

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

LEA Name: Briya PCS
LEA Contact: Christie McKay
LEA Type: Pre-K ; Adult
Date Generated: 10/06/2020

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)?

School Recovery Operations Plan

Cleaning, Disinfecting, Sanitizing

Regular Cleaning Schedule

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

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops, bottle fillers, classroom telephones and laptops)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See [CDC's guidance for safe and correct application of disinfectants](#).
- Cleaning providers will place signage in any spaces where Briya staff are responsible for cleaning reminding staff of cleaning protocols (e.g., copy machine).
- Develop and implement a schedule for increased routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., art supplies, toys, games) will be limited and cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.
- Use of shared objects (e.g., art supplies, toys, games) will be limited and cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished.
- The school will implement safe and correct storage for cleaning and disinfection products. Briya will use the specific Data Safety Sheets for each cleaning product used and follow guidance on proper storage. Those details can be found on site in the DSS binder that is kept in the office.
- No cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

****No use of nap mats in Phase 2. Mats will be maintained and cleaned as described below once put in use.*****

- Mats/cots may be stacked between uses if they are cleaned and sanitized appropriately before stacking.
- Mats/cots and bedding are to be individually labeled and stored if they have not been sanitized.
- Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.
- Bedding will be washed and laundered at least weekly or before use by another child.
- In the event space is used at Briya for an aerosol-generating procedure (e.g., tracheostomy suctioning), that room will only be occupied by the student or staff member engaged in the treatment. Staff will use appropriate PPE as identified in the Appendix and follow all other guidelines to prevent the spread of a virus.
 - The room will be closed for 24 hours after the treatment to allow respiratory droplets to settle, then cleaned and disinfected prior to next use.
 - Briya will work with families and the school nurse to identify opportunities to transition the schedule for tracheostomy suctioning to before or after school, if medically appropriate. Currently, no enrolled students receive these treatments.
- Spaces in which oral or nebulized medication has been administered will undergo routine cleaning and disinfection.
 - Students who receive nebulized treatments will be strongly encouraged to replace the nebulizer with oral inhalers whenever possible.
 - If students cannot use or do not have access to an inhaler, Briya will provide nebulized treatments outside, if feasible and weather permitting.
 - Briya will work with families and the school nurse to identify opportunities to transition the schedule for nebulized medication administration to before or after school, if medically appropriate.
- Briya does not have an onsite health suite; we partner with Mary’s Center for all health services.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean, D = Disinfect, S = Sanitize

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		C, D	S		
Classrooms	C, D		S		
Doorknobs		D	S		
Hallways	C		D		S
Elevator buttons			C, D	S	
Desks, chairs, mats				S	
Bathrooms		C, D	S		
Light switches			C,D,S		

Toilet handles		C,D,S			
Sink handles/faucets		C,D,S			
Windows				C,D,S	
Railings				C,D,S	
Telephones in classrooms			C,D,S		
Thermostats			C,D,S		
Water/Bottle fillers		C,D,S			
<u>Toys/Shared educational materials</u>			C,D,S		

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 students and personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following the identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The school cleaning team will be notified and asked to conduct a thorough cleaning and disinfection.

In addition to these routine cleaning requirements, the following protocols apply in circumstances in which a student or staff member becomes ill.

- Student or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:
 - Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.
 - Once the room is vacated at the end of the day, perform deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.
 - Staff supporting, accompanying, or cleaning up after a sick student or staff member must adhere to PPE requirements as articulated in the Appendix.

Relatedly, If a student becomes ill while on site, he or she will be asked to leave the school building. Since Briya serves adults or the children of attending adults, it does not anticipate the need for an isolation room for students to wait in. However, if a student is unable to leave, Briya has two options: (1) the student can be isolated in a safe location outside the building that is also far from students participating in outdoor learning until they are able to leave, (2) if the student is in need of urgent medical attention, he or she may be seen by a health professional at Mary's Center, which is co-located in three of Briya's buildings. Any staff that interacts with an ill student will adhere to the PPE requirements articulated in the Appendix as well as social distancing guidelines.

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

Physical Changes to the Environment to Prior to Reopening

Use of Space

In order to promote physical distancing and reduce the need for plastic barriers between staff and/or students, Briya will take the following measures in its use of space:

- Maximize spacing of occupants in each space with a minimum of six feet distance between desks.
- Limit occupants in any space based on the “Phase” per the DC Health requirement.
 - [Phase 1](#) - 10 individuals
 - [Phase 2](#) - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
 - Phase 3 - Not provided at time of submission
 - Phase 4 - Not provided at time of submission
- 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)
 - Adult Education (AE)- Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
 - Prekindergarten (PreK)- Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.
 - No more than one child and their parent will be assigned a table designed for 4. If sitting across from one another, students will maintain a 6-foot distance.
- See the Appendix for sample drawing of classroom and office social distancing.
- Communal-use spaces (such as staff break rooms) will be open for staff to use.
 - The staff kitchen will remain open for use. Briya will always stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing. Furniture will be spaced out, allowing 1 staff per table. Wipes and other cleaning materials will be amply provided in the kitchen and work areas for staff to sanitize items before use. Cleaning staff will frequently clean communal areas and equipment, such as:
 - Photocopier, cutting boards, book rooms, etc.
 - Refrigerator, microwaves, etc. for staff
- Wipes, paper towels, and sanitizing spray will be provided for all staff.
- Every other sink and bathroom stall will be disabled to provide appropriate distancing while in use.
- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate

from the area used for routine healthcare. Mary's Center medical clinic will be used for the removal and possible treatment of symptomatic students.

Additionally, Briya has established specific practices to support physical distancing during arrival and dismissal that are detailed under subsection 4, "Reopening Plan." The changes do not require physical changes to any of Briya's spaces.

Use of Hallway

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including directional arrows on floors to encourage right-side travel and six feet of separation will be used as needed to provide direction and instruction for movement.

Reopening Building After Prolonged Use

Prior to reopening school buildings after prolonged shutdown, Briya will ensure all building systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use.

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

Ventilation

Prior to reopening after any prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will remain open wherever possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security. Under no circumstances may fire-rated doors be propped or otherwise left open.

Startup Checklist for HVAC Systems Prior to Occupancy

The following will be completed by Briya's HVAC Contractors:

- Review air distribution conditions of existing spaces (look for covered diffusers, blocked return grilles, overly close supply diffusers/registers and return/exhaust grilles).
- Perform initial air flush of all spaces prior to occupants re-entering building: Energize HVAC systems 5 days before occupancy and maintain proper indoor air temperature and humidity to maintain human comfort, reduce potential for spread of airborne pathogens and limit potential for mold growth in building structure and finishes (refer to ASHRAE Standard 55, recommended temperature ranges of 68-78 degrees Fahrenheit dry bulb depending on operating condition and other factors, recommend limiting maximum RH to 60%).
- Clean HVAC intakes.
- Verify proper separation between outdoor air intakes and exhaust discharge outlets to prevent/limit re-entrainment of potentially contaminated exhaust air (generally minimum of 10-foot separation - comply with local code requirements).
- Change all filters 1 week before occupancy – MERV 13 upgrades where possible.
- Disinfect with bleach/cleaning solution that cleaners are using inside of the air handlers and mechanical

rooms. Maintain cleaning logs with products.

- Review pre-existing Indoor Air Quality issues, if any, records of documents and investigate current status of complaint and address any deficiencies identified, if possible.
- General inspection of spaces to identify any potential concerns for water leaks or mold growth that could negatively impact occupant health.
- Coordinate with local utilities to identify when buildings will be restarted, identify when systems will be operated (if different than prior operations) and identify that demands may increase (primarily electric but gas may apply as well for some facilities).
- Consider completing preventative and deferred maintenance projects not directly related to pandemic, but potentially improving facility Indoor Air Quality.
- Review control sequences to verify systems are operating according to this guidance to maintain required ventilation, temperature, and humidity conditions to occupied areas.
- Alter normal sequence of operation to run 2 hours before and 2 hours after occupancy. This will help to increase filtration and dilution of the specific zone.

Also, specific changes to our Air Quality:

Briya will use portable HEPA filters for each site to be placed in offices and classrooms to help clean the air. These filters provide complete air exchange in a room in 30 minutes, providing filtration rate to remove 99.97% of particles greater than 0.3 microns.

In addition to the HEPA filters, other HVAC changes to be made:

1. Maintain relative humidity of 40%-60%. (slows virus transmission)
2. Increase HVAC system air exchanges to at least 6 times per hour
3. Run HVAC system 2 hours before and 2 hours after occupancy daily
4. Ensure Stage 2 air filters are MERV 13 or higher
5. HVAC techs must wear PPE while working on system
6. Bag used/dirty air filters per OSHA guidelines and dispose
7. Install UV-C in rooftop units where applicable

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](#).

Startup Checklist for Plumbing Systems Prior to Occupancy

Domestic water systems shall be prepared for use 5 days before school occupancy:

- Domestic cold-water systems should be flushed with all fixtures on a branch of piping opened simultaneously for a minimum period of five minutes – preferred approach is to have all building fixtures open at same time if possible – if not, care should be taken to ensure flow rate is adequate to flush piping mains and branch lines.
- Domestic hot water systems should be flushed with all fixtures on a branch of piping opened simultaneously

for a minimum period of 15 minutes – preferred approach is to have all building fixtures open at same time if possible – if not, care should be taken to ensure flow rate is adequate to flush piping mains and branch lines.

- Turn hot water heater to maximum temperature, target 150 F plus for 1 hour. Then turn system down to normal operating temperatures and flush hot water tank.
- Flush all water closets
- Turn on all faucets for a minimum of 5 minutes – if there is any water discoloration then bring water quality sampling.
- Check all lavatories and sinks for correct operation and ensure soap dispensers are functional and adequate supply of soap is available to allow for proper handwashing.
- Conduct a hyper chlorination shock 3 days before opening, flush all lines for 10 minutes after.
- Perform a water quality test and test for lead as PCSB provides funding and contractor.
- Start and turn on all gas appliances for at least 5 minutes.
- Drinking fountain bubblers should be removed sanitized and reinstalled.
- Remove and sanitize all aerators and shower heads and reinstall.
- Any questions and concerns refer to ASHRAE Guideline 188.

- 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>.

1.Reopening Plan

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 be provided with PPE and maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor’s office. During all phases, the school will limit non-essential visitors. Briya will provide plastic face shields for all staff in lieu of plastic barriers.

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 six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the

recommended percent alcohol.

Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for safety of passengers.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
- Use hand sanitizer after leaving the transit system.
- For the remaining distance, students will be instructed to follow the above regarding walking to school.

Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
- Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

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

Entering and Exiting School Building

All students, families, and staff will be provided instructions for entering and exiting the school.

- Consult students, families, and staff on the details of the plan.
- Staff provided PD on procedures for reporting to work and dismissal routines.
- Stagger arrival and dismissal times to reduce peak student traffic in and out.
- Multiple entry points, where applicable, will be used for each cohort, including separate entry points for staff.
- Provide health screening at each entry point.
- Use multiple doors, each with a screening station, for entry and exit.
- Ensuring safety and security of all entry and exit points used.
- Assigning entry and exit points to students by their group that are close to their first and last location of the day.
- Mark direction lines and six-foot separation standing spots on the exterior pavement and post procedures for health screening checkpoint ahead.
- Evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain). Tents will be provided at certain entry points for students.
- Evaluate safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic).
- Coordinate with landlord and other tenants at all sites to ensure for the health, safety, and security needs of the students, families, and staff.

