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

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Background and Purpose

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

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

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

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[1]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.
[2]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.
[3]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.

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)?**

     - **What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?;**

       - **Multiple Times a Day: Frequently touched surfaces including entryway doors & door handles, classroom door handles, restrooms, security desk, Main Office & Teacher Work Room Surfaces including copiers and printers, elevator pads;**

       - **Daily: All offices, classrooms, and hallways including all touch areas in these spaces;**

       - **Weekly: Full building clean on Wednesdays and Sundays;**

       - **Additional measures: Installing a UVC cabinet in all janitorial closets**

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

       - **The room will be shut down and sealed for as long as possible - 24 to 72 hours. Chavez is fortunate to have ample space to allow for complete closure of a classroom or office space and have adequate secondary space available as a substitute.**

       - **Once the isolation period has passed, the room will receive a complete cleaning and disinfection process by our cleaning company, Smart Cleaning Solutions.**

     - **Additional facilities notes:**

       - **Water systems have been and will continue to be flushed weekly while the building is not being used for instruction.**

       - **Automatic faucets are being installed in all bathrooms to reduce touch surface areas.**

       - **Touchless water dispensers are being installed to replace traditional water fountains.**

       - **All bathrooms have ADA compliant sinks.**

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

- **Signage will be posted throughout the building to promote social distancing guidelines, proper handwashing, and mask requirements.**

- **Traffic patterns established for student movement to limit students crossing each other's paths/risk of exposure to students not in their cohorts including assigned entry and exit points specific to groups of students.**

- **All student cohorts and teachers are assigned one classroom for their exclusive use. Students will be assigned seats that they will utilize every day they are in the building. Classrooms that employ lab tables instead of stand alone desks and chairs will be limited to one student per table and they will be staggered to ensure a minimum of 6 feet of space exists in between each scholar. If and when we return to hybrid instruction, teachers will rotate between classrooms and scholars will remain stationary.**

- **Locker use is discontinued for the time being to limit the opportunities for students to gather in groups outside of their cohorts and to limit movement throughout the building.**

- **Classroom furniture is organized facing the same direction and limited to the necessary furniture to house 12 or fewer individuals. As a 6-12 school, Chavez schools does not use communal furniture such as carpets or lounge chairs.**

- **Every other bathroom stall is closed off to ensure no more than two students at a time may use a group restroom.**

- **All furniture in the Teacher Work Room and in the Main Office area have been removed to prevent staff from sitting/gathering in common spaces.**

- **Markes for 6-feet of distance have been placed in any common areas for traffic (e.g. office space).**

- **Plexiglass barriers will be installed in the Main Office to provide an additional layer of safety for staff and visitors. Additional partitions have been ordered for use in conferring with scholars with six feet distance is not possible, for Speech Language Pathology sessions, Social Workers, etc.**

- **Elevator use will be limited to one person at a time except in the case of a student who requires the use of an elevator who has a Dedicated Aide.**

The cafeteria will be utilized for food distribution only with floor markers to indicate six feet apart. The library will only be accessible by appointment for individual scholars.

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

- **After an initial assessment by our HVAC contractor, Seasonair, we engaged Setty Engineering to complete a complete CABA assessment of the building and to make recommendations on next steps to increase safety.**

- **Planned upgrades during the month of August include:**

  - **Repairing and replacing any parts in RTU #1-4 to ensure proper functioning**

  - **Installing UVC in the AHU's that see the most students and investigating installation in all units**

  - **Installing Merv 13 filters in all units**

  - **Ensuring a minimum of 4 air changes per hour**

  - **Instituting a pre-and post occupancy flush out**

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 providemeals, 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.

   • **Student Schedules:**

     ◦ **We will launch the school year with fully virtual instruction through at least November 6, 2020.**

     ◦ **If/when we shift to a Hybrid In-Person/Virtual Model: Families will be provided with two instructional options:**

       ◦ **Option #1: Fully virtual instruction with a combination of synchronous and asynchronous instruction. Please see question 5 for a description of the virtual model.**

       ◦ **Option #2: Hybrid model of in-person support and virtual instruction**

         ◦ **Each of the models in Option 1 and Option 2 will be evaluated on a weekly and monthly basis for effectiveness of operations and instruction model. Changes will be made based on these evaluations. Evaluations will include feedback from students, families, teachers, and administrators in addition to local health guidance and protocols.**

         ◦ **High School students who opt for Option #2 will be assigned a cohort of peers in their grade and a grade level advisor.**

           ◦ **They will report to school once a week (M, T, Th, F) on their assigned day to participate in advisory and to receive structured work time support from their assigned teacher.**

           ◦ **Wednesday will be a fully virtual day for staff and students.**

       ◦ **Middle School Students who opt for Option #2 will be assigned a homogeneous cohort of peers (8-11 scholars) in their grade and a grade level advisor.**

         ◦ **There will be 5 cohorts, 3 cohorts (Cohort A, B, & C) will receive synchronous instruction in the AM and will be dismissed after lunch to continue independent asynchronous work in the PM.**

         ◦ **2 Cohorts (D and E) will receive synchronous instruction in the PM and participate in independent asynchronous in the AM**

           ◦ **Wednesday will be a fully virtual day for staff and students. Students will participate in asynchronous learning.**

           ◦ **Advisors will use the AM hours to conduct individual Academic and SEL check-in's with scholars.**

   • **Staff Schedules:**

     ◦ **During Virtual Only:**

       ◦ **The majority of staff will continue to work remotely from home and be engaged from 8:00 am to 4:00 pm.**

