

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

**LEA Name: Carlos Rosario International PCS**

**LEA Contact: Ms. Allison R. Kokkoros**

**LEA Type: Adult**

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### **Background and Purpose**

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

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

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

<sup>1</sup>Term 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.

<sup>2</sup>These 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.

<sup>3</sup>Refer 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.

## Application Questions

### 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)?**

See the School's Recovery Operations Plan, at Section I (Cleaning, Disinfecting, Sanitizing), Section IV-N (Exposure, Reporting, Notification & Disinfecting). (The School Recovery Operations Plan is an attachment to the Continuous Education Plan.)

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

See School Recovery Operations Plan, at Section II (Physical Changes to the Environment to Promote Social Distancing).

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

See School Recovery Operations Plan, at Section III (Reopening Buildings after Prolonged Exposure), Section IV-K (Hygiene).

**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>.*

See School Recovery Operations Plan, at Section IV (SY20-21 School Operations Plans for Safe Access to Instruction).

### 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.

**a. Identify the instructional methods (e.g., 100% synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during SY 2020-21 to ensure rigor across settings.**

The School serves adult students with significant home, workforce, and parenting responsibilities, and who are not required to be in School, yet even now, during this pandemic, demonstrate significant drive to gain the language and life skills necessary to best navigate and protect their families. The School will continue to employ proven best practices in the field of adult education, including centering student learning in responding to students' present and longer term goals. The adult learners we serve are among the hardest hit by the COVID19 pandemic, experiencing some of the highest rates of unemployment and COVID19 infection. Their present learning goals primarily relate to workforce (i.e., gaining the skills necessary to regain lost employment and prepare to access future workforce opportunities); basic needs (i.e., learning about and accessing District of Columbia resources and supports); parenting (i.e., supporting their children so they do not fall behind in their education); and their and their family members' health and wellness during the pandemic. To that end, all elements of the design of the Carlos Rosario School continuous education plan are necessarily in alignment with their goals and needs, including instructional design and engagement monitoring.

Instruction will be completely virtual for the fall semester which is from August to January. Instruction will take place synchronously and asynchronously. Instruction will take place using the Schoology LMS and Zoom communications systems and a variety of other tools as appropriate to a student's specific needs and academic program:

- Materials to be used are a combination of teacher created resources, textbooks, and online learning resources.
- Some of the online learning resources include: Schoology, Zoom, Remind, Google Drive tools for all classes. Intermediate ESL classes will leverage My English Lab, Spark 3000, No Red Ink and Newsela.
- GED classes will engage with a variety of tools, which may include: Aztec Learning and GED Academy in addition to the aforementioned tools.
- Career Training Classes will use the following: My Culinary Lab for culinary arts, Teknimedia for IT Fundamentals, NorthStar for IC3 and online complements to the text for Nurse Aide Training.
- Teachers may use other tools as they choose to support instruction and learning. Some examples of these tools include Quizlet, Nearpod, and Kahoot, however teachers are not limited to any of these tools and may use other tools to supplement their instruction.

**b. 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);**

- Teachers will provide a combination of synchronous learning times, office hours, one-on-one feedback sessions, and asynchronous learning opportunities. Teachers will offer office hours daily during class time when classes are not meeting, in order to support students with asynchronous activities or technology issues.
- Synchronous learning will occur each week at a minimum of 3 days for approximately 60 minutes.
- Asynchronous learning opportunities will be provided for up to 2 hours of practice and work per instructional day.

**c. Describe the training and professional development for school staff to support the effective implementation of this instructional plan:**

- Faculty will be provided four weeks of professional development, training, and class preparation from August

3<sup>rd</sup> - August 28th.

