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

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LEA Type: Middle School
Date Generated: 10/06/2020

Background and Purpose

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

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

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

[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.

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)?**

This plan establishes a framework for operations expectations and best practices that Digital Pioneers Academy is implementing to reopen school facilities and operate in the 2020-21 school year.

DESCRIPTION:

This plan dictates the manner in which Digital Pioneers Academy will operate its facilities during school year 2020-21. The plan is based on the available guidance as of June 30, 2020.

Regular Cleaning Schedule

DPA will regularly clean, disinfect, and sanitize surfaces, and materials per District guidance on cleaning and disinfecting and the CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes. DPA will adhere to the following:

- **Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, countertops, desk tops).**
- **For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See CDC's guidance for safe and correct application of disinfectants.**
- **Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.**
- **Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.**
- **Use of shared objects (e.g., gym or physical education equipment, art supplies, games) will be limited and cleaned between use.**
- **Common space areas, including cafeteria and outdoor courtyard will be included as part of routine cleaning (as defined in District guidance on cleaning and disinfecting), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.**
- **DPA will implement safe and correct storage for cleaning and disinfection products.**
- **No cleaning products will not be used near scholars. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.**

Our janitorial vendor, PMM, offers and DPA is likely to use both:

"5 and 1" Hybrid Electrostatic Disinfection (Evening)

- **Five (5) nights per week (Mon – Fri), perform Nightly disinfection treatments of high-touch surfaces (HTSs) within Common Areas at the Work Location.**
- **• One (1) night per week (Friday), perform disinfection treatments of high-touch surfaces**
- **(HTSs) within all Classrooms and Other Interior Spaces at the Work Location.**
- **These disinfection treatments are performed at night following the regular janitorial tasks.**

On-Site High-Touch Surface (HTS) Day Cleaner

- **Monday – Friday High-Touch Surface (HTS) Day Cleaner who would be solely dedicated to disinfecting HTSs during the day. The disinfection method that will be used by the Day Cleaner will be the "spray/dwell/wipe" method.**
- **Full-Time HTS Day Cleaner, Monday-Friday, 8 Hours Per Day or Part-Time HTS Day Cleaner, Monday-Friday, 5 Hours Per Day**

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in DPA community, DPA will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. DPA's janitorial vendor, PMM, will be notified and asked to conduct thorough cleaning and disinfecting.

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

Use of Space

DPA will take the following measures in its use of space:

- **Maximize spacing of occupants in each space with a minimum of six feet distance between desks.**
- **Limit occupants in any space based on the "Phase" per the DC Health requirement.**
    - **Phase 1 - 10 individuals**
    - **Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual scholar needs**
    - **Phase 3 - Not provided at time of publication**
    - **Phase 4 - Not provided at time of publication**
- **Scholars will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).**
    - **Individual desks will all be turned to face the same direction and scholars will be staggered to**

maintain six feet distance.

- **No more than 3 scholars will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, scholars will maintain a 6-foot distance.**

- **Communal-use spaces (such as the cafeteria) will be closed.**
- **Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.**
    - **staff work rooms (with copier, materials, refrigerator, microwaves, etc. for staff)**
- **Physical education classes will be held outside, weather permitting and scholars will maintain proper distancing using visual cues (e.g., mark the ground where scholars should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)**
- **Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.**
- **A designated area, with its own ventilation, will be available for any scholar or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.**

Use of Hallway

Hallways will include occupant traffic flow direction marking on the floor and hallway walls, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. For eighth grade, extra time will be allowed between classes to foster careful transition between spaces.

Use of Shared Bathrooms

Each class and/or group will be assigned a fixed restroom to use consistently.

- **A fixed restroom schedule for classes will be required to facilitate sanitation between use by different groups.**
- **Scholars must maintain a 6-foot distance while in the restroom to the maximum extent possible. Therefore, there will be a four-person restriction in the main shared restroom. Scholars will wait in lines outside the restroom monitored by a school staff member.**
- **For individual bathroom requests (only if an emergency), scholars will use the individual restrooms.**
- **Bathrooms will have COVID-19 signage and hand-washing reminders.**

Cleaning of Scholar Bathrooms

The shared bathrooms with multiple stalls will be cleaned and disinfected between each classes' scheduled use. The shared individual bathrooms will be assigned to specific classes; and will be cleaned every hour or when a scholar from a different group uses the facility (whichever comes first).

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

Reopening Building After Prolonged Use

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

Ventilation

Prior to reopening after any prolonged shutdown, DPA will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

Water System

Prior to reopening after any prolonged shutdown, DPA will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following CDC guidance and as described below:

- **Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.**
    - **Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.**
- **Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.**

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.