- ○ **Wednesday will be a fully virtual day for staff and students The school will evaluate the use of this day by the end of the first quarter and may adjust accordingly based on feedback from stakeholders (parents, students, staff, and administrators) as well as citywide guidance.**

  - ○ **The Facilities Manager, School Food Coordinator, Chief Operations Officer, IT contractors, and other staff, as needed, will be on-site to support food distribution, technology support and additional duties.**

- **Student Arrival & Dismissal Procedures:**

  - ○ **To limit social interaction between students in different grades, students upon arrival will enter through designated and separate areas of the building. There are 3 areas for morning arrival where staff will be present to complete daily health checks including symptom screening questions and temperature checks - a log will be kept of all temperature checks. Staff conducting health checks will wear school-supplied PPE.**

  - ○ **Scholars who have a fever or display COVID symptoms upon entry to school or throughout the school day will be taken immediately to one of the designated isolation rooms. Family members will be notified immediately for pick-up.**

    - ○ **Additionally,**

      - ○ **Students will be discouraged from bringing backpacks to school to reduce the need for extensive bag checks upon entry. If a scholar must bring a bag to school, it must be clear or mesh and will be stored on the back of their assigned seat. Chavez is considering providing all students who elect a hybrid model with this type of backpack.**

      - ○ **Students participating in-person learning will be dismissed from the building on a staggered schedule by grade level and depart the building using the same entrance/exit they used upon arrival.**

      - ○ **Small purses/bags will be allowed for those who require personal items. These will be stored on the back of their assigned seats in their classrooms.**

- **Distributing Educational Materials:**

  - ○ **For virtual learning, all students will receive:**

    - ○ **A laptop and headphones to keep at home. Those requiring internet access will also receive a hotspot.**

    - ○ **Students will have assigned days each week to pick up additional materials should they need them.**

    - ○ **Materials will be picked up on an assigned day in August 2020.**

    - ○ **Any materials required for virtual learning including calculators, class books, textbooks, etc. through the first quarter.**

  - ○ **For in-person sessions, all students will:**

    - ○ **Be assigned a laptop and a set of headphones for their sole use while in the building for all instruction.**

    - ○ **Receive a personalized box of educational materials (pencils, pens, paper, etc.) to avoid bringing in supplies from outside the classroom for their sole use each day. These**

materials will not be shared among students. Students will keep these boxes in the school classroom to which they are assigned.

- **Extracurricular activities:**

  ○ **We will follow any guidance related to extracurricular activities of the Department of Health and DME and revise our plan to meet these guidelines. At the present:**

    ○ **All club related activities will be regulated to virtual meetings/activities;**

    ○ **All in person athletics teams will be cancelled. Athletics per DCSAA have been postponed to winter start date, as deemed feasible;**

    ○ **There will be no in-person field trips, assemblies, or family meetings - all such events will occur virtually for the time being.**

- **Meal Services**

  ○ **Chavez will continue to distribute meals in accordance with guidance from the OSSE and USDA. Should meal distribution be required at the school and central citywide locations are not available the school will follow the model below. If citywide distribution centers are available, the school will assess student need to determine how to best meet the needs of Chavez students.**

    ○ **During Virtual Only Instruction:**

      ○ **Meal Pick-Up will occur twice a week on Mondays and Thursdays. We are working with DC Central Kitchen to determine the pick-up times and asking scholars and families what times would be most convenient for them for pick-up to ensure we are meeting the needs of our community.**

      ○ **If/when we shift to a Hybrid In-Person/Virtual Model:**
        ○ **Students will collect their breakfasts on the way into the building and eat in their cohort classroom**
        ○ **If a meal distribution day is a holiday, we will adjust the distribution days accordingly for that week. For example, if there is a Monday holiday, we will distribute meals on Tuesday and for a Thursday holiday, we will distribute on Fridays.**
        ○ **For all virtual and for non in-person days, each Monday & Thursday, scholars or family members may collect meals for M-W and Th-F respectively.**
        ○ **Lunches will be served grab-and-go and we are working on a possible outdoor eating section weather permitting if students are on a half-day schedule. If students are on a full day schedule, lunch will be eaten in their assigned classroom. Lunches will be delivered to each individual classroom to avoid unnecessary travel within hallways.**

Meal	Monday- Pick Up	Thurday Pick-Up
Breakfast	Tuesday, Wednesday, Thursday	Friday, Monday
Lunch	Monday, Tuesday, Wednesday	Thursday, Friday

- **Personal Protective Equipment (PPE):**
  ○ **The school will provide the following to every staff member:**
    ○ **Two reusable fabric masks**
    ○ **One reusable plastic face shield**
    ○ **Disposable gloves**

- Replacements will be available through the Office Manager who will be responsible for inventory and coordinating with the Business Manager to order more supplies as needed.
- Sanitizer stations have been distributed throughout the building and each classroom will be equipped with hand sanitizer that will be kept filled by our cleaning staff.
- The school will provide two reusable fabric masks to all students prior to the start of the school year.
- Any essential visitors will be required to wear a mask upon entering the building. Disposable masks will be provided for those requiring one.
- Classroom teachers, service providers & public facing main offices will additionally be equipped with plexiglass shields.

Instructional Delivery Plan

5. **Describe how the LEA will deliver instruction in order to achievecontinuous 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 learningenvironment (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.**

Chavez Schools is committed to delivering quality, rigorous instruction to students during this unprecedented time. We believe that students must continue to engage in academic learning with grade level and content standards to progress in their academic journeys. Recognizing the learning loss of spring, we are committed to providing students with on-going instruction with emphasis on core subject areas of English, math, social studies, and science. Additionally, we are emphasizing college readiness for our juniors and seniors to prepare them for postsecondary success in this unusual time. For example, seniors will be scheduled for additional asynchronous SAT practice in the fall semester. All seniors will engage in a virtual college workshop with the college team to ensure they are receiving on-going college advising while in a virtual model. And, the infusion of SAT problem sets into grade level classes in the fall for juniors and seniors is being implemented. This practice will serve to remediate lost content from the 2019-20 school year, as well as target key content necessary for these collegiate entrance exams.