- The professional development and training sessions will include some of the following topics: designing courses within Schoology, using Schoology to facilitate instruction, principles of online learning, tech tools for teaching the 4 skills (reading, writing, speaking, and listening) for language learning, and using other instructional tools such as Remind, Zoom, and Google Docs.
- Teachers will have time to work independently to plan, design, and adapt materials for online learning. Professional Development Specialists will be available during this time to assist and support teachers with technology questions and online course design.
- Throughout the year at scheduled times, professional development will be offered for faculty on topics related to their needs.
- Professional Development Specialists/ Instructional Coaches are available throughout the year to meet with teachers individually to support teachers in their instruction.

**d. 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.**

- Campus principals with support from the Learning and Evaluation team will review regular monthly reports on student participation and progress. Reports will be disaggregated by program, assessment type/s and reviewed both at a program, class, and student level as appropriate
- School leadership will work with faculty, professional development specialists, and curriculum team to make adjustments to the plan in real time as indicated by ongoing monitoring to ensure the needs of all students are met.
- Teachers will submit weekly module plans to be reviewed by their direct supervisor to ensure high expectations, appropriate work levels and adequate scaffolding and differentiation for all learners.
- Teachers will meet with their supervisors in the beginning of the school year to discuss their plans and goals for the upcoming year.
- Supervisors will review weekly module plan submissions from teachers and provide feedback.
- Weekly module plans will include the following: weekly class synchronous times, office hours and asynchronous plan details.
- Supervisors will, at least twice per semester, attend synchronous meetings of classes for each teacher.
- Supervisors and teachers will engage, as needed, our Student Academic Resource Team (SART) to partner and participate in planning for students who have specific learning needs.

## **Assessment and Promotion Policy**

### **A. Assessment**

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

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

Other (identify vendor)

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

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

See table below.

Program/Class	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
<b>ESL OR-L8 and Adv Eng</b>	Reading, writing, speaking (with grammar embedded in those measures), and digital literacy diagnostic at the beginning of the semester, and an aligned post-assessment to measure growth and identify exit skill achievement for promotion/retention	within the first three-four weeks of semester for the diagnostic assessment and the last 3 weeks for the post-assessment	all modalities are possible	Formative assessments (exit tickets, homework, and other progress indicators) will be monitored continuously to develop responses in real time, aligned to student needs. Particular attention goes to how we unpack what digital literacy or language issue versus a language acquisition and/or mastery support means
<b>ESL OR-L8 and Adv Eng</b>	CASAS Reading for Life and Work series	October February	Remote or in-person	Individual and small groups. Samples of students will be taken across all levels. In all classes will be levels 6-8.
<b>Computer Basics 1 and 2</b>	Unit-based formative assessments based on Northstar digital literacy standards including diagnostics at the beginning of each unit and throughout units including performance tasks.	monthly	all modalities are possible.	Students are supported with a paraeducator assigned to the classroom to provide one on one or small group support
<b>IC3</b>	IC3 GS5 Certification, three exams: -Computing Fundamentals -Living Online -Key Applications	monthly	Remote - synchronous and asynchronous  Teknimedia (online platform), including diagnostics, foundational concepts, video, exams practice  Web-based, proctored exam	Formative assessments (exit tickets, homework, and other progress indicators) will be monitored ongoingly to develop responses in real time, aligned to student needs. Particular attention goes to how we unpack what digital literacy or language issue versus a language acquisition and/or mastery support means