Daily Health Screening

Upon arrival, students and staff will complete the health screening questionnaire below before entering the building at the door.

Coronavirus 2019 (COVID-19) Health Screening Questionnaire

As part of our efforts to keep all employees, visitors, and patrons safe, we ask that you please complete the following health screening questionnaire prior to entering the premises. Instructions: Please fill in the following information.

Name: _____

Phone: _____ Email: _____

Instructions: Please select either “YES or “NO” to each question below. NOTE: If an individual answers “YES” to any of the screening questions below, the individual should not visit or report to the establishment. The individual should be advised to leave and to contact their healthcare provider for further evaluation.

1. Have you been exposed to someone with COVID-19 in the last 14 days? No Yes

2. Have you felt like you had a fever* in the past day? No Yes

* You can also ask employees to report their measured temperature if employees are able to measure their temperature at home.

3. Do you have a new or worsening cough today? No Yes

4. Do you have any of these other symptoms today?

- | | |
|--|--------|
| a. Shortness of breath or difficulty breathing | No Yes |
| b. Fatigue | No Yes |
| c. Muscle or Body aches | No Yes |
| d. Headache | No Yes |
| e. New loss of taste or smell | No Yes |
| f. Sore throat | No Yes |
| g. Congestion or runny nose | No Yes |
| h. Nausea or vomiting | No Yes |

5. In the past 14 days, have you traveled for a non-essential reason to any of the following states?

Alabama, Alaska, Arizona, Arkansas, California, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Minnesota, Mississippi, Missouri, Nebraska, Nevada, North Carolina, North Dakota, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Wisconsin^[1]

_____ No Yes

[1] These states will be updated regularly in accordance with [coronavirus.dc.gov](https://www.coronavirus.dc.gov).

Personal Protective Equipment

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

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Put on PPE.** This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves.
- **Take the individual's temperature.**
- **Remove and discard PPE.**
- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer** following the directions below.

Grouping

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

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- 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.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.

Meals

Individually pre-packaged meals will be provided to prekindergarten students who eat meals onsite. All meals will include plasticware, napkins, and seasonings, or will be individually plated.

Students in our hybrid program will eat meals outside while they are on site. Students will not bring food from home. All meal distribution, eating, and waste collection will occur with six feet of separation. Staff distributing food will follow all PPE requirements in the Appendix including wearing gloves whenever handling food and changing gloves between activities. Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Briya will ensure adherence to students' 504 plans and Anaphylaxis Action Plans, including ensuring that students are not exposed to foods to which they are allergic.
- Tables and chairs will be cleaned and sanitized before and after indoor meals.
- PreK staff will prepare these spaces for students. Daily cleaning staff will clean, disinfect, and sanitize these surfaces.
- Electrostatic sprayers with sanitizing MISCO mixtures will be used daily in the classrooms.

Fully virtual students will have a designated day and time when their families can pick up meals from the school. All food pick-ups will occur outside of the building.

Canceling, Eliminating Activities

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

- Briya will cancel activities and events such as field trips, student assemblies, special performances, and in person school-wide parent meetings.
- Briya will eliminate non-essential travel for staff and teachers (e.g., conferences and traveling between sites).
- Briya will revise the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made.
- Briya will limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Briya will stagger activities' times or locations by cohort to the maximum extent feasible.
 - For example, PreK classes, technology distribution for families, and materials distribution will be at staggered times.
- All Briya staff meetings are virtual until full, in-person instruction resumes, and all staff are once again working on site.

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 PreK student vaccinations are up to date prior to fully enrolling a student. If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student services team, specifically the community health navigator to support the student in getting up-to-date vaccines. Briya will allow a student who has not submitted documentation of the required vaccines to attend in-person learning for up to 20 days.

Non-medical (Cloth) Face-coverings

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

Face coverings or masks with exhalation valves or vents must NOT be worn in schools. This type of mask does not prevent the person wearing the mask from transmitting COVID-19 to others.

Students and families are encouraged to wear cloth face coverings during arrival, dismissal, and always while moving around the school building. Students under the age of 2 will not be required to wear a face covering. Older children, adolescents and adult students will be required to wear face covering when in the hallways, bathrooms, or other communal spaces within the facility.

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 should always wear a face covering on the school grounds and inside the school buildings.

Instances when face coverings do not need to be worn:

- Outdoors when social distancing of at least six feet is strictly enforced.
- Anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- Children during naptime.
- Children under two years of age.

Ensuring the safe use of clean cloth face coverings:

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

Hygiene

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

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

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) are readily available in every bathroom and classroom throughout the day.
- Briya staff that work in close contact with students, and/or that are working with any individual with suspected or confirmed COVID-19, must take extra steps and wear additional PPE, as articulated in the Appendix.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g., locker, cubby, bin).
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. If a student may need to borrow one (e.g., IT issue, forgot), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Briya has installed no-touch hand sanitizer and soap dispensers.
- Drinking fountains will be covered by signage but bottle fillers will remain functional.
- Regular hand washing will be enforced:
 - Briya will reinforce proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60 percent alcohol.
 - Briya will make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds, or outdoor spaces, and entrances/exits.
 - Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
 - Key times to perform hand hygiene include:
 - before eating food
 - after using the toilet

- before and after putting on, touching, or removing cloth face coverings or touching your face
- after blowing your nose, coughing, or sneezing, and
- entering and exiting a classroom or between activities.

High-risk Individuals

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

- Chronic Lung Disease
- Moderate to Severe Asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic kidney disease
- Liver Disease
- People 65 years and older

Anyone who has a medical condition not on this list but is still concerned about their safety will also be given special considerations.

Briya is not required to secure written clearance from high-risk individuals prior to participating in in-person activities at school.

Exclusion or Dismissal from On-site Learning

Briya will adhere to the following exclusion and dismissal criteria:

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

- They have had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the “Daily Health Screening” section of this guidance.
- They or any of their close contacts are confirmed to have COVID-19.
- They are awaiting COVID-19 test results.
- They have traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the past 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:

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

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

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

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

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

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

Return Criteria: The table below identifies the criteria that Briya will use to allow the return of a student or staff member with: (1) COVID-19 symptoms; (2) positive COVID-19 test results; (3) negative COVID-19 test results or documentation from healthcare provider of alternate diagnosis; (4) close contact of individual with confirmed COVID-19; or (5) travel to a high-risk state or country as defined by DC Health.

Return to School Criteria for Students and Staff

<p><u>Briya PCS Student or Staff Member with:</u></p>	<p><u>Criteria to Return</u></p> <p><u>Criteria below represent standard criteria to return to school or work. In all cases, individual guidance from DC Health or a healthcare provider would supersede.</u></p>
<p><u>1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell)</u></p>	<p><u>It is recommended that the individual seek healthcare guidance to determine if COVID-19 testing is necessary.</u></p> <p><u>If individual is tested:</u></p> <ul style="list-style-type: none"> • <u>If positive, see #2.</u> • <u>If negative, see #3.</u> • <u>Individuals must quarantine while awaiting test results.</u>

	<p><u>If individual does not complete test, they must:</u></p> <ul style="list-style-type: none"> • <u>Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR</u> • <u>Meet symptom-based criteria to return:</u> <ul style="list-style-type: none"> o <u>At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND</u> o <u>At least 10 days from symptoms first appeared, whichever is later.</u> <p><u>Briya PCS students or staff with pre-existing health conditions that present 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 not due to COVID-19.</u></p>
<p><u>2. Positive COVID-19</u></p> <p><u>Test Result</u></p>	<p><u>If symptomatic, the individual may return:</u></p> <ul style="list-style-type: none"> • <u>At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND</u> • <u>At least 10 days* after symptoms first appeared, whichever is later</u> <p><i><u>*Note: Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.</u></i></p> <p><u>If asymptomatic, may return after:</u></p> <ul style="list-style-type: none"> • <u>10 days from positive test</u> <p><u>In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual</u></p>
<p><u>3. Negative COVID-19</u></p> <p><u>Test Result After</u></p> <p><u>Symptoms of COVID-</u></p> <p><u>19</u></p>	<p><u>Individual may return when:</u></p> <ul style="list-style-type: none"> • <u>They meet the standard criteria to return after illness.</u>

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified our Community Health Navigator, Genesis Cruz, as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department

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

Briya will notify DC Health when:

- A staff member notifies the school they tested positive for COVID-19 (not before results come back) OR
- A student or parent/guardian notifies the school that the student tested positive for COVID-19 (not before results come back).

While Briya awaits a response from DC Health, plans should be made as soon as practical to close, clean and disinfect any areas or equipment that the COVID-19 positive individual may have used in the last seven days (see Step 3 below). If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect the spaces used by the positive individual after the students and staff in those spaces leave for the day.

Step 2: Communication to Families and Staff

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

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

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

In the event of a confirmed COVID-19 case in a student or staff member, the school must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked [here](#):

- If **seven days or fewer** have passed since the person who is sick used the facility, follow these steps:
 1. Close off areas used by the person who is sick.
 2. If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the positive individual after the children and staff in those spaces leave for the day.
 3. Open outside doors and windows to increase air circulation in the areas.
 4. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
 5. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

- If **more than seven days** have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

Student and Staff Schedule

All students and staff will be assigned to an A/B/V schedule and will only come onsite, if at all, on their designated days; these groups will not mix. These groups also ensure that the number of people in the building remains within recommended limitations. These models will continue until city officials determine that it is safe for families to return to school.

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 throughout several school days. For students who are unable to travel to school, the materials will be dropped off at the student's residence. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, medical equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

When possible, instructional units will alternate between groups, limiting the need to share materials. If materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Sample list of items assigned to each student.

- All classes: Chromebook, hotspot, hard copies of class materials
- Prekindergarten: Art/Writing Math supply bag that includes:
 - Colored pencils
 - Crayons
 - Watercolors
 - Paper
 - Journals
 - Scissors
 - Glue
 - Standard and non-standard measuring materials
 - Yarn
 - Popsicle sticks
 - Construction paper
 - Brushes
 - Dry erase boards
 - Dry erase markers
 - Children's books

Oversight of Before and After and Extracurricular Activities

Briya does not have before and after extracurricular activities.

Providing Personal Protective Equipment (PPE)

Briya has purchased and will provide the following equipment to staff and students as is necessary:

- 2000 3-ply protective masks
- 150 KN95 masks
- 300 high-end disposable masks
- 100 face shields
- 350 adult (pedestrian masks)
- 350 adult (3 layer black cloth masks)
- 50 no contact thermometers (DC-Maryland-Virginia)
- 24 packs of small nitrile gloves
- 24 packs of medium nitrile gloves
- 12 packs of large nitrile gloves

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.