During Virtual Instruction

Chavez is providing a model where all students will participate in instruction synchronously. However, we are also providing opportunities for students who may not be able to participate in a portion of such instruction to access the delivery of the content asynchronously, as needed. To do so, we will:

- Scholars will engage in synchronous instruction learning activities four days a week, conducted via the BigBlueButton as part of our LMS, Schoology. Scholars will also engage in asynchronous learning all day on

Wednesday. A sample schedule is included at the bottom of this section.

- Students will have direct access to their teachers for virtual check-ins on a daily basis.

- High School scholars will continue to utilize our online curricula for Mathematics (Illustrative (grade 9), Agile Mind (grade 10-12), English Language Arts (Springboard) with accompanying novels, Science (Discovery Ed), and text supporting materials for Social Studies. Other course materials will be available via attachments in Schoology or Google docs.

- Middle Schools scholars will utilize our online curricula for Mathematics (Illustrative), English Language Arts (EL Education), Science (Amplify) and Social Studies (custom curriculum).

- Scholars will access our online library via Sora which also connects to the DC Public Library. This application will also be the medium students use to access class novels throughout the year.

- Our instructional coaches are revising curriculum guides to highlight essential standards for the grade level or course, as well as the prerequisite/corequisite knowledge and skills scholars will need to fully access the new content honing in on English language arts and mathematics.

- In high school, we continue to provide specialized programs and course offerings to enhance scholar options and experiences, such as Advancement Placement (AP) and Dual credit courses.

- Weekly virtual advisory meetings will be held for 15-20 minutes for all scholars in grades 6-12. During this time, scholars will participate in social emotional lessons and continue to build community in advisory pairs. The check-ins will provide an opportunity for scholars to connect with their advisors to discuss weekly learning tasks, set learning targets, and to ask questions.

- The campus schedules will be as follows:

  ○ Middle School: 8:30 am - 3:45 pm

  ○ High School: 8:30 am - 3:30 pm

Students will engage in a variety of synchronous and asynchronous learning during these times as noted on the model schedules below.

Sample Schedules:

- **Middle School Sample Scholar Schedule:**

Monday, Tuesday, Thursday, Friday (Wednesday - Asynchronous)				
TIME FRAME	ACTIVITY	COHORT A	COHORT B	COHORT C
8:30AM-9:00AM	Office Hours	Office Hours		
9:00AM - 9:20AM	Townhall	Whole School Town Hall		
9:25AM - 9:45AM	Advisory	Advisory	Advisory	Advisory
9:50AM - 10:45AM	Period 1	SS-MR/Sci-TF	Math	ELA
10:45AM - 11:05AM	Screen Break	Screen Break	Screen Break	Screen Break
11:05AM - 12:00PM	Period 2	ELA	Elective/Intervention	SS-MR/Sci-TF
12:00PM - 12:35PM	Lunch	Lunch	Lunch	Lunch
12:35PM - 12:45PM	Mindfulness	Mindfulness	Mindfulness	Mindfulness
12:45PM - 1:40PM	Period 3	Math	ELA	Elective/Intervention
1:40PM - 1:55PM	Screen Break	Screen Break	Screen Break	Screen Break
1:55PM - 2:50PM	Period 4	Elective/Intervention	SS-MR/Sci-TF	Math
2:50PM - 3:45PM	Office Hours	Office Hours		

- **High School Sample Scholar Schedule:**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30AM-9:15AM	PERIOD 1	PERIOD 5		PERIOD 1	PERIOD 5
9:15AM-9:45AM	SCHOLAR SUPPORT: Period 1 Practice	SCHOLAR SUPPORT: Period 5 Practice		SCHOLAR SUPPORT: Period 1 Practice	SCHOLAR SUPPORT: Period 5 Practice
9:45AM-10:00AM	BREAK	BREAK	**STAFF:** Professional Development and 1-1 Check-Ins with Advisees	BREAK	BREAK
10:00AM-10:20AM	ADVISORY	ADVISORY		ADVISORY	ADVISORY
10:20AM-11:05AM	PERIOD 2	PERIOD 6	**SCHOLARS:**	PERIOD 2	PERIOD 6
11:05AM-11:35AM	SCHOLAR SUPPORT: Period 2 Practice	SCHOLAR SUPPORT: Period 6 Practice	Asynchronous Instruction and Independent Work (Video, Independent	SCHOLAR SUPPORT: Period 2 Practice	SCHOLAR SUPPORT: Period 6 Practice
11:35AM-12:35PM	LUNCH	LUNCH	assignments, continuation from other work)	LUNCH	LUNCH
12:35PM-1:20PM	PERIOD 3	PERIOD 7		PERIOD 3	PERIOD 7
1:20PM-1:50PM	SCHOLAR SUPPORT: Period 3 Practice	SCHOLAR SUPPORT: Period 7 Practice	**9th and 10th Grade:** SAT Days and Preparation through Schoology, Khan Academy	SCHOLAR SUPPORT: Period 3 Practice	SCHOLAR SUPPORT: Period 7 Practice
1:50PM-2:15PM	BREAK	BREAK		BREAK	BREAK
2:15PM-3:00PM	PERIOD 4	PERIOD 8		PERIOD 4	PERIOD 8
3:00PM-3:30PM	SCHOLAR SUPPORT: Period 4 Practice	SCHOLAR SUPPORT: Period 8 Practice		SCHOLAR SUPPORT: Period 4 Practice	SCHOLAR SUPPORT: Period 8 Practice