## B. Promotion and Graduation

<b>IT-Fundamentals</b>	CompTIA IT Fundamental Certification: basics of computing, IT Infrastructure, software development and database use	End of Semester	Remote - synchronous and asynchronous  TestOut (online platform), including diagnostics, foundational concepts, video, exams practice  Web-based, proctored exam	Students are supported with a paraeducator assigned to the class to provide one on one and small group supports.
<b>Nurse Aide Training</b>	NNAAP Certification	End of Semester	On-site, in-person proctored exam (skills and written)	Students are supported with a nurse aide that is assigned to classes to provide one on one and small group supports.
<b>Culinary Arts</b>	ServSafe Certification as the official mid-term for Fundamentals 1 AM and EVE class Fall	Mid term	Remote - synchronous and asynchronous  National Restaurant Association-ServSafe Online platform, including Instructor resources from the such as diagnostics test, foundational concepts / Case study, power-points, video, exams practice.  Web-based, proctored exam	Students are supported with a paraeducator study-buddy that is assigned to the class to provide one on one and small group supports.
<b>Bilingual Teaching Assistant</b>	Parapro Certification Exam	End of semester; until student passes	On-site, in-person, web-based, proctored exam	Individual/small group tutoring
<b>GED Spanish</b>	Spark 3000  Paxen Focus Formative Assessments  Plazas Comunitaria	Two times during the year  on-going  Monthly (depends on student's progress)	(web based platform)  (web based platform)  (hybrid-fillable PDF/student monitored via Zoom)	Individual student own pace  Individual student own pace  Individual student own pace

	Teacher made formative assessments	on-going	all modalities are possible	Individual/small
<b>GED English</b>	TABE remote testing	Three times during semester	all modalities are possible	Individual/small

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

The Carlos Rosario School does not plan to significantly change current promotion policies. As in other years, teachers will use data from the assessments and tools listed above to inform a decision about whether that student will be promoted.

The official GED examination in Spanish is on hold at present, as the GED Testing Services/OSSE have not authorized the Spanish language GED pilot phase to begin (nationwide). GED in English will follow OSSE and GED Testing Services Guidance for its students to sit for their official exams.

Career Training Programs will implement certification testing as is allowed by the vendor through remote means, or by creating in person opportunities for Nurse Aide Training, Bilingual Teaching Assistant for the Praxis Exam.

**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.**

N/A Adult Basic Education LEA.

**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?

**a. How is the student’s presence authenticated daily using the LMS?**

- Schoology is the LMS for the Carlos Rosario School. Classroom teachers will monitor student participation in a combination of classroom engagement via Schoology, as evidenced by discussion boards, assignment

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

submission (could be a photo of work, engagement in a document, etc.) as well as time on task, as appropriate.

- Remind is the School's messaging tool where in students and teachers, or other team members, may engage. Remind is an option for students to also receive instructional supports and submit assignments.
- Examples of presence in distance learning may include online learning tools, such as Spark 3000, My English Lab, etc. (these vary by program and level)
- Examples of additional learning tasks include conversations or virtual meetings in small groups or one-on-one with instructional or support staff to discuss learning material
- Face-to-face engagement via zoom
- Completed exit tickets (Google form, etc.) after a student engages a pre-recorded lesson OR using software that provides demonstration of similar completion of work
- Email (using only school-provided and secure student and teacher email addresses), text or uploaded photos of completed assignments, projects, or videos of activities in a secure portal.

The Carlos Rosario School will implement the following steps to address absences:

- Teachers, support staff and administrators will collaboratively follow-up with absent students
- Teachers will contact absent students by Remind, email, and phone to determine reason for absence and determine support needs for student future attendance

**b. What constitutes sufficient engagement in the LMS for the student to be marked present?**

- In alignment with our adult learner goals and present needs, their engagement is measured in a variety of manners including but not limited to participation within the LMS; active participation in synchronous or asynchronous learning opportunities; engagement with teacher during office hours; submission of class materials for each days' lessons; reading practice with librarians; engagement with student services advancing their goals; and engagement with a tutor.
- Marking a student present with sufficient engagement requires the student to sign into the LMS. Engagement may include, but not limited to: (1) responding to the day's posts (e.g., attendance, discussion, update, assignment); (2) posting and/or the submission of work from the day's synchronous class; (3) time spent interacting within the LMS (e.g., reading articles, watching videos, reading responses).
- Teachers should enter attendance within 24 hours of their class time. Teachers may mark a student present on the day of, if a clear one-on-one staff to student touchpoint was evident within the day.