Physical (Social) Distancing

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

Traveling to and from School

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

- **Scholars, families, and staff who walk to school will be instructed to wear masks and practice measures**

for minimizing exposure on their commute with the following tactics where possible:

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

- **Scholars, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:**
- **Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.**
- **Stand back from gathering points such as intersections to avoid congregating in large groups.**
- **Familiarize and stay current with WMATA transit system procedures for safety of passengers.**
- **Avoid touching unnecessary surfaces and objects.**
- **When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.**
- **Use hand sanitizer after leaving the transit system.**
- **For the remaining distance, scholars will be instructed to follow the above regarding walking to school.**

- **Scholars, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:**
- **Maintain six feet of distance between others on the sidewalk as they walk up to DPA building.**
- **Use hand sanitizer with recommended percent alcohol after leaving the vehicle.**

Entering and Exiting School Building

All scholars, families, and staff, will be provided instructions for entering and exiting DPA.

- **Consult scholars, families, and staff on the details of the plan.**
- **Stagger arrival and dismissal times to reduce peak scholar traffic in and out.**
- **Provide health screening at each entry point.**
- **Use multiple doors, each with a screening station, for entry and exit.**

- **Configure outdoor space for safe-distance waiting.**
- **Ensuring safety and security of all entry and exit points used.**
- **Assigning entry and exit points to scholars by their group that are close to their first and last location of the day.**
- **Mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.**
- **Evaluate shelter accommodations to protect scholars in line from the elements (e.g., sun and rain).**
- **Evaluate safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic).**

Daily Health Screening

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

Grouping

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

- **DPA will group scholars and staff together each day (as opposed to mixing groups of teachers and scholars, where possible).**
- **DPA will not host any group activities or large gatherings of scholars, such as assemblies and indoor physical education classes when six feet of distance is not possible.**
- **In grades where scholars traditionally transition between classes, rotate teachers between classrooms, rather than scholars.**
- **DPA will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, and other shared spaces to avoid mixing groups.**

In School Dining

Use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated.

- **Scholars will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,**
- **Scholars will wash hands before and after eating, and may not share food, utensils, cups, or plates.**
- **Staff will wash hands before and after preparing food.**

Canceling, Eliminating Activities

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

- **Cancel activities and events such as field trips, scholar assemblies, athletic events or practices, special performances, and school-wide parent meetings.**
- **Eliminate non-essential travel for staff and teachers (e.g., conferences).**
- **Revise the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made.**
- **Limit non-essential visitors (e.g., prohibit outside visitors from entering DPA unless their presence was requested or if they received permission to enter DPA).**
- **Stagger activities' times or locations by cohort to maximum extent feasible.**

Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of scholars across the country, according to the CDC and DC Health officials. As a part of the scholar enrollment process, the operations team will confirm that all scholar vaccinations within 20 days of school opening and/or scholars being in-person. If it is determined that a scholar has been unable to get vaccines, the enrollment team will coordinate with the scholar support team to support the scholar in getting an up-to-date screening.

Non-medical (Cloth) Face-coverings

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

Scholars and families are encouraged to wear cloth face coverings during arrival, dismissal, and at all times while moving around the DPA building. Scholars under the age of 6 will not be required to wear a face covering. Older children, adolescents and adult scholars will be required to wear face covering when in the hallways, bathrooms, or other communal spaces within the facility.

Instances when face coverings need to be worn:

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

Instances when face coverings do not need to be worn:

- **Outdoors when social distancing of at least six feet is strictly enforced.**
- **By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without**

assistance.

Ensuring the safe use of clean cloth face coverings:

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

Hygiene

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

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

- **A Health Screen occurs for all people entering DPA.**
- **Health Screen materials are properly cleaned.**
- **Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.**
- **All scholars will be provided with their own materials in designated and labeled bags or bins.**
- **All scholar belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).**
- **Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a scholar may need to borrow one (e.g. IT issue, forgot), DPA will provide recently sanitized equipment.**
- **Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.**
- **Encourage staff and scholars to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.**
- **Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).**
- **Regular hand sanitizing will be enforced:**
- **Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol.**
- **Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing**

stations outside of large common spaces including the cafeteria, outdoor spaces, and entrances/exits.