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)

- **Middle School:**
  - **Synchronous: 4.5 hours per day M, Tu, Th, F**
  - **On Wednesdays, scholars will participate in asynchronous learning experiences during regular school hours. Scholars will be logging on to complete assignments for core courses in addition to Independent Reading. Additionally, scholars will participate in one-one-one and small-group check-in with teachers, as needed.**
  - **Asynchronous: 2.75 hours per day M, Tu, Th, F.**
- **High School:**
  - **Synchronous: 5.3 hours a day of direct instruction,**
  - **On Wednesdays, scholars will participate in asynchronous learning experiences during regular school hours. Scholars will be logging on to complete assignments for core courses. Junior and senior students will have additional SAT and college work to focus on post-secondary attainment. Additionally, scholars will participate in one-one-one and small-group check-in with teachers, as needed.**
  - **Asynchronous: 1.7 hours a day M, T, Th, F.**

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

- **During summer institute, teachers will be trained on LMS platform, Schoology, in order to execute synchronous and asynchronous learning activities. The training will include how to use the technology to adapt instructional lessons, how to use the platform's bulletin grading systems, how to use the platform's online interactive video platform. Schoology synchronizes with the Chavez SIS (PowerSchool) and teachers will receive additional training on the integration of these two systems.**
- **Instructionally, teachers will be trained on adapting the core anchor curriculum to the online platform and instructional methodologies. Chavez is adapting trainings provided by the curriculum providers for teachers that focus on a virtual teaching model. In the math classrooms specifically, teachers will be trained on using virtual manipulatives to facilitate learning and inquiry using Illustrative and Agile Minds. Last, teachers will be trained on adapting feedback and assessments in a virtual space. Teachers will be trained on methods and modalities to assess students to replace typical pen and paper assessments. The Edulastic platform will be used**

to assess students online. Further, teachers will receive support in focusing targeted feedback to students.
- Additionally, training will focus on how to teach in a virtual setting.
  - The following PD sessions will be provided during summer institute to communicate the urgency in the development of teacher practice, as well as effectively plan for scholar learning.
    - Instructional expectations and policies in a virtual model ;
      - RTI
      - Integration of Special Education Services: IEP, 504, BIP in a virtual model;
      - Questioning Techniques using online platforms;
      - Scholar learning culture and mindset shift in the virtual model;
      - Literacy strategies across content areas in a virtual classroom;
      - Assessments (Pre-assessments, ongoing formative assessments, use of MAP data to design academic interventions, etc.) in a virtual model;

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.

- The Instructional Leadership Team (ILT) will conduct weekly meetings to review scholar data collected from virtual learning walks and informal observations to evaluate the instructional needs of scholars and teachers. Shorty-cycle assessments in math and ELA classes using Edulastic will provide the ILT data on continuous student improvement. Student attendance data will be monitored by the ILT on a weekly basis to gauge student engagement and participation in the model. Last, student grades and teacher grade books will be monitored on a bi-weekly basis to monitor for student progress, adherence to the grading policy, and studnet participation with assigned work. Action steps will be designed and implemented to address individual needs.
- Additionally, the ILT will seek stakeholder input through planned feedback sessions.
  - Student & Family Surveys:
    - September 4th: first week of instruction
    - September 25th: First four weeks of Instruction
    - Once a month moving forward
  - Staff Input:
    - Monthly moving forward
    - Weekly during September

Adjustments to the learning schedule and plan will be made as needed to ensure that all scholars are receiving the instructional support they need to succeed. schedules below.

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?**

NWEA-MAP ; 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.**

- **Scholars will take diagnostic assessments in both math and ELA using assessments designed by the following curricula companies in the fall:**
  - **6th grade ELA: Expeditionary Learning**
  - **6th and 9th grade math: Illustrative Mathematics**
  - **9th - 12th grade ELA: SpringBoard**
  - **10th - 12th grade math: Agile Mind**
  - **The results of these diagnostics will inform teachers of students of standards mastery as aligned to each curriculum. Teachers will utilize this information for planning purposes and assess what content standards need to be included in upcoming lessons.**

- **Chavez may administer NWEA MAP to students in grades 6, 9 and 10 in english language arts and mathematics pending the implementation and feasibility of administering this assessment in an online format. Chavez is currently evaluating the feasibility of this platform in a virtual model. NWEA MAP like the diagnostics noted above would be used to provide teachers with data that inform their instruction and deliver appropriate content for each scholar. The results from this computer adaptive assessment provides key information regarding an individual scholar's academic growth over time.**

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

- **All beginning of the year assessments will be administered virtually through secure platforms to students by teachers. Chavez will utilize live proctoring of assessments for students in the virtual model including at-home diagnostic assessments, mid and end of unit/module assessments, and other formative assessments.**
- **In-person students will take assessments with a teacher and live proctor if the school resumes an in-person model.**
- **The majority of the major assessments will be created and administered through our online platform, Edulastic. In addition, scholars will also use their curricula platforms to complete minor assessments, such as mid-point checks or daily exit ticket questions.**
- **All scholars who receive the support of IEPs, 504 or EL Learning Plans will receive testing accommodations commensurate with those outlined in their respective plans. School staff will schedule individual and small group sessions via BigBlueButton or Zoom in order to support the implementation of these accommodations. If needed, school staff will invite students to campus to successfully provide accommodations, as long as the parent agrees and all safety and social distancing precautions are attended to.**
- **Students who need make-up testing will schedule with individual teachers during office hours.**

When the LEA intends to administer these assessments during the school year, specifying for each assessment.