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

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

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

- Teachers are responsible for daily attendance taking, either for students on-site or meeting synchronously/asynchronously through distance learning and will follow existing attendance protocols.
- Teachers are responsible for daily attendance for virtual learning students using the attendance touchpoints outlined: in person, synchronous and asynchronous engagement.
- Where possible, the School will maintain records of student engagement in Schoology and other platforms, depending on academic program and feasibility. These may include Spark3000, My English Lab, Teknimedia, Aztec Learning, Test Out and others.



- Student services track contact hours and engagement with individual students.
- Tutors track engagement daily.

## **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.**

#### **a. Social-emotional and mental health needs and more:**

The School has a Student Services Department (referred to as SSD moving forward) staffed with bilingual counselors and retention specialists who support students with their social-emotional and mental health in the following ways:

- SSD supports students with their needs such as health, housing, childcare, and legal referrals.
- The Department also connects/refers students to community resources that help these needs.
- SSD accomplishes this by receiving referrals from faculty, staff, and students themselves and then connecting them with the appropriate staff member in SSD.
- SSD staff members also regularly visit the zoom classes and offer targeted information about the resources and support they offer students and they also hold workshops on topics such as depression, rental supports, stress management, job seeking skills, etc.
- SSD helps students who are looking for jobs by working with them on resume development, practice for job interviews, and connecting with local businesses who are hiring

#### **b. Academic intervention:**

The School has a number of supports for academic interventions which include:

1. **Tutoring Supports:** Teachers can refer students to tutoring and sessions are offered to individual or small groups with similar needs. Tutoring supports can be in the classroom or pull out via small groups as appropriate. Tutoring services will be offered virtually through zoom calls and phone calls. Most of our tutors are bilingual and can offer native language and literacy support as well.
2. **Paraeducators.** Our literacy classes have bilingual paraeducators who work alongside the classroom teacher to differentiate the literacy curriculum to meet students at a variety of literacy levels and in native language as appropriate. The paraeducators support the teachers by working with students individually or in small groups during zoom class breakout sessions. Paraeducators also call students as needed to give them extra support.
3. **Zoom breakout rooms.** Our teachers are trained to use the zoom breakout room option in order to differentiate instruction as needed. In that way, they plan which students will work together and what content they will practice.
4. **Teacher office hours.** Teachers will offer regular weekly, advertised office hours through zoom where students can choose to speak with the teacher to get extra help or instruction as requested.
5. **Librarians.** Librarians will continue to work with reading development of our students. One way they will help students who need support in reading is to engage with students as reading partners to practice fluency, comprehension, and vocabulary development. Teachers will refer students to the librarians who need this support and librarians will meet with students through zoom calls or phone calls
6. **Student Academic Resource Team (SART).** Please see below in the section for students with disabilities for more information on this academic support program.

### **B. Behavior**

**12. Describe the LEA’s policy for monitoring student behavior during distance learning. All parts of the**

**distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**

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

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

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

- Possession of, distribution of, or sale of drugs, drug paraphernalia or alcohol in online environments
- Attending school or school event under the influence of drugs or alcohol
- Providing fake information for enrollment eligibility (i.e., DC Residency)
- Making threats
- Sexual harassment
- Cheating/plagiarism
- Profane language
- Disruptive behavior/willfully interruption the learning process
- Damage to school property
- Improper use of school equipment
- Solicitation
- Disrespect to any student or staff

**b. The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**

Should a student's behavior be deemed to be a serious violation or infraction, the incident will be reported to a designated school official. The school official will meet with the student, hear the student's perspective on the incident, and then as warranted engage in a variety of appropriate interventions that are commensurate with the nature of the infraction. These interventions can range in a variety of measures including but not limited to a verbal or written warning, mandatory consultations with a counselor and/or follow up conferences with a school official. Violations relating to the sale or distribution of drugs, weapons violations or other serious violations that threaten the health and safety of the school community may result in a suspension or an expulsion.