- **Scholars will wash or sanitize their hands when both entering and exiting a classroom or between activities.**
- **Enforce a "you touch it, you take it" policy in classrooms.**

High-risk Individuals

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

- **Chronic Lung Disease**
- **Moderate to Severe Asthma**
- **Serious heart conditions**
- **Immunocompromised conditions**
- **Severe obesity (>40 Body Mass Index)**
- **Diabetes**
- **Chronic kidney disease, and/or**
- **Liver Disease**
- **People 65 years and older**
- **Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety**

Exclusion or Dismissal from On-site Learning

DPA will adhere to the following exclusion and dismissal criteria:

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

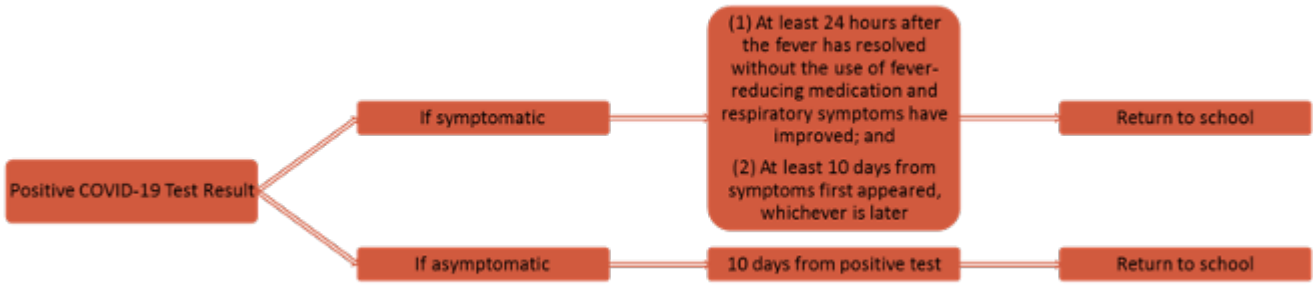
- **The scholar or staff member has had a temperature of 100.4 degrees or higher,**
- **Any member of their household is confirmed to have COVID-19, or**
- **Any member of their household is awaiting COVID-19 test results.**

Scenario #1: Student or Staff Member with COVID-19 Symptoms

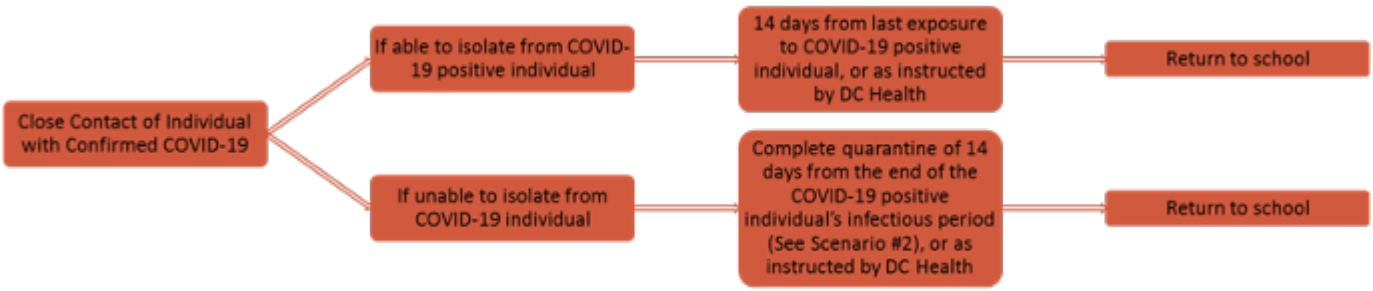
Instructional Delivery Plan

5. **Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21 school year.**

Scenario #2: Student or Staff Member with a Positive COVID-19 Test Result



Scenario #4: Student or Staff Member is a Close Contact of an Individual with Confirmed COVID-19



Step 1: Reporting to DC Health

Schools must notify DC Health when:

- **A staff member notifies the school they tested positive for COVID-19 (not before results come back).**

OR

- **A student or parent/guardian notifies the school that the student tested positive for COVID-19 (not before results come back).**
- **Notify DC Health by submitting an online form on the DC Health website.**
- **An investigator from DC Health will follow-up within 24 hours to all appropriately submitted notifications.**

Step 2: Communication to Families and Staff

- **Schools must have communication protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case.**
- **Communication is to be completed, per DC Health directive.**
- **DC Health will instruct schools on dismissals and other safety precautions in the event a known COVID-19 individual came in close contact with others at school.**

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

In the event of a confirmed COVID-19 case in a student or staff member, the school must follow all steps outlined by DC Health as well as the cleaning, disinfection and sanitization guidance from the CDC:

- **If seven days or fewer have passed since the person who is sick used the facility, perform additional cleaning and disinfection per OSSE's guidance.**
- **If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.**
- **Staff conducting cleaning must adhere to PPE requirements.**