- **The focus for scholar assessments at the start of the school year will be to help teachers identify learning needs and plan for upcoming instruction, as well as identify an action plan for students who have shown distinct learning loss during the COVID-19 shutdown. Pre-assessments will be geared for this purpose.**
- **Formative assessments will be used from the curriculum providers noted above.**
- **If MAP is used, the assessment will be given in the fall and end-of-year depending on feasibility of testing.**

B. Promotion and Graduation

7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.
8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation

Chavez Schools' first priority is to ensure that scholars are mastering state-mandated academic standards. We recognize that mastery can be shown in multiple ways. Our grading categories and weights have been designed to give an overall level of mastery through assessment, practice, and participation. To ensure consistency across grade averages, scholars' grades will reflect the following categories and weights.

Category	Percentage	Description
Major Assessments - District Assessments (Unit Tests/APTs)	30%	**Benchmarks, school level assessments and End of unit performance tasks requiring students to demonstrate their mastery of the unit's content through the completion of a novel/ "real-world" application task.**
Minor Assessments - Quizzes	30%	**In class quizzes and assessments that cover small chunks (sections vs. units), some exit tickets, usually occur weekly.**
Daily Work	30%	**This includes but is not limited to problem sets, text-dependent questions, classwork, warm ups, journals, Socratic seminars, class discussions, activators, summarizers, homework, individualized practice, etc.**
Participation	10%	**Participation can be linked to work effort and completion. This may look like engagement in Socratic seminars, presentations, group projects, or in-class responses.**

Assignments:

- **Each week, scholars will receive at least three grades including one daily work, one minor assessment, and one participation grade. (Every week, scholars will receive a quiz (exit ticket) grade reflecting their mastery of content standards and grade-level content. Examples of participation are described below.)**

- **Each quarter, scholars should complete at least two major assessments/exams.**

- **All assignments should be submitted by 6pm each day. (Instructors will communicate exceptions for long-term projects, tasks, etc.)**

Participation Look Fors:

- **Scholars are on screen and actively engaging. (Special circumstances should be communicated to the instructor.)**

- **Scholars participate when called on or willingly.**

- **Scholar's comments and questions are based on the learning at hand.**

- **Scholars frequently read, write, and discuss the material they are learning.**

- **When prompted, scholars are able to identify and/or explain lesson objectives.**

- **When prompted, scholars can describe how to complete the learning task.**

- **When in small groups, scholars work collaboratively, contributing and accomplishing the task at hand.**

requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and

- **Scholar is on task, focused and displays a high level of effort for most of the lesson.**

- **Scholars generally follow procedures with minimal prompting from the teacher.**

Assessments:

- **All assessments will be provided through our secure virtual platforms (Edulastic, Agile, SpringBoard, etc.)**

- **Scholars are required to be logged on to the appropriate platforms with their screens(videos) on.**

- **All scholars should complete the assessments during the testing windows provided(multiple windows can be provided.) by the instructor with screens on.**

Middle School Late Work:

- **Late work for unexcused absences will result in a 5% reduction of the earned grade per day that the work is late. (This does not apply to excused absences).**

High School Late Work:

- **Late work for unexcused absences will result in a 10% reduction of the earned grade per day that the work is late. (This does not apply to excused absences).**

POLICY CHANGES

Chavez Schools reserves the right to amend this policy at any time. Any updates to this policy will be communicated to scholars, parents/guardians, and staff via electronic communication. The most recent copy of this policy may be requested from the school Registrar.

are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

From Chavez Board of Trustees Certified Resolution to Modify Graduation Requirements due to COVID-19 on April 14, 2020:

For the graduating class of 2020 and 2021 (SY19-20 juniors and SY19-20 seniors): No scholar who has fulfilled all other graduation requirements shall be precluded from graduating due to his or her failure to earn fellowship credit. All students will be required to meet 24 Carnegie Units to graduate.

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?

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

  - **Student presence will be authenticated via attendance data captured during synchronous learning and logged in PowerSchool each period by teachers.**

  - **Daily attendance and period attendance will be compared daily to ensure accuracy of data and cross checked with engagement data from Schoology.**

  - **Schoology automatically captures student/IP address logins and timestamp information can and will be exported and analyzed by the school.**

- **During asynchronous instruction what constitutes sufficient engagement in the LMS for the student to be marked present?**

  - **For Wednesday asynchronous days, to be considered present students must log into the LMS and submit assigned work for the day. The operations team will use LMS system logs and user activity exports to validate student logins and submission of assigned work.**

  - **For scholars who are engaging M, Tu, Th, F asynchronously, we will utilize Schoology analytics of logins and required assignment submission to record attendance. The operations team will use LMS system logs and user activity exports to validate student logins and submission of assigned work.**

  - **All asynchronous engagement data will be archived each week for record keeping purposes.**

☐ 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?

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?**

  - **Daily attendance and period attendance from PowerSchool will be compared and cross referenced daily with engagement data from Schoology.**

  - **Attendance records from PowerSchool will be provided in the event of the audit in addition to data exports from Schoology.**

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.**

  - **Chavez students will be supported by an experienced team of six mental health clinicians during the upcoming school year including: two school social workers, one school psychologist, DBH clinician (1) and two clinicians from Hillcrest.This team in collaboration with the special education team, Dean,**

Grade Level Administrators, and teachers will work collaboratively to support student and family needs.