**c. The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

Any student excluded work from distance learning will have access to missed work. Each campus principal, or principal's designee, will ensure a plan for students to receive activities covered during the time excluded from class are communicated in writing and that the student is adequately provided time to complete missed work.

## **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](#).*

As an adult education center, the School do not receive IDEA funds or provide special education services using IEPs.

However, we do have a Student Academic Resource Team (SART) that gives support to students that are having learning difficulties whether due to social-emotional impacts, limited or interrupted education in their home countries, or physical challenges. The SART program follows these steps:

1. Faculty, counselors or students themselves submit referrals for academic support related to one of the needs listed above.
2. Once a referral is submitted, the SART staff gather data specific to the academic need stated.
3. SART staff meet with an academic support team such as the teacher, tutor, counselor, and the student to make an *academic support plan* to address the student's need. The *academic support plan* may include the following:
  - tutoring (in class or out of class)
  - modified materials
  - modified in-class assessments
  - social-emotional support
  - physical modifications to the classroom materials/tools
4. During the semester, the teacher submits notes on the plan's implementation and on the student's progress
5. When the student changes class the following semester, the SART staff meet with the new teacher to share the academic support plan
6. Notes and monitoring continue to the end of the school year when a final meeting is held to discuss the progress of the student and if academic supports need to be continued or revised.
7. SART and Student Services staff are in touch with students in the care of the District of Columbia or who are experiencing homelessness.

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

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

The School serves adults, many who study in our school English as a Second Language (ESL program). Students in this program take assessments and work towards exit skills aligned with achieving Comprehensive Adult Student Assessment System (CASAS) standards. Students and teachers collaboratively establish goals for English language acquisition across modalities of reading, writing, listening and speaking.

Our adult English language learners in career training, GED studies and skills classes benefit from sheltered instruction through explicit vocabulary instruction. Faculty engage in Sheltered Instruction Observation Protocols (SIOP) of establishing both language and context objectives to support students.

Our distance learning classes are supported by use of My English Lab, Spark 3000 and Schoology to provide context-rich instruction and engagement that supports language 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.**

We have provided all students an opportunity to have a school-issued device that is data-enabled in order to alleviate any concerns the student may have with reliable internet service. The School has adopted uniform platforms across campuses (Schoology, Remind, Zoom and Google Drive) and have a help desk team that can be directly accessed by students for tech support needs. In addition, at the time of distribution, students received support documents to help them with signing onto the computer and signing on to the platforms (see attached documents). Teachers have also planned a three week on ramp period in order to engage with all students and ensure that they are supported and are set up for success for the semester. We have also created virtual drop in hours for students who need in-person tech support through our tutors and accessible resources via Schoology for students to support their utilization of digital tools.

The Carlos Rosario School provides a device and internet access (or support to receive internet access) for all students. The School engages directly with each student to ensure he/she has a device by individual surveys, implemented by classroom teachers prior to the start of classes and supported by the administrative team. Any student who loses/has a damaged device must: immediately report the lost device to their teacher who will route the issue to our student Information Technology support team, composed of help desk staff, the help desk staff manager and academic manager overseeing the student's program. The team will collaborate to replace the device if/as necessary in a timely manner.

To protect student's personally identifiable information, the School maintains student privacy and engages privacy practices including: school assigned emails that are protected within the School's cloud; use of Remind messaging system which keeps all contact information private; securities via professional Zoom accounts for all classes; layers of firewalls and virus protection on all school-provided devices; careful review of technology solutions provided for student use to ensure protection of their personally-identifiable information; and requirement that those with access to student personally-identifiable information, including contractors, maintain confidentiality and use the information only for authorized purposes.

All devices can be serviced remotely by an IT help desk member. Students will receive instructions for how to

contact the help desk as needed. The School's acceptable use policy fully applies and there is no distinction of this policy across programs for all of our adult students.