Instructional Delivery Plan

1. Briya's Instructional Delivery Plan

Purpose or plan statement:

This plan describes how Briya will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement. 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 those who are at risk (per the OSSE's definition), English learners, and/or those with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

Considerations:

- This plan is aligned to the District’s city-wide recommended A/B schedule to facilitate coordination among schools and sectors. The schedule includes a group of students attending school in-person on Mondays and Tuesdays and another group attending school in-person on Thursdays and Fridays. Wednesday will be fully remote to enable deep cleaning.
- This plan will be modified and implemented in accordance with DC’s recommendations that all learning be virtual through November 6, 2020 except when outdoor learning is possible for some outdoor learning opportunities for PreK families.
- Briya will adhere to all pre-opening guidance including maximum classroom occupancy.
- School staff and students will comply with DC Health Guidance (including processes for addressing confirmed cases in the school).
- Certain students will not be able to come on site due to health or safety concerns for themselves or family members.
- As Briya adult students are parents, the majority of our adult students will only be able to attend in-class sessions when they are not supervising their children (for example when their children are able to attend school or daycare on-site). The exception to this is for Briya parents whose children are also enrolled at Briya.
- Briya adult students will need to have multiple opportunities to engage through synchronous and asynchronous learning as their time at home will be also dedicated to supporting their children, for example assisting their child with remote learning.
- Due to COVID closures, School Year 2019-2020 Medical Assistant (MA) students will continue the program in 20-21 to complete the externship component of the MA program in newly developed COVID-compliant externships. We anticipate that a new cohort of MA students will begin the 20-21 MA program in late fall.

Description:

Instruction at Briya will be provided to meet the needs of families regardless of whether they are learning remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are available to families enrolling in Briya for school year 2020-21. Each term and based on health guidance and availability, families may change their option from Remote to Hybrid via a learning survey or through conversation with their teacher or advisor.

Adult Education Instructional Plan

Briya has two Adult Education strands – Two Generation (Two-Gen) and Workforce. The Two-Gen program includes English as a Second Language (ESL) and the National External Diploma Program (NEDP). Workforce programs include Child Development Associate (CDA) and Medical Assistant (MA) credentials.

School Schedule Options

Remote (Synchronous and Asynchronous)

Until DC public schools can provide full in-person instruction to all PreK – 12 students and as long as students or

their family members (e.g., immuno-compromised individuals) are unable or unwilling to attend in-person, Briya will offer adult students a remote option (combining synchronous and asynchronous learning).

In this option, students will participate in at least one educational activity per instructional day. This typically will be at least one synchronous and asynchronous learning activity per instructional day each week. For students who are unable to attend synchronous learning, synchronous learning will be recorded and accessible to all students. This, combined with asynchronous learning, allows students to study at times that work for their family, including working in the evening and on weekends. Students will be able to access content teachers during scheduled office hours throughout the school week.

Hybrid

In phases II and III, PreK students and their parents may attend school in-person for two days per week, attend school remotely using synchronous activities with a Primary Teacher two days a week, and attend school using asynchronous learning once a week. For asynchronous learning, students may work on a variety of activities, some of which may require computers, but many may be done without technology to be submitted when in-person or through photos.

Adults without children at Briya will begin the year in a fully remote modality. After November 6th, assuming the District is at least at phase II and DC public schools are offering a hybrid option, some adult education students will have the option of attending school in-person for two days per week and participate remotely using synchronous and asynchronous activities the remaining three days (i.e., A/B/V model).

Instruction

Personnel

Regardless of whether students are learning on-site or remotely, the amount of dedication and support a teacher provides their students will be equitable. To achieve this goal, and for purposes of equity and logistics, we have divided the role of “teacher” into three roles: Primary Teacher, Instructional Leader, and Advisor.

Primary Teacher: The Primary Teacher is the educator responsible for a group of students who, together, will be considered a “class.” Each day, the Primary Teacher will engage with their students through activities such as presenting a lesson on Zoom session, delivering asynchronous learning, and/or providing feedback on student work. This teacher will be the teacher of record for attendance purposes. Primary Teachers may also provide synchronous instruction to students outside of their class who are learning the same content. Recognizing the complicated schedules of parents, this is designed to provide more opportunities throughout the week for adult learners to participate in synchronous learning when they can.

Instructional Leaders: The Instructional Leader is the content area expert responsible for ensuring that Primary Teachers are covering all the content that students need to learn. Their main task will be to plan lessons around content that can be delivered remotely and in-person. While an Instructional Leader may also be a Primary Teacher; in addition, they may need to roam (physically and/or electronically) into other classes to support content delivery. The Instructional Leader’s primary responsibility is to ensure alignment of content, differentiation, and access for all

students.

Advisors: The advisor is the educator responsible for a group of students who, together, will be considered an advising group. In some cases, the advisor may also be the student's Primary Teacher. The advisor will host weekly advisory sessions during which students will develop a peer community and therefore, when possible and appropriate, these sessions may occur in students' home languages. The advisor will engage individually with each advisee at least weekly and will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.

Learning Modes

Synchronous learning with Primary Teacher: When remote, this instruction is conducted via a platform in which the student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. Onsite, this instruction is conducted with the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: An LMS, Webinar, or Meeting platform such as Zoom or telephone. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning. As community is a primary focus for Briya, community building will be intentionally woven throughout all synchronous learning.

Synchronous community building with Advisor: Weekly, each student will participate in synchronous interactions with their advisor to address barriers, share important schoolwide communications, and build community.

Asynchronous learning with Instructional Lead/Primary Teacher: This instruction requires the teacher to prepare learning that can be accessed anytime, anywhere. The student accesses a pre-recorded lesson in which the Instructional Lead/teacher provides instruction. The lesson can be accessed by via Google classroom on a Briya-provided Chromebook.

Workforce classes will be accessed via Schoology.

Synchronous learning without Primary Teacher: As students become more self-directed, opportunities will be provided for student-led education. This may be done for child development in which parents collaborate to complete an online activity or learn from each other's parenting experiences. Teachers would be available to provide support as needed.

Weekly, each adult Two-Gen student will have the opportunity to access the following learning opportunities:

- ESL/NEDP
 - Attend 1 synchronous zoom ESL/NEDP lesson (these recorded so students can access another time if necessary)
 - Participate in 3 asynchronous lessons via Google classroom
 - Office hours
- Child development
 - Participate in a child development lesson (synchronous or asynchronous), or
 - For Parents with children enrolled in Briya, participate in two Family Time activities (either onsite or via Zoom).

- Advising
 - Participate in a synchronous zoom session with advising group or meet 1-on-1 with advisor

Weekly, each Workforce student will engage in the following learning opportunities:

- Complete three asynchronous lessons via Schoology
- Participate in two synchronous Zoom content sessions
- Attend office hours, as appropriate

Sample Hybrid A/B and Virtual Schedules for Two-Gen Students

Hybrid A

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Family Time or Synchronous tutoring or small class	Synchronous Family Time or Synchronous tutoring or small class	ESL/NEDP lessons to be completed by due date (asynchronous)	Synchronous ESL/NEDP Lesson via zoom	ESL/NEDP lessons to be completed by due date (asynchronous)
Office hours with Primary Teacher - optional	Individual Advising Session		Office hours with Primary Teacher - optional	Office hours with Primary Teacher - optional

Hybrid B

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous ESL/NEDP Lesson via zoom	ESL/NEDP lessons to be completed by due date (asynchronous)	ESL/NEDP lessons to be completed by due date (asynchronous)	Synchronous Family Time or Synchronous ESL/NEDP tutoring or small class	Synchronous Family Time or Synchronous ESL/NEDP tutoring or small class
Office hours with content teacher - optional	Individual Advising Session		Office hours with content teacher - optional	Office hours with content teacher - optional

Fully Virtual

Assessment and Promotion Policy

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous ESL/NEDP lesson	ESL/NEDP lessons to be completed by due date (asynchronous)	ESL/NEDP lessons to be completed by due date (asynchronous)	Synchronous Child Development lesson	ESL/NEDP lessons to be completed by due date (asynchronous)
Office hours with content teacher - optional	Synchronous Advising session		Office hours with content teacher - optional	Office hours with content teacher - optional

Sample Schedule for Workforce students

Monday	Tuesday	Wednesday	Thursday	Friday
Asynchronous lesson		Asynchronous Lesson		Asynchronous Lesson
	Synchronous Lesson		Synchronous lesson	
Meeting with advisor		Office hours (optional)		Office hours (optional)

On a weekly basis, adult students will have three days of at least 60 minutes of synchronous classes as well as up to two hours of asynchronous learning each instructional day.

Timely Intervention

The Primary Teacher will get weekly reports from the SIS and our LMSs on each of their students to supplement information they are gleaned from formative assessments. When needed, the Advisor will contact the family at least weekly to determine if a student is disengaging and why. The Advisor will triage issues and refer other specialists to support a student or family in areas such as: Information technology, counseling, and learning.

Professional Development

Prior to the start of the school year, Primary Teachers and advisors will receive training on Google Classroom (Two-Gen) and Schoology (workforce) provided by Briya's Digital Integration Team. The training will focus on content delivery and checking for understanding. Throughout the year, all staff will receive professional development on Wednesdays. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community in remote settings. On Wednesdays, staff are also provided time to collaborate and develop intervention support plans for students who show signs of disengagement.

Two-Gen Teachers' workdays will be 8:30-4:30 but may be adjusted on an individual basis to accommodate either student needs (e.g., evening office hours) or teacher needs (e.g., childcare). Evening Workforce staff will typically work 1:00-9:00 Mondays-Thursdays and 8:30-4:30 on Fridays. Each day, instructional staff will have access to the

IT and digital integration teams, student support services, administrative staff, department leads, and other staff to troubleshoot issues that occur both on-site and remote.

Continuous Improvement

The school year will consist of four quarters to allow leadership to assess the need for schoolwide scheduling changes to meet the immediate needs and to adjust to the latest DC Health guidelines. All changes to school scheduling will occur on the planned quarter start date except when there is a health emergency reason to move from on-site to remote learning.

Families may choose to change their schedule on an as-needed basis through direct communication with the school. The school will accommodate all families' requests at the start of each quarter and adjust whenever possible throughout a quarter. Families' can make these requests in consultation with their Primary Teacher and/or Advisor.

On a regular basis, Briya instructional staff will engage in a schoolwide analysis of student formative and summative assessment data to better understand which students need additional supports.

Future professional development will be informed by the results of the analysis as well as teacher and student feedback. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Once a month, students, who have shown the least engagement whether by attendance or work completion, will be evaluated through a student support team. The team will determine the potential cause of disengagement, from equipment or Wi-Fi issues, to mental health to difficulties with content. Depending on the results, the student may be asked to change their schedule and/or will be provided with additional supports as needed.

Formal needs assessments will be conducted with each student at the start of the year and data will be collected from students during parent-teacher conferences which occur three times a year.

Prekindergarten Plan

Description:

Instruction at Briya will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are available to families enrolling in Briya for school year 2020-21. Families must choose an option by August 19. On a quarterly basis and based on availability, families may change their option from Virtual, On-Site, or Hybrid via a quarterly learning survey.

Hybrid

During Phases II and III, PreK students and parents of PreK students may attend school in-person for two days per week, as well as attend school remotely using synchronous activities with PreK teacher three days a week with asynchronous activities provided throughout the week to match the typical daily schedule of a young child and parents. During asynchronous learning, students may work on a variety of activities, some of which may require students to use computers with touchscreens, but many to be completed without technology to be submitted when in-person or through photos and videos via Seesaw, a two-way communication platform between parents and teachers.