- Chavez schools has partnered with the Department of Behavioral Health and Hillcrest, the core-service agency providing mental health support to the Chavez community. Each of these agencies will develop a service plan for Chavez students based on a comprehensive analysis of needs that includes a student screener, interviews with stakeholders including teachers and deans, and parent engagement. Working with the Director of Special Education, the agencies will target interventions for student groups based on the results of the comprehensive analysis. Interventions may include whole group, small group, and one-on-one formats.

- One-on-one and small group student counseling for mental health needs will be provided to Chavez students through a combination of the school's social workers, the school psychologist, DBH clinician (1) and two clinicians from Hillcrest. Students may be referred by school staff, parents, or themselves. All Chavez staff will be trained during summer institute on the referral process for mental health

- Connecting with students. Before the reopening of school, members of the school leadership team will contact every family to provide information about the mental health resources available to the school community, including the support of the core-service agency and Department of Behavioral Health clinicians assigned to the campus. These contacts will allow school staff to monitor which families may be in need of additional support.

- Advisory. Teachers will embed social-emotional and wellness checks within weekly advisory lessons. Teachers will refer students exhibiting symptoms of social emotional distress to the mental health clinicians on the campus. All staff can make referrals at anytime to the school's RTI team. In addition, the school's RTI team will meet monthly to review attendance, behavioral and academic data to identify students who may be struggling. These monthly meetings will also insure that all referrals made by teachers for students of concern have been addressed by student support staff or the teachers through the implementation of an intervention plan.

- Special Education students. For students who receive the support of an IEP at Chavez in SY1920, a survey was given to their special education case manager prior to the end of the 2019-20 school year. This survey indicated each students' performance during distance learning. This information will be used to make changes to students' IEPs to increase services if needed, and identify students who would be good candidates for in-person support (given their parents support in-person instruction). This in-person support would be held in alignment with all social distancing and health and safety precautions.

- Child Find. Prior to the end of 2019-20 school year, grade level teachers identified the 10% of students per grade level that they would consider in need of additional intervention, based upon a review of attendance, grades, behavior data, standardized test scores and teacher observation. These students will begin the 2020-21 school year receiving an additional layer of intervention, which may include in-person support, given their parents' permission, depending on their level of need. These students may also be assigned additional digital remediation work in addition to their normal school schedule. For students who are identified as having had distinct learning loss during the COVID-19 shutdown, based upon beginning-of-year assessments (eg, MAP and content based diagnostics), students will be grouped into Tier 2 groups to receive additional intervention which may include a more intensive communication cycle from school staff and/or on-site intervention from school staff, given parent permission and health safeguards. Supplementary remedial work may also be incorporated into these data driven plans to meet students where they are and remediate gaps in understanding. Due to the overall school schedule, there is additional staff capacity to have a more advantageous student to teacher ratio and classes where two teachers can help to intervene and support a class. This will allow teachers to prioritize students who may need one-on-one attention in addition to their overall school schedule.

- RTI. Once a month, the RTI Committee of the school will meet to review data indicators for

attendance, grades, academic achievement (in the form of standardized tests and content unit assessments), and behavior. From this data, the Committee will determine if revisions to the school's Tier 1 programming need to be made in order to capture support for more students. In addition, the Committee will identify approximately 10-15% of the grade that presents as needing more distinct support. These students will then be forwarded to the grade level teams of teachers to create and implement plans for those respective students. Teachers will also be able to submit referrals at any time to the RTI committee and student support staff will review these referrals as they are submitted to determine if immediate action needs to be taken and identify appropriate resources for that child.

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.

Chavez schools will continue to implement the policies of its Student Handbook, including the Code of Conduct in a virtual and hybrid model.

   - **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
      - **Level III behaviors including cyberbullying, harassment, promotion of fighting, Level III academic honor code violations, and other inappropriate conduct on virtual platforms may lead to exclusion from synchronous distance learning.**
      - **Scholars who are excluded from synchronous learning will have full access to course materials and be able to participate asynchronously and watch the lesson recording after the fact. Students will not be academically penalized in such a scenario.**
      - **Students who violate the norms of virtual instruction may have features disabled for a specified time such as ability to engage with a video for students who display offensive content. Chat features may be temporarily disabled for students who post inappropriate content. LIkewise students may be muted for students who use offensive language.**
   - **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
      - **Teachers will document all student infractions through our Behavior Management System- DeansList**
      - **In the event that a student requires removal from a virtual classroom, parents will be notified**

within the same school day (if possible) by a member of the culture team and/or the teacher.

- Parent will receive the DeansList documentation as well as the discipline referral with next steps for the student.

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

  - **A student that is removed from the virtual classroom will be assigned to virtual ALC (Alternative Learning Center) which services as an in-school suspension, days dependent on the severity of the infraction. Students will have access to the learning content from classes for this day(s). Students will be able to preview recorded lessons and complete all assignments.**

  - **Students with repeated offenses may be suspended for participating in synchronous instruction in accordance with the D.C. Student Fair Access to School Act**

  - **Students will have full access to their virtual academic materials through our online platforms including:**

    - **Student email access**

    - **LMS system access (Schoology) to complete and turn-in work online**

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.](#)

A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services.

- **All students who receive services through an IEP will receive their services in proportion to the total number of school hours provided, including both synchronous and asynchronous specialized instruction. Since scholars will not be attending the same number or hours of in-person instruction as they were prior to the COVID shutdown, specialized instruction hours will be commensurate with the virtual learning program being offered by Chavez. (eg, if a student receives 50% of their instruction**

through specialized instruction prior to the COVID shutdown, they will receive 50% of their instruction from a special educator through distance learning through both synchronous and asynchronous instruction.)
- We are maintaining IDEA timelines through the use of virtual conference meetings to meet with each child's multidisciplinary team. All documents in need of signatures are provided to attendees through Docusign and then uploaded to SEDS.