## **TECHNOLOGY ACCEPTABLE USE POLICY**

Computers are provided for the use of Carlos Rosario School students as a privilege. Students will abide by policies and procedures as posted in hard copy and/or electronically by the Carlos Rosario School. The word technology as used here refers to equipment such as a computer, computer system, computer network, information storage media, cameras, camcorders, VCR/DVD player, TV, LCD projector, etc. or its components, and software. Technology use that is strictly prohibited in school building and using school technology:

1. Accessing, transmitting, or otherwise making use of pornographic materials of any kind available over the Internet is not permitted.
2. Any form of harassment activity engaged in from Carlos Rosario computers or other technology including but not limited to email transmissions is not permitted in any form.
3. Accessing, transmitting, or otherwise making use of "hate-group" or materials of any kind available over the Internet that may be offensive or harassing to any racial, ethnic group, sexual orientation or gender identity is not permitted.
4. Illegal or unauthorized duplication or transmission of protected software is not permitted.
5. Destruction or theft of school equipment is not permitted.
6. Violation of any of the above policies the first time will result in immediate forfeiture of computer access privileges.
7. The use of external drives such as thumb drives, cell phones, hard drives, etc., is not allowed on Carlos Rosario computers or other technology without authorization.
8. Unauthorized photographing, audio and video recording, transmission/posting of photographs, audio or video recordings of staff, faculty, students and school events is not permitted

The School will be able to put in limits to web browsing to sites such as Netflix and adult sites specifically on the sim enabled laptops devices only. This represents approximately 70% of the devices we distribute.

Students that need to have a device replaced will be able to do so by appointment.

## **Family Engagement Policy**

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

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

## **FAMILY ENGAGEMENT POLICY**

### **PURPOSE or POLICY STATEMENT:**

This policy will describe how the Carlos Rosario International Public Charter School will partner and communicate

with students about continuous learning and school operations.

## **DESCRIPTION:**

This policy articulates how the Carlos Rosario International Public Charter School will communicate with and train students 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 is vital for supporting the community of students and for maintaining the health and safety of the school community. Communication to students will happen across many media: posted signage in the building, access to resources and information on the school website, and through social media channels and individual outreach.

### **General School Wide Communication**

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

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated on *Facebook and Instagram*, the homepage of the School's website, and through direct outreach to students via *Remind*.

### **Website:**

The Carlos Rosario International Public Charter School's website will be the location for general information about the School as well as specific details on program offerings and details relating to typical school operations:

- Current and prospective students will be able to find on the School's webpage information on how to contact school administration.
- The School's web page will contain select student resources items relating to registration and resources available through the Student Services Department.
- Students seeking resources specific to the COVID-19 pandemic can visit the School's page that lists trusted external agencies that offer guidance and support.
- Distance learning resources will be made available to students via their **Schoology** course home page.
- The home page of the School's website will always house information pertaining to emergency school closures relating to COVID-19 or for any other health or safety related reason.

### **Social Media**

The Carlos Rosario International Public Charter School robustly uses Facebook and Instagram in the following ways:

- To build broad awareness of the School and to engage the broader DC community (and country) of the successes of the Carlos Rosario International Public Charter School's students and staff.
- Facebook and Instagram are leveraged to communicate operating status, and updates on community activities and resources that are time-sensitive (i.e., learning packet pickups, student support giveaways, food drives).
- Facebook and Instagram are utilized to provide fast and accurate information regarding changes to COVID-19 health and safety measures suggested (or mandated) by the CDC or the DC Department of Health.

### **Direct to Student**

The Carlos Rosario International Public Charter School's administrators and faculty will utilize *Remind* to communicate with students in the following ways:

- Convey high priority/whole school announcements.
- Sensitive student related information.

- Teachers use Remind to schedule ways to connect in-person, via phone, or Zoom.