Virtual (Synchronous and Asynchronous)

Until DC Public Schools can provide full in-person instruction to all PreK – 12 students and as long as students or their family members (e.g., immunocompromised individuals) are unable or unwilling to attend in-person, Briya will offer students a virtual learning option combining synchronous and asynchronous learning.

This option is for students who are immunocompromised or who have a family member who is immunocompromised or whose family would prefer that the child not attend school in-person. In this option, the students may experience learning from home five days a week via synchronous learning with asynchronous learning taking place throughout the week as well, in accordance with the child’s learning style, attention span, and age. The learning will consist of a combination of logging onto the computer to engage in learning with peers and teachers as well as engaging in activities with parents at home that address key developmental content and skills and current classroom project of inquiry.

In this option, there will be at least one synchronous and asynchronous learning activity for every instructional day each week. Wednesday mornings will provide a time for larger virtual class gatherings and community building for classmates in both the A and the B schedules, given that there is no on-site instruction on that day. Students who choose the remote option will be with either the A or the B cohort virtually on Monday-Tuesday or Thursday-Friday. Synchronous learning will be recorded and accessible to all students, including those who were unable to attend in person. This, combined with asynchronous learning, allows children to engage with content at their own pace, and for parents to engage in children’s learning at the times that work for their family, including evenings and weekends. In addition, children and parents will have access to individual touchpoints with teachers once or twice a week.

Briya PreK Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid A	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	Remote: synchronous Both cohorts together	Remote: synchronous with structured activities	Remote: synchronous with structured activities
Hybrid B	Remote:	Remote:	Remote:	On-site with	On-site with

	synchronous with structured activities	synchronous with structured activities	synchronous Both cohorts together	adult supervision and structured activities	adult supervision and structured activities
Virtual Synchronous and asynchronous	Structured schedule of activities	Structured schedule of activities	Remote: Virtual only cohort joins w/ cohorts A & B along with both co-teachers	Structured schedule of activities	Structured schedule of activities

Prekindergarten students will have an average of three hours of synchronous and asynchronous classes each instructional day.

Personnel

Regardless of whether students are on-site or remote, the amount of support a teacher provides to each student will be equitable. To achieve this goal, and for purposes of equity and logistics, we have divided the role of “teacher” into three roles: Primary Teacher 1 and 2, Early Childhood Coordinator, and Support Specialist. Furthermore, Briya PreK utilizes a co-teaching in a bilingual inclusion model so there are various considerations for each teacher when it comes to building community and ensuring continuity between topics as well as between the hybrid and remote learning cohorts. Therefore, regular communication and coordination among co-teachers is paramount as is the active involvement of the Early Childhood Coordinator and Support Specialist.

Primary Teacher 1 and 2: The two Primary Teachers are the educators responsible for a group of students who, together, will be considered a “class.” Each day, one Primary Teacher will engage with their students either on-site during hybrid model A/B, or on the other three days through activities such as Zoom sessions, delivering asynchronous learning, providing feedback on student work, and meeting with parents about student work. These teachers will be the teachers of record for attendance. Once the school is operating at full capacity on-site, students will be with their Primary Teacher 1 and 2 together on a full-time basis. The Primary Teachers are the content area experts responsible for ensuring that students are learning. Primary Teachers are also responsible, in conjunction with the Support Specialist for building community among children and families. The Primary Teachers’ core responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners.

Early Childhood Site Coordinator and Liaison: The Early Childhood Site Coordinator and Liaison is an additional expert to help ensure that students are learning, and parents are informed, engaged, well-supported, and that there is continuous student engagement. They will play a support and oversight role in the delivery of content-rich instruction in the classes and cohorts that they oversee. They will also provide crucial logistical support involving materials, technology, facilitation of teacher planning and professional development, and family engagement activities. They will help to ensure that content is delivered remotely and in-person to ensure equitable access and differentiation for all learners. They will review both remote and in-person lessons in collaboration with the Instructional Coach and assist Primary Teachers in delivering content in the most effective manner.

Support Specialist: The support specialist is the educator responsible for ensuring that a group of students (either cohort A or cohort B) when on-site are sufficiently engaged and supported in their learning. Leadership will make

intentional considerations around language placements and the Support Specialist that is placed with a particular teacher will complement the first language of that teacher in order to ensure sufficient support for all students in both English and Spanish. The Support Specialist will also help troubleshoot engagement issues and triage support for students as needed. This specialist will not be present during the entire remote learning program however will instead assume communication and logistical responsibilities related to virtual learning as well as support building community among all children and families in each classroom.

Instructional Coach: Typically, the Instructional Coaches at Briya conduct in-person observations and support classroom quality, curriculum innovation, and teacher planning and implementation. During virtual learning PreK teachers will still have opportunities to refine their practice with the help of an Instructional Coach who will periodically join live Zoom sessions and later provide written feedback, as well as create and support structures for co-planning and PreK communities of practice in which teachers can learn from each other and hone their abilities to provide engaging and learning experiences that are customized for the virtual setting. PreK teachers will also have access to some amount of coaching during the Hybrid on-site portion however the coaching during the on-site component may be primarily provided by the Early Childhood Coordinator in order to comply with maximum cohort size restrictions.

Learning Modes

Synchronous learning with Primary Teacher(s): When remote, teaching and learning is conducted via a platform in which student(s) and teacher(s) are interacting directly with one another. Instruction will be primarily given via direct instruction with conversational turn-taking, clear routines and expectations, a variety of props, materials, and graphic organizers that help young children to engage and include time to both present projects and have students discuss their projects while being monitored by the teacher. On-site, this instruction will be face-to-face for the teacher and student(s). Briya plans to primarily use outdoor learning spaces while on-site. When remote, this instruction includes the teacher and student(s) using of Zoom, telephone, SeeSaw, and WhatsApp. The expectation is that the student(s) may ask and answer questions and the teacher may ask questions of the student(s) to engage in real time learning and teachers will employ a variety of behavior management strategies and learning modalities to keep instruction engaging.

Asynchronous learning with Primary Teacher(s): This instructional format involves the teacher preparing learning that can be accessed anytime, anywhere. We will use the Briya student portal to house curated resources for young children and parents that families can access at any time as well as push out lessons and activity ideas using the Seesaw application. Students would have access to a pre-recorded lesson in which the teacher provides instruction and the PreK teacher will often reference tips for families and provide instruction that parents can use at home. If the student needs support, the teacher is available by phone, email, LMS, or text messaging.

Asynchronous learning without Primary Teacher(s): This instructional format can be independent individual or group work. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will work with parents to be able to engage in two-directional communication about student work and collect work samples via Seesaw. Introduction and modeling may occur as necessary and appropriate for students who are learning on-site. To ensure that students are engaged and progressing, work samples will be collected weekly and will be used to assess development as well as count towards attendance.

Community Building

Synchronous and asynchronous community building with Primary Teacher(s) and Support Specialists:

Learning will be designed to meet the physical, cognitive, and social needs of preschoolers. There will be also an extensive community building focus, particularly during the first six weeks of school, and throughout the year as necessary. Briya utilizes an emergent curriculum for its PreK students and thus topics of inquiry, or study topics are sourced from the lives and interests of the students in a particular classroom, inherently building community and relationships. While online, Briya will still adhere to these emergent curriculum principles and teachers will be frequently observing student engagement and interest with the various topics introduced as well as gleaning information from family members and children's prior teachers in order to ensure a strong classroom community that is relevant and leverages students' present interests, skills, and cultural and language backgrounds. There will also be community-building activities and mechanisms in place such as buddy systems, partner work, and other ways for children and parents both on-site and remote to connect with one another in formal and informal ways. There will also be a continuously growing portal of school-approved web-based learning applications, story times, and online learning activities such as music, movement, and story hour. Students may use their Chromebooks at any time to access these activities and the teachers may reference them as appropriate to promote community, common exposure and content, and shared interests among students.

Timely Intervention

The Primary Teachers will get weekly reports from the SIS and our LMSs on each of their students to track student engagement and utilize formative assessments to monitor child progress and engagement. Primary Teachers will also conduct weekly phone calls with families to both build relationships and address specific academic questions. The Teacher and Support Specialist will triage issues and refer other team members or specialists as necessary including by not limited to: Briya's student services team, IT team, counselors, or specialists affiliated with the wrap around services offered by partner agency Mary's Center in order to provide holistic support for children and families.

Professional Development

Before the start of the school year, Primary Teachers will receive comprehensive guidance primarily led by Briya's Early Childhood Director of Academic Support on the newly acquired SeeSaw platform, as well as continued PD on the use of the Briya student portal for asynchronous learning activities, and enhanced Zoom functionality to deliver quality synchronous lessons. In addition to receiving PD related to LMS and other technology-related items PreK teachers will receive a series of trainings related to various aspects of content delivery for remote and on-site learning including an introduction to Briya's new outdoor learning guide, the revamped math guide, literacy guide, and logistical and technical trainings related to new COVID-19 processes, assessment procedures, trauma-informed approaches, and more.

PreK staff will also receive professional development every other Wednesday afternoon with off weeks reserved for planning and meetings. On a periodic basis, teachers, support specialists, and coordinators are given time to develop intervention support plans for students who show signs of disengagement or regression. The Primary Teachers will also have time to work with special education providers and Briya's Special Education Coordinator or related service providers, as necessary.

Each day, teachers and support specialists and coordinators will have access to the IT department, support staff, department leads, and other instructional staff to troubleshoot issues that occur both on-site and remotely.

Continuous Improvement

The school year will have four quarters which can allow for periodic updates and schedule changes to meet immediate needs and to adjust to the latest DC Health guidelines. PreK students receive progress reports three times per year (fall, winter, and spring). For children, all changes to school scheduling would occur after the first quarter except when there is an emergency reason to move from on-site to remote learning. The remote instructional schedule will be planned to allow for looping between on-site and remote learning, as well as to address the unique needs and context of the students who are only remote, to enable all students to receive a high-quality education regardless of ability to attend on-site classes.

Families may choose to change their schedule on an as-needed basis through direct communication with the school. The school will accommodate all families at the start of each quarter and adjust whenever possible throughout a quarter. Through consultation with the Primary Teachers and Early Childhood Site Coordinator, the parent of the PreK student can request a modification to their schedule and Briya will accommodate when possible and as cohort space allows.

On a regular basis, the PreK department will engage in analysis of student performance data on formative and summative assessments, disaggregated by schedule type (hybrid or virtual). The analysis will help identify which students need additional support.

Future professional development will be informed by the results of the analysis as well as on teacher observation and pedagogical goals of the Early Childhood department that relate to research and best practices within the pedagogical approach. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Once a month, students, who have shown the least engagement whether by attendance or work completion, will be evaluated through a student support team that includes the Primary Teachers. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content or learning level and provide support where needed.

Formal needs assessments will be conducted with each student's family at the start of the school year and again during parent-teacher conferences which occur three times a year.

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.

Assessment and Promotion Policy

1. Assessment

****IN LIGHT OF CHANGING GUIDANCE FROM THE PCSB, BRIYA IS STILL DEVELOPING ITS ASSESSMENT POLICIES FOR THE 2020-2021 SCHOOL YEAR****

Adult Education

Purpose Statement:

Briya is responsible for meeting the goals and student academic achievement expectations set forth in its charter. The policy below describes Briya's commitment to assessing adult student's learning. This policy supports the school's charter and does not replace the commitments set forth within it.