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.

- One-one-on one meetings for support
- Translators for non-native English speakers
- Increase use of images, less text
- Video/Audio notices in addition to written notices
- Informational sessions with families to introduce tools and platforms for home use.

The manner in which LEA deliver related services for students in distance learning.

- All related service providers will schedule and provide services through teletherapy and document their services in the SEDS Service Tracking Logs. Service providers log communication to schedule these services in the SEDS Communication Log. The only exception to teletherapy will be for those students who fail to engage through teletherapy. For these students, on-site in person service delivery will be available, with the parent's permission, and provided health and social distancing precautions.

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

- For students who were unable to access digital instruction in the spring of 2020, and whose current program is deemed insufficient to provide FAPE, a virtual conference will be held with the family to determine changes to the child's program, including potential on-site instruction, given the parent's permission. These changes will be written into a Prior Written Notice and in meeting notes provided to the parent at the end of the meeting. Potential changes could include an increase of specialized instruction, or the implementation of additional practice through digital platforms, as well as heightened monitoring by their IEP case manager. If it is deemed necessary, some students may receive the support of additional support outside of their class time to serve as recovery service.

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

- All students with IEPs will take classroom formative assessments aligned to their grade level. NIEP case managers will analyze these results relation to students' historical performance (Prior MAP scores, PARCC scores) to determine the severity of learning loss since the COVID-19 shutdown. These results may impact the service plans for students with IEPs, or the first-semester scope and sequence for classroom teachers to incorporate more remedial opportunities into the grade-level content.

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.

- All students who are experiencing homelessness or are in the care of the District of Columbia will receive the support of one of the school's social workers to verify they are able to access the virtual instructional platforms, as well as provide support in the form of food and school supplies to engage with instruction.

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.

- Depending on the level of English language proficiency, students are rostered for classes that can best support their needs. For some scholars, teachers work in consultation with EL support staff to implement EL strategies and techniques into their instruction. For those with more limited English proficiency, students are rostered in classes where there is an additional staff person who can provide more individualized and targeted support. Through this scheduling, Chavez primarily utilizes the two following Program Models: Inclusion/Collaborative Teaching Program Model and the Sheltered Content Program Model. The Chavez Parkside Campus has not historically had an EL population that merits a more restrictive EL Program Model, but should the need arise, the campus has the potential to provide more remedial support in a small group setting. All of the resources provided under these models will continue to be maintained, albeit in a distance learning virtual format.
- All English Learner students will receive EL support from the use of differentiated EL techniques. Teachers will have opportunities to collaborate with support staff to improve instruction for EL students. EL student goals are based off of their previous ACCESS scores and/or yearly screeners that indicate their performance with English proficiency across the four domains. These screeners, if needed, will be administered one on one from a specialized support staff member who will meet with the students on Wednesday afternoon office hours or during scholar support times through a Zoom link.
- In the domain of Listening, school staff will verify that all technology used for instruction has a clearly functioning microphone and video camera, and provide internet hot spots, to verify EL students can clearly hear instruction and smooth modeled English, despite the distance learning model. Students will participate in an onboarding where this technology check will take place before instruction begins. Should students have an unclear connection, the school will trade out technology to rectify this situation. During instruction, the norm for all school staff and students is to have cameras on and students are required to sit up on camera. This will allow students to see the speaker clearly during conversation to reinforce language skills. Students will be guided to participate in instruction in a quiet, distraction-free area of their home to further contribute to clear modeling of the language.Teachers will be instructed to incorporate more visuals, use greater clarity, and facial expressions and gestures when teaching to reinforce English vocabulary.
- In the domain of Reading, school staff will receive professional development in incorporating reading strategies across the content areas during the Summer Institute, to increase chunking, modeling of reading strategies, the use of visualization, the use of close reading and pre-teaching of vocabulary in every class in the school. All of these strategies can be replicated in a distance learning environment with very little need for change.
- In the domain of Speaking, EL scholars will have many opportunities to build relationships that will increase their comfort in speaking with peers and staff. In addition to collaborative small group time during regular class instruction, every student will participate in a daily advisory which is a small group time for twenty minutes a day where they will build relationships and have fun with peers by engaging in teambuilding activities. In addition, each scholar will receive a 15 minute check in once a week from a teacher for a one-on-one dedicated conversation where they can practice their English speaking skills.
- In the domain of Writing, EL scholars will benefit from the many tools of virtual instruction and on-line translation devices. To better facilitate ease of thought, some EL scholars will be allowed to first write in their native language and use translation devices to aid in providing English language answers. EL scholars will be provided with scaffolded materials that limits the amount of written language they are responsible for until they are able to rise to the level of writing with the same frequency as their

language proficient peers. In all circumstances, when time allows, EL scholars will be prompted to re-write their scaffolded notes to help improve their English writing fluency.