**How you are soliciting and incorporating student input for early continuous learning planning (plan to seek feedback throughout year, but not early/prior to the year's start)**

The School Academic Administration Team conducted focus groups with students at the end of SY19-20. Focus group participants were a heterogeneous group whose attendance patterns fell into the following: regular, intermittent, and disengaged. The most consistently expressed student needs and resultant plans implemented by our Academic Administrative team are listed below:

- **Students reported that they needed computer skills training to effectively engage in distance learning.** *As a result, we offered three weeks of summer computer classes to interested students to gain the necessary computer skills needed for distance learning.*
- **Summer computer class attendees and their instructors strongly recommended scaling up the summer computer training and providing this training school-wide in SY20-21.** *The academic administrative team subsequently approved and mobilized school resources to provide a three-week long computer training onboarding to the curriculum to begin the school year. This addition to the curriculum will equip all students with the necessary technology skills for distance learning.*
- **Focus group participants strongly stated their interest in having more synchronous Zoom classes.** *Hence, we have incorporated their suggestion into the instructional plan for SY20/21 where we made four days of synchronous Zoom classes a requirement.*

The School's Health and Safety committee met with student government representatives to assess the best mechanisms to deliver health and safety messages to students. Student leaders suggested (and the School has subsequently adopted) Health and Safety videos that have been shared with students across social media platforms.

The Carlos Rosario International Public Charter will continue soliciting student input and plans to facilitate two focus group discussions per semester with students for SY20-21. We plan to conduct the first focus group at the mid-semester point of each semester in order to evaluate our instructional plans and inform where we need to make adjustments to best meet the needs of our students. The second focus group will occur at the end of each semester to solicit students' input on the overall instruction throughout the semester. The information gathered by these focus groups will strongly inform programmatic decisions and instructional plans structured by the academic administrative team. The school will also conduct two surveys per semester in a similar timeline with the focus groups for students who cannot or are unwilling to participate in focus groups.

**How will you facilitate introductions to new teachers and classmates at the beginning of the school year?**

- Teachers will be calling and introducing themselves during the week of PD to new students (as well as reaching out to former students).

**How will you facilitate student to student introductions?**

- During the first three weeks on boarding phase, faculty are focusing class time on building community and the bond between student and teacher and between and amongst students. They will accomplish this in a variety of ways including but not limited to in class student introductions; ice breakers; and group interaction through breakout groups.
- The school will facilitate virtual extracurricular activities such as Conversation Practice, Job Readiness, Relaxation Techniques and Visual Art classes. These virtual extracurriculars will foster student to student introductions beyond the regular classroom and help build community.
- The School's Student Government will serve as a key community building mechanism. Student government representatives will be nominated and chosen across all instructional sessions.
- Team teaching will be deployed to enhance learning and to help build community among students who would otherwise not be able to engage because they are in different classes.
- All instructors will have break-out rooms during their synchronous classes to facilitate group work as well as peer-to-peer community building among students.

All of the above mechanisms will be engaged consistently throughout the school year to facilitate student to student introductions for students who enroll after the first day of school.

**How will the LEA ensure that students are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

Carlos Rosario School teachers will provide regular feedback to students on their work and progress. Channels of feedback will include, but not be limited to, the following:

- In Schoology, teachers can respond and comment to student postings in discussion boards. Students can also complete assessments created in Schoology where they will receive immediate feedback upon completion of the activity.
- Students can complete a Google Form that targets specific language structures.
- Students will be able to email written assignments to their teacher for feedback through various channels: through Google Docs where they will receive feedback via the comments feature or students can capture an image of their work and text/email it to their teacher.
- During synchronous class sessions students will receive verbal feedback from their teacher. Teachers will also be able to ask “check for understanding” questions.
- Students may participate in class activities such as Kahoot, Flipgrid, Nearpod, Quizlet, etc. all of which offer feedback in the form of teacher comments or being told if the answer to a question is right or wrong.
- Teachers are expected to respond within 24-48 hours of assignments being submitted if individual grading needs to happen (e.g. constructive writing feedback).
- Teachers will deliver auto-graded activities in Schoology where students receive feedback.
- Some teachers will use the auto-graded assignments in *My English Lab*.
- GED English is using the AZTEC software that has a feedback cycle as well as the aforementioned Schoology expectations.
- The workforce training programs each have deliverable and feedback cycles in place through Schoology activities.