Description:

This policy describes the formative assessments that Briya will use to assess adult student learning during the 2020-2021 school year. Considering recent and changing guidance from the DC Public Charter School Board, Briya is still making decisions related to administration of the CASAS assessment for its Adult Education students. Formative assessments are not considered part of high stakes accountability and therefore results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the student.

Assessment Integrity

Briya has adopted an assessment integrity plan to ensure that the assessments are valid, reliable, and accurately measure student learning. All adult students 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. In order to remain focused on the purpose and benefits of assessments, all formative assessments will be chosen with the assumption that students will interact with one another, family members may offer assistance, and students will have access to the Internet, books, and other resources. As needed, students may also be asked to identify if they had support and from whom so that the teacher may how to better support the student's learning.

Summative assessments will be administered by a certified proctor who will ensure testing integrity regardless of whether the assessment was administered in-person or in a virtual setting.

Adult Education Formative and Summative Assessments

The following table describes the formative and some of the summative assessments that Briya is planning to administer to adult students[1], when each assessment will be administered, and the manner in which the school will provide academic intervention and support across both learning environments, both in person and virtually.

Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports <i>(could be a combined narrative across grade bans)</i>
ESL: Briya-designed placement test (formative)	Once, upon enrollment	This will be offered both onsite and in a remote synchronous modality.	Primary teachers or advisors will speak with each learner to ascertain if individual supports, interventions, or differentiation would serve to provide a more accurate assessment of a student’s knowledge, skills, and abilities and work with the adult education and student services team to provide these interventions and supports.
ESL: Briya-designed ESL pre- and post-tests (formative)	Pre-test: Beginning of the 2 nd term or upon enrollment (if after start of term), and at the beginning of the 3 rd term Post-test: End of the 2 nd and 4 th terms	This will be offered remotely in both synchronous and asynchronous formats until Briya is able to offer the hybrid model at which point it will also be offered in-person.	
ESL: Briya-designed needs assessment (formative)	Once, upon enrollment	This will be offered both onsite and in a remote synchronous modality.	
Two-Gen ESL and CDA: Briya-designed reading journals (summative)	Every 2 weeks	These will occur both onsite and in remote synchronous and asynchronous modalities.	
Workforce: MA and CDA practice quizzes and exams (formative)	Upon completion of modules and the completion of full coursework	On-site: To replicate the environment of credentialing tests, Briya will create a similar environment for students to take practice quizzes and exams once a month. Immunocompromised students will test individually in a room with a proctor practicing social distancing.	

B. Promotion and Graduation

Workforce: MA and CDA credentialing examinations	Upon course completion	External test administration	Briya will work with the testing centers to provide appropriate testing accommodations for all learners who qualify for accommodations through IDEA or ADA.
--	------------------------	------------------------------	---

Prekindergarten

Purpose Statement

Briya is responsible for meeting the goals and student academic achievement expectations as set forth in its charter. The policy below describes Briya PreK’s commitment to assessing and learning. This policy supports the school’s charter and does not replace the commitments set forth within.

Description

This policy describes the formative and summative assessments that Briya will use to assess student learning during the 2020-2021 school year. These assessments are not considered part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school’s charter agreement. Results of all assessments will be shared with the student and parent or guardian and used to inform interventions.

The policy describes the formative assessments the school is considering administering for all PreK students, and for students who participate exclusively in remote learning, when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in person and distance.

Formative and Summative Assessments

All assessments that Briya uses in PreK are valid for young three-year-old through five-year-old learners, are appropriate for the early childhood setting, are inclusive of dual language learners, and assess multiple areas of development and learning. Given that we have reliably been using GOLD since 2011, we plan to continue the use of this assessment but with several key modifications to address the unique context of operating a hybrid model of on-site and remote learning.

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports (could be a combined narrative across grade bands)
-------	-----------------------------	--------------------	--	--

PreK 3 & 4	Literacy	Ongoing with formal checkpoints 3x/year in fall, winter, and spring	<p>Literacy assessments will be performed by the Primary Teacher on-site for students who attend the hybrid model. Both Primary Teacher and Support Specialist will observe children and record anecdotal notes and take work samples/photo/video with appropriate social distancing in place.</p> <p>For students who are unable to attend school in-person, time will be allocated once every 2 weeks for the Primary Teacher to conduct a virtual session to assess skills, knowledge, and behavior as well as to follow up with individual phone calls or video chats (the school will provide devices and ensure internet access) with families to be able to properly gather data on a one on one basis since assessing multiple young children at once during a synchronous remote session may present challenges. Asynchronous literacy content that is sent to families and stored on the student portal will have explicit connections to each math skill being assessed.</p>	<p>Revised literacy scope and sequence aligned to GOLD objectives, with checks for understanding that lend themselves to remote and socially distanced learning with all key literacy objectives embedded.</p> <p>Family literacy guide with revised schedule of literacy objectives that provide Primary Teachers with guidance and materials to be able to properly assess each math skill.</p> <p>Effective Tier 1 instruction and MTSS processes in place for Tiers 2 and 3.</p>
PreK 3 & 4	Math		<p>Math assessments will be performed by the Primary Teacher on-site for students who attend the hybrid model. Both the Primary Teacher and Support Specialist will observe children and record anecdotal notes and take work samples/photo/video with appropriate social distancing in place. Primary Teachers will also involve parents in carrying out supplemental activities related to weekly math objectives and will</p>	<p>Revised math scope and sequence aligned to GOLD objectives, with checks for understanding that lend themselves to remote and socially distanced learning embedded.</p> <p>Family math guide with revised schedule of math objectives that give Primary Teachers</p>

			<p>conduct phone calls on a weekly basis with specific questions meant to gather key data about each math objective. Given limited in person instructional time and health and safety protocols that will be in place, exposure to math skills and related guiding questions must also happen in the child's home.</p> <p>For students who are unable to attend school in-person, time will be allocated once every 2 weeks for the content teacher to conduct a virtual session to assess skills, knowledge, and behavior as well as to follow up with individual phone calls or video chats (the school will provide devices/ensure access) with families to be able to properly gather data on a one on one basis since assessing multiple young children at once during a synchronous remote session may present challenges.</p>	<p>guidance and materials to be able to properly assess math objectives.</p> <p>Effective Tier 1 instruction and MTSS processes in place for Tiers 2 and 3.</p>
--	--	--	--	---

[1] At the time of submission, Briya is still making decisions regarding the administration of the CASAS assessment.

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.

Promotion and Graduation

Adult Education

There will be no changes to Briya's Promotion and Graduation practices during the 2020-2021 school year.

Prekindergarten

Considerations

- PreK students in either the hybrid model or the remote model will be eligible for promotion and equipped with all essential kindergarten readiness skills.

- PreK students will be able to participate in specials such as music, movement, and gardening however teachers will not collect assessment data during those times nor include progress benchmarks for specials in portfolios/checkpoints.

Promotion

Student grading and promotion policies will not be altered considering distance learning.

- 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.**

Not applicable.

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

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

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

- How is the student’s presence authenticated daily using the LMS?
- What constitutes sufficient engagement in the LMS for the student to be marked present?

Attendance Policy

Briya’s Distance Learning Attendance Policy

Briya commits to meeting its goals and academic achievement expectations as set forth in its charter. Attendance for remote and in-person learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

Briya selects both of the following option(s):

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

Briya will be using Option A and Option B for Adult and PreK students. Specifically, engagement with our LMSs

(Google Classroom, Schoology, and See Saw) will record student usage data. In addition, students may have other touchpoints that can count for attendance.

Touchpoints that Briya will use, include the following methods:

- Conversations or virtual meeting one-on-one with instructional or support staff
- Direct ‘face-to-face’ online contact through class Zoom
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded lesson OR using software that provides demonstration of similar completion of work
- Completed assignments uploaded to secure folder within school’s LMSs from daily activity
- Email (using only school-provided and secure student and teacher email addresses), text messages, texted or uploaded photos of completed assignments, projects, or videos of activities in a secure portal.

Briya will take the following steps to track student attendance:

- Teachers are responsible for daily attendance for students on-site and will follow existing attendance protocols.
- Teachers responsible for daily attendance for virtual learning students using the attendance touchpoints defined in the table below.

Briya will take the following actions to address absences:

- Teachers, Advisors, and support staff will be assigned cohorts of students for follow-up from the primary attendance administrator.
- Teachers will contact absent students and families by email and phone to determine reason for absence and determine what’s needed to ensure future attendance.

Attendance Touchpoints

	On-site	On-site	Remote	Remote
	synchronous	asynchronous	synchronous	asynchronous
Present	Present: Attends school in person.	Present: Attends school in person	Present Remote: Presence is detected throughout school day’s activities (A) captured in LMS (B) participates by one or more of the following touchpoints: <ul style="list-style-type: none"> • Is “seen” in virtual classroom, • Submits exit ticket • Participates in group activities 	Present Remote: <ul style="list-style-type: none"> • Submits exit ticket • Submits photo of student work • Submits video of activity • Saves student work in file, showing some progress • Survey response Logs in to LMS

- Participates in community building activities (games, etc.)
- Submits photo of student work
- Submits video of activity
- Saves work in file, showing some progress
- Responds to survey
- Responds to documented contact(s) from community leader, engagement specialist and/or content teacher

Responds to documented contact(s) from community leader, engagement specialist, and/or teacher.

Absent

Absent: Is not on-site during the school day and is not captured in Remote Touchpoints.

Absent: Is not on-site during the school day and is not captured in Remote Touchpoints.

Absent Remote: Is not captured in any of the present remote touchpoints AND does not meet remote asynchronous touchpoints.

Absent Remote: Is not captured in any of the present remote touchpoints AND does not meet remote synchronous touchpoints.

- 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?

Attendance Policy

Briya’s Distance Learning Attendance Policy

Briya commits to meeting its goals and academic achievement expectations as set forth in its charter. Attendance for remote and in-person learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

Briya selects both of the following option(s):

- Option A: Those with a Learning Management System (LMS) may use this format with the existing LEA

policy.

- Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.

Briya will be using Option A and Option B for Adult and PreK students. Specifically, engagement with our LMSs (Google Classroom, Schoology, and See Saw) will record student usage data. In addition, students may have other touchpoints that can count for attendance.

Touchpoints that Briya will use, include the following methods:

- Conversations or virtual meeting one-on-one with instructional or support staff
- Direct ‘face-to-face’ online contact through class Zoom
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded lesson OR using software that provides demonstration of similar completion of work
- Completed assignments uploaded to secure folder within school’s LMSs from daily activity
- Email (using only school-provided and secure student and teacher email addresses), text messages, texted or uploaded photos of completed assignments, projects, or videos of activities in a secure portal.

Briya will take the following steps to track student attendance:

- Teachers are responsible for daily attendance for students on-site and will follow existing attendance protocols.
- Teachers responsible for daily attendance for virtual learning students using the attendance touchpoints defined in the table below.

Briya will take the following actions to address absences:

- Teachers, Advisors, and support staff will be assigned cohorts of students for follow-up from the primary attendance administrator.
- Teachers will contact absent students and families by email and phone to determine reason for absence and determine what’s needed to ensure future attendance.