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.**

Expectations for student access to devices and technical training:

All students will be issued a Chavez school laptop for exclusive home use. Student laptops will be outfitted with applications to be used by students to complete assignments. Technical training will be provided during our student/parent orientation sessions to include:

- **Schoology LMS Training**
- **How to use video platforms**
- **Quick how-tos included one our Website and Media Platforms**
- **Single-Sign on Access training (Quick how-to sign-in to all applications)**

The manner in which the LEA will assess student/family technology needs & supports provided to those who need access/devices

- **Students regardless of indicated need will receive a school-issued laptop and headphones **
- **Technology Access Survey will be administered during August 2020 to determining families that require the following:**
  - **Non-technological academic materials**
  - **Internet Hot Spots**

The plan for replacing/repairing devices

- **On-call Technical support staff from 8:30 to 4:30 daily will be available to assist remotely with technology issues.**
- **Students and parents will sign a technology contract to address personal responsibility for caring for technology devices.**
- **Students/parents will be informed of technology swap out days that occur weekly and students will be able to receive a new device on technology swap out dates.**

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

- **All devices have GoGuardian installed to provide content filtering and monitoring.**
- **All assignments will be posted and collected via Schoology, our LMS platform, to prevent possible breaches of information.**

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;

- **GoGuardian will allow for content filtering at the same level we are able to provide on school premises including blocking social media platforms, games, inappropriate material, etc.**

If/how the school's technology policy differs by grade level.

- **The school's technology policy does not differ by grade level.**

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).**

How often families can anticipate hearing from the school, and through which methods of communication:

- **Parents will have access to parent portals for Schoology, PowerSchool and DeansList allowing them to monitor academics and behavior as frequently as they wish.**
- **Daily communication will take place with morning announcements posted on social media (day-to-day announcements for students)**
- **Weekly newsletter to parents with quick updates & calendar announcements sent via email.**
- **Bi- Weekly progress reports that outline student grades**
- **Weekly Scholar report emailed from Deanslist that provides parents updates on scholar attendance, behavior, grades, and class information**
- **Targeted communication flags**
- **Scholar behavior referrals**
    - **Prior to the start of the 20-21 school year, 40 scholars have been identified (due to behavior and Spring 2020 engagement) to have scholar success meetings with the culture team. Those meetings will set action plans out for the 20-21 school year for those scholars who are returning.**
    - **Scholars that receive 4 negative behavior referrals in a six week period are immediately referred to our RTI team for additional intervention**
    - **Absences- Daily communication when students do not sign into LMS system or report in-person**
    - **Scholars that meet the 5 absences threshold will be put on an attendance plan per the scholar handbook.**
    - **Deanslist automated calls to families that have 2 or more consecutive absences and/or once the scholar hits the 5 absences threshold**

How you are soliciting and incorporating student/family input early and repeatedly about continuous learning:

- **A Summer Family Preferences survey was sent to families in July 2020 to assess family concerns and preferences around distance learning.**
- **Student & Family Orientations - Middle School Orientations are being held August 4th, 5th, and 8th. High School Orientations are being held the week of August 10th. During these meetings, we will be**

reviewing the important information for the year to come and allow parents to ask questions, and share areas where the school needs to provide support to students/parents
- Student Social Blocks were held weekly in the Spring to receive input from students directly about their needs and impressions of virtual learning. This practice will continue in the Fall.
- Kelvin Education Pulse surveys will be administered on a quarterly basis to scholars and families. Kelvin will measure specific SEL components from students and will also be used for direct feedback from families on aspects of school that are going well and areas for improvement. Additionally, Kelvin will enable families to give real-time feedback to school leaders and will enable families to request follow up on any specific concerns they may have.

How you will communicate about unanticipated facility closures and the health/safety of the school community:

Communication happens through a variety of methods:

- Parent/Student Letter- in the event of an immediate closure or informing parents around health concerns, the school team will send a letter via email to inform parents and students of school issues as soon as possible
- Parent/Student text message- We utilize our text messaging system to inform parents and students about emergency situations and inform them about communication sent to families in a quick, short manner
- Parent/Student Phone (Robo) calls- We utilize our Robo call system to inform parents and students about emergency situations and inform them about communication sent to families in a quick, short manner
- The chavezschools.org website will be updated with school closure information and resources regularly

How you will share expectations and training for family participation in their student's learning, including trainings for technology.

- Parent/Scholar Orientation Sessions- each summer our school hosts parent/student orientation meetings with parents. This year we will double our orientation sessions offered and host sessions virtually.

  ○ Invite families to join the Remind Text Messaging application

  ○ Review student and parent expectations for the 20-21 school year

- Scholar "Set up for Success" in-person trainings following all small group and social distancing guidelines will take place from 8/24-8/28

  ○ Scholars will come to the school in small groups and walk through online platforms, class schedules, and scholar expectations for virtual learning.

- Record "walk-throughs" of online platforms and post those walkthroughs on our campus website

- During Quarter 1 we will host additional parent town halls to address specific issues that we see in the beginning of the school year

- Parental learning and engagement will be continuously monitored at the start of the school year using attendance from TownHalls, Schoology logins, etc.

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

- **All teachers will be invited to attend our virtual Parent/Scholar Orientation Nights and we will introduce new staff members to our student body**
- **New leadership staff members will also be conducting phone calls during the summer to introduce themselves to families they will predominantly work with in the 20-21 school year**
- **This year we are also hosting an Eagle Advisory class which will meet in a small group setting (virtually & in-person) and work to provide students with a small group social-emotional learning experience. This will support students that are new to the Chavez community and integrate them into our school.**

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).

- **Parents and students are provided access to their student's Powerschool and Schoology accounts which maintains all grades for their student's classes and can view graded work and comments**
- **Additionally, Progress reports will be sent to students and parents bi-weekly via email and report cards will be sent to students and parents at the end of each quarter via email**
- **Parents and students are provided access to their student's DeansList account (Behavior management system) to access data around student behavior and engagement.**
- **Report Card Conferences will be held virtually at the end of Q1, Q2, and Q3 to review student progress.**

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: Cesar Chavez Public Charter School for Public Policy

LEA Leader Name: Ashley High

Date: 09-16-2020 04:19 PM