## **STUDENT ENGAGEMENT IN CONTINUOUS LEARNING**

The Carlos Rosario International Public Charter School has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage students 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 students in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learning at home and in-person at school.

### **Trainings:**

At the beginning of the school year, and at regular intervals across the year, the Carlos Rosario International Public Charter School will provide virtual and in-person training to support students in navigating the continuous learning plan of the School. These trainings will include:

- A technology boot-camp for students where they will be introduced to the required tech tools (Remind, Zoom, Schoology, and Google Docs) during the first two weeks of school.
- Teachers will hold office hours where students are encouraged to ask tech questions.
- Computer Assisted Language Learning (CALL) teachers and paraeducators will serve as a student support system for technology/technology troubleshooting questions.
- Instructional videos focusing on the use of the tech tools in Spanish, Amharic, and English will reside on a Carlos Rosario IPCS YouTube channel.
- The School's IT Department will provide tech support to students for their school-issued laptops. Students will be trained to send IT support tickets via email by their teachers and other student support staff members.



### **Continual improvement:**

At the conclusion of learning intervals, the Carlos Rosario International Public Charter School will solicit student feedback through various methods:

- The School will perform focus groups across campuses targeting a broad range of students (from those actively engaged to students who have disengaged or have elected to disenroll; ESL and workforce training students) at least two times per academic year.
- The School will have at least two surveys extended to students loaded through Survey Monkey and disseminated to students via Remind as well as their course page on Schoology.

### **Resources**

Learning resources can be accessed in the following spaces:

- Instructional videos focusing on the use of the tech tools in Spanish, Amharic, and English will reside on a Carlos Rosario IPCS YouTube channel.
- Printed resource guides and other training materials will be available for students via their Schoology course page.

## **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 for 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 require students and staff to report if they develop COVID-19 symptom(s) or are positive for COVID-19, or if someone with whom they have been in close contact (such as family or household members) is positive for COVID-19:

- To maintain the privacy of the students, affected students should contact the Student Services Department within 24 hours of the onset of symptoms or receipt of positive test results. This information will be shared immediately with the School's COVID Point of Contact.
- To maintain the privacy of the employees, affected employees are to contact the Human Resources Department. This information will be shared immediately with the School's COVID Point of Contact (Kristine Dunne or Alice-Ann Beachy).
- The School's protocols will be followed regarding reporting to the DC Department of Health and informing members of the School community. Reporting information will also be provided on the School's website.

### **Trainings:**

- To prevent the spread of coronavirus, the Carlos Rosario International Public Charter School will offer training for students, staff, and families. Topics may include:
- How to Safely Return to School: a training on in-school health and safety processes and protocols for students, families, and staff.
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay healthy and safe during the global pandemic.

The School will provide health and safety training conducted by staff. In addition, the School has invited PCSB Health & Safety Consultant Diana Bruce, an external expert, to conduct a training on health and safety during the COVID pandemic. This is to ensure that the entirety of the school community is knowledgeable and aware of the precautions and actions needed to maintain a safe and healthy school.

**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.
- Posted signs will include visual images where appropriate, e.g., showing a person wearing a mask or hand washing.
- There will be hallway traffic flow direction markings on the floor with two-way traffic separated by six feet or maximum possible where space is not sufficient.
- Key health and safety training and resources will be available on either the Carlos Rosario International Public Charter School website, Schoology, the School Youtube channel, or Google Drive or intranet (for School employees).

## 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:** Carlos Rosario International Public Charter School

**LEA Leader Name:** Allison Kokkoros

**Date:** 10-05-2020 04:26 PM