Attendance Touchpoints

	On-site	On-site	Remote	Remote
	synchronous	asynchronous	synchronous	asynchronous
Present	Present: Attends school in person.	Present: Attends school in person	Present Remote: Presence is detected throughout school day’s activities (A) captured in LMS (B) participates by one or more of the following touchpoints:	Present Remote: <ul style="list-style-type: none"> • Submits exit ticket • Submits photo of student work • Submits video of activity

- Is “seen” in virtual classroom,
 - Submits exit ticket
 - Participates in group activities
 - Participates in community building activities (games, etc.)
 - Submits photo of student work
 - Submits video of activity
 - Saves work in file, showing some progress
 - Responds to survey
 - Responds to documented contact(s) from community leader, engagement specialist, and/or teacher.
- Saves student work in file, showing some progress
 - Survey response
- Logs in to LMS
- Responds to documented contact(s) from community leader, engagement specialist, and/or teacher.
- Responds to documented contact(s) from community leader, engagement specialist and/or content teacher

Absent

Absent: Is not on-site during the school day and is not captured in Remote Touchpoints.

Absent: Is not on-site during the school day and is not captured in Remote Touchpoints.

Absent Remote: Is not captured in any of the present remote touchpoints AND does not meet remote asynchronous touchpoints.

Absent Remote: Is not captured in any of the present remote touchpoints AND does not meet remote synchronous touchpoints.

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

Attendance Data

Collecting and Reporting System

Briya will log all contacts with students and families into its SIS. For students who are marked “absent,” the school’s in-person attendance policy and consequences will be followed for reporting requirements and attendance verification. As noted above, we will be collecting attendance data through a hybrid of option A & option B. Teachers will track student contact by the Touchpoints described above and will enter their attendance status directly into Briya’s SIS, which will then be transmitted to OSSE via ADT.

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.

B. Behavior

Whole Student Support

Student Support

Student Support

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

- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers and community leaders will conference with families and if necessary, refer students to the student services team for students displaying needs for support.
- The student services team will provide links to community resources and opportunities for students to participate in informational workshops on various topics, health and wellness programming and parent support workshops and groups. School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The student services team will provide options for students to reach out for support in addressing obstacles to educational engagement. Obstacles may include basic needs, health issues, legal concerns and personal or family struggles. The student services team will work closely with community partners, such as Mary’s Center and for families in need of additional support.
- Students will practice, hone and gain confidence in their role as leaders who intentionally act as agents of positive change in one’s own life, their children’s lives, one’s family, at Briya, and within the community. In addition to leadership development within the adult education curriculum, teachers and staff will encourage adult students to participate in one or more of our four schoolwide leadership activities: serving on the Board of Briya, Student Council, Student Ambassadors and Student Advocates.

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.

Behavior

Expectations for Student Behavior

Expected behavior for students who are learning remotely are like those for the physical school community. Students are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment poses a unique set of circumstances (e.g., learning the skill of conversational turn-taking in an online meeting can be more challenging than during an in-person meeting) and requires that teachers’ use additional strategies to help all students have a high quality learning experience while outside of the school building. We will be conferencing frequently with families and ensuring that no obstacle to full student engagement is overlooked.

We have given careful consideration to mitigating the effects of this prolonged absence from school and typical daily life activities and embedded elements that will be vital to student learning and mental emotional health for the 20-21 school year in both our hybrid and remote only learning plans. We have developed an outdoor learning guide for PreK families who attend the hybrid model that explicitly incorporates experiences that are calming, rich with hands-on learning with high interest materials, key vocabulary, and that address the unique developmental needs of young children. Even when young children are only able to engage in remote learning we will, as we did in spring 2020 utilize methods such as deliveries and postal service to ensure all children will have access to hands-on learning materials and leverage common resources in the home that parents can re-purpose for learning.

Behavior Policy for Remote/Distance Learning

<p>Communication and Student Engagement</p>	<ul style="list-style-type: none"> • Students and parents will communicate respectfully with their classmates and their teacher while in class meetings as appropriate for their age and developmental stage. • Teachers will help students learn how to mute their microphones when they are not speaking and while others are speaking however mastery of this skill will not be an expectation due to age and/or digital literacy skills of students. • Teachers will work with families to ensure that students are able to begin classroom meetings on time.
<p>Student Work</p>	<ul style="list-style-type: none"> • Teachers will encourage families to document key examples of student work and submit to teachers using the technology provided.
<p>Taking Care of Physical Equipment</p>	<ul style="list-style-type: none"> • Students should treat all school and personal electronic devices with care. • Students should keep food and drinks away from the equipment. • Students should keep devices out of extremely cold or hot areas. • Students will be given training on how to hold and carry computers properly. • Parents of children should report any damage to school equipment as soon as possible.

Monitoring of Student Behavior

For all Briya classes:

- Supervisors, instructional leads or instructional coach may pop-in frequently to observe and support live class sessions.

- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the student handbook.
- Teachers will communicate concerns with families by phone, email, text or using the LMS and troubleshoot potential behavior concerns together.

For PreK classes:

- Teachers will provide clear and visual information about the components of the virtual meeting/experience to help students know what comes next and promote positive behavior within a virtual setting.

Briya's restorative practices plan for **adult learners** is designed to support our mission and values and promote the characteristics of Briya students. Our restorative practices are one way we affirm our commitment to lifelong learning and community. We understand that when people demonstrate behaviors that don't align with our code of conduct, we have opportunities to:

- Clarify expectations
- Identify specific strategies for developing other behaviors and habits, and articulate systems of accountability for these strategies
- Identify barriers that may be interfering in learner's ability to effectively participate in school and develop a plan for addressing these barriers
- Build positive relationships between individuals involved in the situation

All while ensuring that we are nurturing a safe learning environment for all, as we know that sense of safety is a prerequisite for learning.

To manage disruptive behavior among adult students both in-person and virtually, we will follow this leveled approach:

- **Level 0 – classroom and site**
 - Participants: Teachers and Students
 - Goal: build and nurture positive learning community by articulating and reinforcing norms, implementing routines, developing positive relationships
- **Level 1 – classroom**
 - Participants: teacher and student (with supervisor support)
 - Goal: classroom management and learner support
- **Level 2 – site based**
 - Participants: site-based restorative justice lead + teacher + student
 - Goals: Reaffirm student handbook, make agreement, offer support, plan next steps including behavior change plan
- **Level 3 – school-wide**
 - Participants: Briya restorative justice lead + site-based restorative justice lead + student
 - Goals: discuss consequences for ongoing disruptive behavior (restorative circles, mediation, suspension)

Communication with Families

Primary Teachers will inform families of the school's means of communication. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via the LMS. School staff will immediately communicate with students and families when students have trouble engaging in distance learning and maintaining age-appropriate expectations.

Alternatives to Distance Learning

If a child has ongoing struggles with the behavior required to engage in virtual learning, school staff will work with the family to find the best way forward in supporting that student. School staff may need to limit or restrict students' access to synchronous learning opportunities if they repeatedly are unable to meet age appropriate expectations for distance learning and if it is having a negative effect on self or others. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email, phone, text or through the LMS.

If students are unable to follow expectations for communicating in age-appropriate respectful ways 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 student's audio, video, or chat privileges during synchronous meetings.
- If these interventions are not successful in changing student behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction until they can successfully find a plan, together with the family, that allows the student to work in collaboration with others in a virtual setting.

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](#).

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

Special Populations

Purpose or Policy Statement:

This submission is a narrative to demonstrate how Briya will meet the educational and social-emotional needs of students with disabilities and English learners.

Students with Disabilities

When schools had to close their doors in March 2020 Briya was able to continue providing its special education services and maintain strong connections with families to keep them engaged and supported in their children's goals and services throughout the remainder of the school year. All IEP meetings and evaluations were conducted virtually, as well as specialized instruction and therapies with contractors and the in-house Speech Language Therapist. The Inclusion Coordinator continued to document cases in the SEDS system and maintained regular communication with families. Briya will continue to maintain all timelines and documentation requirements for the 20-21 school year.

The inclusion coordinator maintained IDEA timelines in collaboration with families by communicating with them weeks prior to upcoming eligibility or annual IEP reviews. Families were able to choose whether holding virtual meetings with the educational team was a suitable option for them or to postpone them until school reopened. All families received a thorough explanation of how postponing the meeting could impact their child's education through the impact that could have on therapies or being able to review their current IEP goals. Briya families eagerly participated in all meetings, and in their child's subsequent virtual therapies. There was one exception in which an evaluation had begun before the school closing and there was no possibility for an in-person session to complete it. In that case, the family was informed and agreed to postpone the evaluation until school reopened. A Prior Written Notice was completed and documented in SEDS regarding the conversation and agreement with the parent to postpone the evaluation until it could be carried out in person.

All related services delivered virtually during the COVID-19 school closing were regularly documented in the SEDS system. Each therapist continued to use service trackers to document their sessions with students. The service trackers included notes about the different ways in which services were being delivered (i.e., Zoom meetings, texts, video links, pictures between parent and therapists to supplement sessions) as well as the parent coaching component that was a principal element of success in serving Briya students with disabilities during remote learning.

Eligibility and IEP meeting documents were generated and subsequently uploaded in SEDS. All meetings during remote learning were done by conference call with prior permission from the parent, and included members of the child's educational team: general education teacher, special education teacher, therapist, parent, LEA representative, and a representative who could interpret the results of evaluations.

Briya delivered laptops with touchscreens to 95% of children with IEPs in spring 2020 and the IT team ensured each family had the internet capability and support needed to be able to access all educational services. As we did in the Spring, we will continue to provide accessible assistance for parents on how to get the applications and links that are needed for services, and how to connect and download any necessary information. In the case of a parent with a visual impairment our technology team works with vendors to purchase add-ons and use technology to provide

accessibility. The only reason that 100% of children with IEPs did not receive laptops is that one family refused the device stating that they already had the devices needed.

We utilized multiple modalities and mediums for communication including phone calls, video chats, written communication, postal deliveries, and home deliveries of hands-on materials to use for meeting learning goals. We ensure that communication is provided in the way that the parent can receive it and collaborate with the Student Services team to ensure that parents of students with disabilities who also have medical or therapeutic needs can access services and support themselves. Briya's strategic partnership with Mary's Center, a Federally Qualified Health Center with wraparound services has been integral in meeting a variety of adult as well as child needs. There were frequent follow up calls and meetings with parents of students with disabilities between the Special Education Coordinator and teachers to ensure that all content provided from specialists could be extended and embedded into some of the home learning activities and that parents were fully informed and supportive of the methodologies being used and how to monitor progress.

Briya was able to start remote learning in March 2020 with the right ingredients for effective special education services for students with disabilities experiencing the school closure in Spring 2020 and will be able leverage those same successes, combined with staff and parent feedback to deliver even more robust services in 20-21. Although online learning is typically not the ideal learning modality for young children, Briya's students with IEPs were able to continue to thrive and meet their goals during this time. Although having children at home full time is less than ideal for parents and their schedules, the therapists and teachers were able to make the most of this situation by providing additional parent training. Parents had a daily view of what these services looked like and the strong relationships that they already had with staff contributed to the success of the model. Now that we have considerable experience in providing therapies and services in remote settings and parents have experienced them alongside their children they will be equipped and informed to make the choice between our hybrid model or virtual options. We will continue to engage in frequent communication including many texts, pictures, visuals, video chats, and meetings with special education teachers.

