AN
Calculator	AN	AN

Software

Students and staff will have access to the following software. For software managed directly by BASIS.ed and BASIS Charter Schools, access is restricted to credentialed users with BASIS.ed issued usernames and passwords.

AN = As needed

E = Everyone

	5-8	9-12
Microsoft Teams	E	E
Microsoft Office 365 Suite	E	E
Turnitin.com	E	E
SPORK for All	E	E

Peergrade IO	AN
Albert IO	AN
AP Classroom	AN

Training

For equipment and software, BASIS DC will provide training for staff, students, and families as needed. Additionally, BASIS DC administrators and staff will be trained to provide technical support and the BASIS DC Technology Coordinator will help manage access concerns and issues with malfunctioning equipment. Additionally, the Technology Coordinator may escalate issues that are unable to be resolved locally to the BASIS.ed Central IT team.

Families will receive multiple communications around our distance learning program including:

- Personalized invitation to the SPORK for All and Microsoft Teams applications with user-information and secure log-in provided by the school.
- A Microsoft Teams user guide.
- Access to videos and tutorials for the SPORK for All and Microsoft Teams applications.
- Guidance from classroom teachers around Microsoft Teams assignments, including recorded training videos and handouts.
- School wide training on the Microsoft Teams application

Where possible, students will be expected to retrieve devices and hotspots at the school. At the time of pick-up, students will receive a brief orientation and a reminder of the materials available to support them with their devices. If families not able to retrieve equipment from the school, arrangements may be made for drop-off or shipping. Training, expectations and care of equipment will be provided virtually in such cases.

Troubleshooting

BASIS DC has an on-site Technology Coordinator who is responsible for trouble-shooting major issues. Teachers and administrators will resolve minor software issues and confusion. Families will be required to turn in broken equipment on-site for repairs.

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

Some devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites. However, monitoring student device activity is fundamentally the responsibility of the parents. All devices will have parent controls possible if the parent enables them. All devices will be tied to unique student log-ins for monitoring inappropriate activity. All devices allows school personnel to remotely login to the device, update its software or disable the device entirely. Parents are encouraged to also enable content filtering on their at-home wireless networks and content providers.

Remote Learning Limitations on School-Provided Devices

School devices and platforms should be used only for school purposes. Students will be responsible for bringing devices to and from the building if participating in in-person support. Generally, school devices and passwords to those devices should not be shared.

- If a piece of equipment goes missing, or is broken what it will be the families responsibility to cover the cost of the replacement device
- all school provided software be accessible only with log in credentials. The device itself will also require log-in credentials.

- New software be not be able to be downloaded onto the computer by the family/student.

Family Engagement Policy

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

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

Communication Frequency: Families will receive at minimum *weekly* communication from the school through ParentSquare with information that is relevant regarding distance learning, school social activities, the lunch program and any changes in reopening expectations.

Methods of Communication: Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, digests through ParentSquare and on-demand notification through social media channels and individual outreach. On ParentSquare, general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FRPM applications) is available 24/7. When students are able to return to campus, signage regarding COVID-19 will be posted throughout high traffic areas in the school building, office, and surrounding areas.

Contact Information: Current and prospective students will be able to find all information on how to contact school administration and staff. Directory information was also distributed to families via ParentSquare.

Family Resources: Families will be able to find the Parent/Student Hand Book, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources. Families will also receive technology training resources via ParentSquare.

Food Programs: In accordance to OSSE guidelines, all required information about BASIS DC's food program will be available to families on a monthly basis. Information about food programs during distance learning are communicated via ParentSquare and are also available at the school site.

Soliciting and Incorporating Parent Feedback: In addition to the survey conducted by the District, BASIS DC also conducted its own summer survey about parent preferences about returning to in-person instruction. Based on the results, BASIS DC developed a hybrid approach with in-person supports until it was deemed not to be safe to do so due to local conditions. Our survey assessed student access to technology, the need for in-person supervision, and participation in the lunch program. BASIS DC also collects parent feedback by more informal means including parent messages to teachers and administrators and regularly reviews with the team as well as with Central Office staff valuable input from the parents. For instance, when deploying technology for instruction, the school admin team took parent feedback into consideration as it worked to improve on technical support processes and established clear points of contact for different types of assistance. Throughout the fall (and as long as applicable), BASIS DC reassesses plans and protocols based on OSSE provided operating guidelines and DC Health Metrics. Prior to reopening for in-person instruction, BASIS DC will resurvey parents regarding their preferred format and revise plans, as needed, for in-person supports (e.g., hybrid schedule) and full in-person or virtual instruction based on

operating conditions on the ground at that time. For now, BASIS DC plans to complete the first grading period (ends 10/6/2020) via distance learning only.

Unexpected Facilities Closure/Operating Status Communication Plan: The school's operating status (open, closed, weather delay, et. al.) will be communicated through ParentSquare. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised through ParentSquare. ParentSquare posts allow the school to send text message or email notification to parents either immediately or at a prescheduled time. The message will also be posted on the school website. Unexpected closures that may also be communicated via direct outreach to families via email and robocall, as appropriate.

Expectations for Family Training and Participation: Parents and students received training regarding beginning of the year distance learning expectations via ParentSquare message. The message described the structured daily schedule, provided instructional videos for connecting to the technology needed for instruction, and included frequently asked questions to help students and parents tackle any technology challenges. Then, during the first day of school, administrators provided technology training to be delivered by the teachers, reviewed expectations for participation, engagement, and provided an overview of the technical support process. Student participation was validated via Microsoft Teams and Microsoft Forms until procedures were internalized and content instruction could proceed. In distance learning classes during the first week of school, teachers provided course-specific overviews of student expectations (including assignment completion, student and parent hour offerings and technical support escalations). School administrators also have regularly scheduled check-ins (often weekly) with specific families each in order to ensure engagement and assist families with any challenges that arise.

New Teacher and Student Introductions: The school may host new student and new parent nights including 5th grade new student orientation via Microsoft Live Events. Additionally, students will have the opportunity to interact with other students in live sessions during the school day using both video and audio. For new teachers and administrators, BASIS DC will send the applicable parents a ParentSquare notification to introduce the staff member or teacher, and will host parent and student hours virtually to give parents and students the opportunity to interact with the new teacher/staff member. Lastly, BASIS DC will continue to host town halls and parent focus groups to connect families to each other, and the school.

Student Learning, Feedback and Grades: Links to the Microsoft Teams and SPORK for All platforms will be available for students and families to access (provided in a Parent Square message). Student report cards, progress reports, and updates from teachers will be distributed via secure message on ParentSquare or will be mailed. Specific performance conversations and grade updates will be carried out via Parent Hours and individual student interactions inside Microsoft Teams. Students will get regular feedback on formative assessments, assignments, and virtual class participation using Microsoft Teams including grades, teacher comments, and requests for parent conferences. Teachers may also contact the parents via e-mail regarding specific areas of concern and will follow-up to ensure the receipt of progress reports and report cards as needed.

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEA Name: BASIS DC PCS

LEA Leader Name: Alexander Rose-Henig

Date: 10-14-2020 11:17 AM