Briya will carry over the most successful parent training methods from Spring 2020 into 20-21 such as video chats, phone calls, and individual sessions that focus on use of the materials that the school provides to them. The personal relationships that were formed between inclusion teachers and parents will continue and for new students the same elements and step by step process that Briya has developed to attain meaningful family engagement and bi-directional communication will be implemented. Furthermore, the parents of Briya children are enrolled in adult education classes in Briya's two generation school and receive robust parent training throughout the whole school year that covers all areas of child development.

Briya will utilize developmental screening, and other forms of data collection including meetings with each child's educational team to decide on the best way to deliver necessary recovery services to students with disabilities during the 2020-2021 school year. Parents will be part of the decision and the process of determining the most appropriate method to deliver recovery services for their children. The educational team that will collaborate to make the decision along with the parent includes therapists, a special education teacher, general education teachers, and the inclusion coordinator/case manager.

Briya plans to offer parents the following options to deliver recovery services during the 2020-2021 school year:

- Temporarily adding time to the child's IEP for related services for period depending on progress that is

documented during the first eight weeks of school after the change of service hours. Parents will have the option of choosing in person or virtual delivery of related services for their child.

- Providing extra parent coaching with supplemental activities and materials for home on a weekly basis that specifically targets the child's IEP goals (in person at school, and/or during virtual distance learning sessions).

The special education team will collect and utilize information from various data sources during the first six weeks of school to be able to determine if a student with disabilities needs recovery services and/or to what extent the student needs such services. The inclusion coordinator will work in collaboration with parents, special education teachers, general education teachers, and therapists to be able to have a clear picture of the child's current levels of performance as it relates to their IEP goals. The Ages and Stages Questionnaire (ASQ-3) screener will also be used to better assess the child in all developmental areas along with parent input.

Briya will accommodate students with disabilities. Briya will acquire the necessary equipment for students with physical disabilities such as special chairs and desks (for onsite learning), touch screen laptops, assistive technology, audio textbooks, educational software, and specialized cell phone applications, as appropriate. Briya will administer the Empire State Screen: Learning Needs Screen for Non-English-Speaking Adults, a learning disabilities screen, to Briya students to determine their learning needs and whether they could be referred for additional diagnostic assessment. A Learning Information Survey is also administered to determine in class learning needs and preferences. In cases where additional information is needed, the Learning Needs Screening tool and English Language Learner Student Learning Information Questionnaire are administered. All teachers are trained to provide appropriate and differentiated instruction. Learners who are struggling in class and whose screener indicates they need additional diagnostic testing will be referred to Assess for Success which is coordinated by the OSSE Adult and Family Education office. Briya will work with the diagnosticians to include critical information in the report that will help with the students' college and career pathways. The diagnostic results will be used to get the student accommodations such as extended time on required assessments. Diagnosticians may also suggest classroom accommodations such as recording lectures, large print, oral and written directions, extended time for assignments, and quiet testing spaces. Finally, Briya will request that the diagnostic reports include suggestions for workplace accommodations that would benefit the learner to ensure improved performance and completion of assignments such as oral and written directions, modeling of tasks to be completed, and quiet work space for individual tasks.

Briya will set, communicate, and ensure high expectations for students with disabilities. Briya will have built-in structures to better meet the academic needs of students. Briya will provide a tutoring program. Tutoring will be provided to learners struggling to meet academic outcomes Reading strategies will be reviewed in class.

Briya's Homelessness Liaison, Johanna Ulseth, will continue to serve as the point of contact for documenting and advocating for Briya families who are experiencing homelessness in order to ensure they receive appropriate accommodations under the McKinney-Vento Law. For Briya families, this will include PreK student access to early intervention services; the rights of PreK and school-age children to continue their education in their "school of origin" and access to transportation to and from school. In addition to ensuring Briya provides these and other support services, our Homelessness Liaison will also collaborate with Liaisons at other schools where the children of Briya adult students attend. Staff from our administrative and student services teams will work directly with families in this category and will share all relevant information with our Homelessness Liaison.

- **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.**

English Learners

All the parents enrolled in Briya's two-generation daytime program have enrolled because they want to learn English, digital literacy, and child development as well as have their children enrolled in our comprehensive Tier 1 early childhood program. Almost 100% of Briya PreK children are English learners and Briya operates a 50/50 dual language immersion program with instruction in both English and Spanish. In order to operate both a hybrid program and a remote program we have had to split co-teachers and pair some of the teachers with assistant teachers or support specialists who will help to ensure that there is equity of language instruction in the English and Spanish. Additionally, while on-site the assistant teacher will work to provide additional language support for children and families. Lesson plans will be carefully crafted to bridge concepts and vocabulary from on-site learning to distance learning and use the Wednesday synchronous times with both Primary Teachers together to engage in activities that connect and bridge key vocabulary and concepts across languages.

Briya will administer the home language survey during the initial enrollment for all new students. Based upon the results of the home language survey, we will screen students for English language proficiency within the first 30 days of school. If possible, we will complete the screening in person and if it's done virtually, the teacher or coordinator will also conduct an interview with the parents/guardian virtually or by phone and review the results. If only a provisional EL screening is possible, then the in-person screening will be completed by March 1st.

We will focus extensively on oral language development (listening and speaking) as basis for the acquisition of other skills and explain to parents that even if their child is rated as fluent on the pre-IPT, their proficiency will be re-screened in kindergarten across all four domains. Our formative assessment will allow us to assess various aspects of language development including vocabulary knowledge, grammar, listening and following directions, and social rules of language. The formative assessment allows us to capture and count skills that children have in their L1 and in their L2 (which for most students is English). During the first checkpoint period teachers will pay close attention to students' language and literacy skills and collect work samples to help track the development of goals that are generated together with parents during the first parent teacher conference in the fall. These goals are highly individualized for children and are influenced by a variety of factors including age at first exposure to home language and English, family composition, prior experiences, and other developmental factors. In addition to the home language survey we use a survey to gather language data from families to help us better understand, track, and differentiate for language learning.

All Briya PreK three- and four-year-old English learners will have access to robust academic content that is individualized for their age and proficiency level. Once initial language assessments have been completed (see above section) teachers continually track child observation data and use it to inform their weekly planning. For example, if a teacher records that a three-year-old English learner is a beginner, or even below-age level for responding to directions in their partner language, but does meet age-level expectations for responding to directions in the home language the teacher will help build the child's confidence in responding to verbal directions in the home language within the school community setting which may be different from the home setting. The Spanish- and English-speaking teachers will partner to share observations in a strengths-based manner, co-plan, and gradually introduce more and more verbal instructions with English, so as to leverage the child's interest and make all interactions and content meaningful and relevant to increase motivation and participation. For children who speak languages other

than English or Spanish we rely heavily upon two of our Amharic and French speaking staff to help us gather necessary information and communicate with families.

Briya PreK teachers plan based on principles of emergent curriculum (i.e., driven by children’s interest and experience) and their projects, or studies typically last 6 to 8 weeks and provide an array of language and literacy experiences with vocabulary, content, and opportunities for emergent reading and writing in both languages of instruction. This will continue during hybrid or distance learning and our hybrid learning model consists of substantial outdoor learning and topics that will bridge and loop with virtual learning.

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.**

Technology Policy

Briya’s Technology Policy

Purpose Statement:

Briya Public Charter School is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Pre-COVID-19 students’ use of the school-owned-and-operated technology resources were a core part of our educational plan. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is an essential part of the learning process for all students. Briya Public Charter School is committed to equitable access to technology resources necessary for learning for all students. Our adult students must sign and submit a Student Technology Acceptable Use and Safety form.

Beyond defining Briya Public Charter School’s general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a Return to School Technology Plan is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

Description

The following plan for the effective use and oversight of school technology during and after the COVID-19 Pandemic draws on a framework developed by the Wisconsin Department of Public Instruction. This framework comprises three steps:

1. **Review** (where things stood at the close of SY 2019-20);
2. **Plan** (what must be accomplished before SY 2020-21 school begins); and
3. **Implement** (during SY 2020-21).

The intended result of following this process is to develop a Return to School Technology Plan that is based on and aligned to the existing School Technology Plan.

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

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

Equipment

All students and staff will receive the following equipment:

Technology Distribution Plan for Students

Key: AN = As needed, E = Everyone, PreK = Preschool 3 and 4, 2-Gen AE = Two-Generation Adult Education, Workforce = Job Credentialing programs

	PreK	2-Gen AE	Workforce
Windows Laptop			E
Chromebook	E	E	
Hotspot	AN	AN	AN
Mouse		E	E
Headphones	AN	E	E

Software

Students and staff will have access to the following software—as indicated in the table—using school-created and maintained logins and passwords. At no time will anyone outside of the school community be able to access the software. Students will be able to access a wide variety of educational software including FlipGrid, Padlet, NearPod, and others directly via the Google Classroom or Schoology platform.

Software Distribution Plan for Students

AN = As needed, E = Everyone

	PreK	2-Gen AE	Workforce
LMS: Google Classroom		E	
LMS: Schoology			E
Google Apps for Education		E	E
Gmail		E	E
Essential Ed		AN	AN
Typing.com		E	
WIN Learning			E
Virtual Job Shadow			AN
Seesaw	E		
Khan Academy Kids	E		
Remind	AN		
WhatsApp	AN		
Bedtime Math	AN		

Training

For every piece of equipment and software, Briya provides training for staff, students, and families on proper use and care. Training also includes a way to access technical support for malfunctioning equipment and to use the equipment and software properly.

We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. Students will come onsite to pick up their devices. Those that need initial training will receive a brief on-site training session on how to properly use their device. These training sessions will follow DC Health guidance on social distancing.

Review & Assessment

At Briya, every student and staff member will have access to the equipment they need to fully participate in remote learning. This year we will have a 1:1 device program for all PreK and adult students. This allows us to standardize our remote learning practices, provide equity for students, and enhance learning. Additionally, with all devices tagged in Enterprise Enrollment, we can filter content, monitor student use, and disable devices remotely, if needed. Policies will be implemented to ensure that technology is secure.

Equipment

All new and returning students this year will receive a device for remote learning. Workforce and NEDP students will receive a Windows laptop. Two-Generation Adult Education students will receive a Chromebook. PreK students will receive a Lenovo Tablet E10 with touchscreen. As we are rolling out new equipment to all students, we will review the inventory of what equipment was previously assigned to returning students and have them trade those in for the new equipment. The IT team will ensure devices for staff are in working order. For new families and staff joining the school community, we will survey their Internet availability and speed, and number of household members expected to be using the Internet during the school day. Our device inventory system will be FERPA-compliant, with no identifiable information, protecting student privacy.

Software

Based on our instructional plan, we determined what software best supports remote learning. Additionally, a Remote Learning Committee was formed to test out and make recommendations for educational software purchases. This information was shared with the Digital Integration Team. We will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff's strengths and needs. We will also inventory communication resources and protocols and evaluate performance and needs.

Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, students without internet access and/or devices will be aided in securing internet through a program such as Comcast Internet Essentials or access via a mobile hotspot.

For students and families not able to retrieve equipment from the school, arrangements will be made for shipping the equipment directly to the student. Training, expectations and care of equipment will be provided virtually in such cases.

Family Engagement Policy

Replacing/Repairing Equipment

Equipment

Briya will have loaner equipment available for families and staff on an as-needed basis.

- The primary method for returning defective devices will be in-person. On a case-by-case basis, home pick-up or other arrangements can be made.
- All equipment, including “loaners”, as well as status of repairs will be tracked in an asset inventory system. Briya has acquired approximately 30% extra hardware stock to easily manage giving out loaner devices or replacements.
- For a student to request a repair or replacement, students can report the issue to their teacher. The teacher will then submit a ticket to the IT team. Additionally, students can call or email the Briya Helpdesk directly. Students would then make arrangements with the member of the IT team to pick up the new device on-site or make other arrangements on a case-by-case basis.

Briya families will demonstrate the ability to correctly use the technology prior to bringing it home. Students will sign an agreement to protect their computer. If equipment fails due to misuse, the student will meet with a staff member (i.e., digital integration team, site coordinator, teacher, advisor) to discuss what occurred, understand the impact, and demonstrate how to effectively use technology before receiving a replacement.

- Once a ticket is created, a member of the IT team will use remote desktop access to assess the technology failure. If remote access is not possible, the device will be assessed on-site.

Software

- For initial rollout, a committee of teachers, along with the Digital Integration Team, tested and checked the apps and the functionality of the system. The teachers will be able to determine the issues and they can create a ticket to IT support. The student can send an email or call the Helpdesk to resolve software malfunctions.
- Student passwords will be stored within our secure SIS.
- If a student is “locked out” of software, the following will occur:
 - The student or teacher will inform the digital integration team and Briya staff will reset the software remotely.
 - Or The software is deployed from ChromeOS in Chrome Management.
 - The student can notify the teacher if there is a problem, and work with the student to resolve it initially (i.e. incorrect password.)
 - If the teacher is unable to resolve the issue, the teacher will create a ticket for IT support.
 - IT support will investigate, diagnose and resolve the problem.
 - IT will then notify the student and teacher when the student software is working properly.

Training

Students will receive initial training before they begin to use their device for distance learning. Once remote learning begins, teachers will continue to educate their students on best practices for digital literacy and device usage. We will be utilizing software that allows teachers or the IT team remote access to provide training and support as needed. The Briya IT team will be responsible for troubleshooting technology issues at the school.

16. Describe the LEA’s policy for partnering with families and communicating about continuous learning and

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

Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software, or disable the device entirely.

Remote Learning Limitations on School-Provided Devices

Equipment

- Students will only be able to use devices for school purposes. Students will only be able to log in with school credentials. We will monitor student use via a content filtering and tracking program and Chrome Management.
- Students will sign an agreement to protect their computer. If equipment goes missing, the student will meet with a staff member (i.e., digital integration team, site coordinator, teacher, advisor) to discuss what occurred, understand the impact, develop a plan for safeguarding equipment before receiving a replacement.
- Hardware should only be used by enrolled students at Briya. Multiple family members may be enrolled students.

Software

- Students must log in with their school-provided credentials in order to access software on a school-owned device.
- Students will not be able to download new software onto devices. The Digital Integration Team can push software to devices as needed. Utilizing software not purchased by Briya will not be permitted.
- Students can only access educational content from the Learning Management Systems and approved websites.
- Social Media sites will be blocked with possible exceptions for social media for educational purposes.
- We are enforcing these policies with a content filtering and tracking program and Chrome Management.

Training

- Staff receive on-going professional development throughout the year on best practices for school equipment and software. This training is provided by the Digital Integration Team and the Instructional Coach.
- Students will receive an initial training on the proper use of their device and software on-site, following CDC guidance for social distancing. Further training will take place remotely with their class teacher, advisor, or with a member of the Digital Integration Team.
- Students can call the IT team or the Digital Integration team for support in the use, as well as the limitations, of school equipment and software.

school operations, including:

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

- **How you will share expectations and training for family participation in their student’s learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

Family Engagement Policy

Briya’s Family Engagement Policy

Purpose or Policy Statement

This policy will describe how Briya will partner and communicate with families about continuous learning and school operations.

Description

This policy articulates how Briya will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

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

General Schoolwide Communication

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families will happen across many media depending upon each unique instance. Methods of communication include posted signage in the building at visible locations like the entrances and restrooms that include signs about everyday protective measures like handwashing, social distancing, wearing a face covering; access to resources; and information on the school student website about behaviors that prevent the spread of COVID-19 and when they should social distance or when they must stay home, on-demand notification through social media channels, WhatsApp, Robocalls, and/or individual outreach.

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, robocall, and robotext. Furthermore, Briya will utilize various mechanisms for feedback from families and build on its record of valuing and using ongoing and meaningful two-way communication with families. We will expand our capacity for this type of communication even further, with our enhanced capabilities to do so digitally, as well as over the phone. We will begin the initial modeling and planning for the school year by seeking parent feedback as well as consulting multiple stakeholders and the guidance of health and safety experts. Throughout the academic year, we will maintain frequent communication and collection of feedback from families about their children’s needs. In addition to posting signage, graphically oriented flyers, using our digital platforms, and social media, Briya will continue to conduct highly individualized outreach to families and consider their unique needs and situations when conducting outreach and formulating communication. Many Briya

families have limited levels of formal education and English literacy, so all communication will be as clear as possible and delivered in the primary languages of students. Any changes to our reopening plan will be made with consideration for family feedback.

Briya used its student website to post critical information for families during the prior term when all schools had to pivot to virtual learning. Students in some classes accessed academic content for asynchronous learning as well as a variety of resources related to housing, food, and other essential support services. Early childhood teachers sent links from the student website each week and this process will continue during the 2020-2021 school year. The Student Services, Communications, Early Childhood, and Adult Education team worked together to post and maintain key information and post daily updates. The Early Childhood and Adult Education teachers conducted weekly individualized outreach via phone calls or video chats with all families and this weekly communication will continue in the 2020-2021 school year.

Adult students at Briya will have individual communication with their Primary Teacher and Advisor a minimum of two times per week through individual remote or in-person meetings. These may occur over Zoom or be by phone. Students can also access weekly Briya-wide announcements and information through the student website and LMSs (i.e., Google Classroom, Schoology). In addition, teachers and advisors will have weekly, virtual office hours for families, and all families are encouraged by their teachers and staff to call Briya for any student support needs they may have.

Advisors will hold weekly Zoom sessions with their Advising group, starting the first week of classes. During these sessions, Advisors will assess needs of the students, and students will have the opportunity to give input about their learning and other individual or family needs impacting their ability to learn. The Zoom meeting schedule will be developed based on student availability and will change to meet students' learning needs. If students are unable to attend a Zoom meeting with their Advising group, the Advisor will call the student individually. Primary Teachers will use formative assessment throughout instruction to ensure students' learning needs are being met and will adapt and differentiate instructional methods as needed.

Building community is essential to Briya's model and thus one of our main goals is that students feel connected and seen by their Primary Teachers, advisors and fellow students starting the first week of classes. Teachers and advisors will communicate weekly with each student via group advising meetings, individual meetings during office hours, phone calls and synchronous classes. Teachers and advisors will introduce themselves through PowerPoint or Google Slides presentations which will be available on the LMS throughout the term. The first unit in all classes will be community building and student orientation; community building activities will be incorporated into all classes (e.g., getting-to-know-you games, pair and small group presentations and activities.)

Students will receive weekly individual feedback on every assignment from their Primary Teacher(s), and teachers will give additional support to students via phone and/or video calls, as needed. Student-teacher and parent-teacher conferences will be held three times during the year, and students will receive progress reports after terms 2, 3, and 4 (i.e., December, March, June).

Websites

The Briya student website always will be the location for general information about the school as well as community resources, activities for daily learning, and contact information for the student-facing staff. The student website will be linked to the school's main website, which holds additional information including specific details on program offerings, school operations details, and calendars. This information will be available to families 24 hours, 7 days a week.

- **Contact Information:** Current and prospective students will be able to find all information on how to contact school administration and staff.
- **Family Resources:** Families will be able to find the Student and Family Handbook, school enrollment and

registration details, links to distance learning resources and additional materials to support families, such as social services resources posted by the Briya Student Services team.

- **Food Programs:** In accordance to OSSE guidelines, all required information about the Briya food program will be available to families on a monthly basis.
- **Operating Status:** When the school's operating status is anything other than open (e.g., closed, weather delay), it will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage. In the case of an unanticipated school closure, Briya administrative site coordinators will continue to utilize the One Call (robocall) system to notify students individually via phone and/or text message. Information will also be posted on Google Classroom/Schoology and Briya's social media accounts (Facebook, Instagram, and Twitter). Primary Teachers or Advisors will call students individually regarding any health and safety concerns affecting the school community.
- **Student Learning:** A link to Google Classroom will be available for students and families to access student work and updates from teachers. The website will also house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

Social Media

Briya has social media channels including Facebook, Twitter, and Instagram. These channels will be used on a regular basis to build broad awareness of Briya, engage the broader DC community, partners, and other stakeholders throughout the country who are partners and friends of Briya. These updates will also serve to engage students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (e.g., learning packet pickups, student support giveaways, food drives).

Direct to Family

Briya will connect with families directly through robocalls/texts, emails, and text messages to communicate whole school announcements, high priorities, sensitive student-related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school at least twice a week and early childhood teachers will have almost daily contact with families, particularly those children who require individual forms of outreach and parent engagement.

Family Engagement in Continuous Learning

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

Trainings

During the late summer, and at regular intervals across the year, Briya will provide virtual and in-person training to support families in navigating the continuous learning plan. These trainings will include, but are not limited to:

- troubleshooting your device at home and learning to use Seesaw or any other platforms for children's

learning

- accessing Briya’s distance learning platform and materials
- navigating the learning management system, and
- Parent-child interactive learning sessions on topics related to COVID that promote effective engagement within our outdoor learning program including handwashing, social distancing, and mask wearing.

All adult students will be provided with a Chromebook or laptop; on-site support and instructions with graphics in multiple languages appropriate for the student’s lexical proficiency will also be provided. Students will come on site at least twice during the first three weeks of class to receive technology training and will demonstrate proficiency in Chromebook or laptop use prior to taking computers home. Teachers, Advisors, and the Digital Integration Team will be available to support parents via phone, Zoom, and Remote Desktop. Students can also bring computers onsite to get one-on-one support as needed.

Continual improvement

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

Resources

Virtual training will be recorded and available to our families through our student website. Any printed resource guides and other training materials will be available for families via the website.

Coronavirus Prevention Communication

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.

Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact Genesis Cruz within 24 hours of the household member’s diagnosis.

If the parent is unable to contact the COVID-19 point of contact, reporting can be completed through an online form.

Trainings

To prevent the spread of coronavirus, Briya will offer training for students, staff, and families. Topics may include:

- How to safely return to school: a training detailing all in-school processes for students, families, and staff)
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic.
- Maintain an up-to-date confidential directory of staff contact information, in the event that a staff member is confirmed to have or is exposed to COVID-19.
- Updating Briya's COVID-19 Point of Contact, Genesis Cruz, on how to communicate if a positive case is suspected or confirmed so that appropriate steps are followed.

Signage and Resources

[Signs](#) will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday [protective measures](#) and describe how to [stop the spread](#) of germs (such as [properly washing hands](#) and [properly wearing a cloth face covering](#)). These signs will align with CDC and PPE guidance.

As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on the Briya student website.

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: Briya Public Charter School

LEA Leader Name: Christie McKay

Date: 09-21-2020 09:49 AM