Scholar and Staff Schedule

- **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**

Start	Monday	Tuesday	Thursday	Friday
8:15 AM	Staff Team Huddle	Staff Team Huddle	Staff Team Huddle	Staff Team Huddle
8:30 AM	Community Meeting	Community Meeting	Community Meeting	Community Meeting
8:45 AM	Community Meeting	Community Meeting	Community Meeting	Community Meeting
9:00 AM	Core Reading	Core Reading	Core Reading	Core Reading
10:00 AM	Core Writing	Core Writing	Core Writing	Core Writing
10:40 AM	Break	Break	Break	Break
10:50 AM	Core Math	Core Math	Core Math	Core Math
11:50 AM	Problem Solving	Problem Solving	Problem Solving	Problem Solving
12:30 PM	Lunch	Lunch	Lunch	Lunch
1:30 PM	Computer Science	Science/SS	Computer Science	Science/ SS
2:15 PM	Break	Break	Break	Break
2:25 PM	Movement & Mindfulness	Electives/ Clubs	Movement & Mindfulness	Electives/ Clubs
3:00 PM	Scholar Dismissal	Scholar Dismissal	Scholar Dismissal	Scholar Dismissal
3:00 PM	Office Hours	Office Hours	Office Hours	Office Hours

Start	Wednesdays
8:15 AM	Staff Team Huddle
8:30 AM	Homeroom (Advisory)
8:50 AM	Community Meeting
9:50 AM	Core Reading
10:50 AM	Break
11:00 AM	Core Math
12:00 PM	Scholar Dismissal
12:00 PM	Teacher Lunch
1:00 PM	Teacher PD
3:00 PM	Staff Tactical

Distributing Educational Materials

Most materials are available in soft copy and this mode will be prioritized.

All hard copy materials will be offered to scholars to keep only.

For scholars learning remotely, materials will be available to the scholar during designated times throughout a number of school days. For scholars who are unable to travel to school, the materials will be dropped off at the scholar's resident.

The scholar and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, books, or textbooks) will be returned by the scholar following completion of the unit-of-study. The same process will be repeated for checking in materials.

Sample list of items assigned to each scholar.

- **All classes: Chromebook, pack of 30 pencils, composition notebooks, 5 pens, a box of colored pencils, post-its, index cards calculator, ruler, and pencil pouches**
- **English: Reading books or packets for unit**
- **Math: Calculator, ruler, protractor**
- **History/Social Studies: Reading packets**
- **Electives: colored pencils, paper**
- **PE/Health: jump ropes**

Oversight of Before and After and Extracurricular Activities

DPA will not offer before or after school care or activities.

Providing Personal Protective Equipment (PPE)

DPA will provide reusable and disposable face masks for all (scholars, teachers, staff visitors and vendors). In addition, any individual participating in health screenings will wear gloves and a face covering. For all personnel who interact with external visitors (e.g. mail carriers, family members), DPA will provide a barrier made of flexible plastic. Scholars will be provided with their own personal to hold their supplies and personal belongings.

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

This plan describes how Digital Pioneers Academy will meet its mission, goals, and scholar academic achievement expectations as set forth in its charter agreement as well as provide rigorous standards aligned instruction through synchronous and asynchronous remote (and on-site when proven safe) learning opportunities.

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

DESCRIPTION:

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

The following options are available to families enrolling in Digital Pioneers Academy for school year 2020-21. We will start 100% remotely. We will consider in-person instructional opportunities for specific populations of scholars as health guidance improves. When we are ready to offer a hybrid instruction option, scholars may be allowed to choose a one-day in person, four-day virtual option. Approximately every six weeks and based on availability, families may change their option from Remote to the Hybrid via a survey.

Remote Learning

This option is for all scholars, and with a particular appeal to scholars who are immune compromised or who have a family member who is immune compromised. In this option, the scholars may experience learning from home five days a week via synchronous and asynchronous learning.

Hybrid

When public health guidelines allow, families will have the opportunity to opt in to attend school in-person for one day per week, and attend school remotely four days a week.

Instruction

Personnel

Regardless of whether scholars are on-site or remote, the amount of time, dedication, and support a teacher provides their scholars will be identical.

Teachers:

The teacher is the content area expert responsible for ensuring that scholars are learning. The content teacher's primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners.

Each day, scholars start their day with their homeroom teachers (2) in Community Meeting. This will be time for announcements, goal setting, socializing, and social emotional learning. Homeroom teachers record for attendance and will also be the primary contact for families.

Engagement Team: There are several engagement specialists assigned to specific homerooms and classes. This person will support attendance tracking and will assume responsibility for the scholars showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the scholar as needed.

Our Approach

Vision

Digital Pioneers Academy is a model of instructional excellence that prepares all students to be successful today, tomorrow, and in the future.

Mission

Digital Pioneers Academy's (DPA) mission is to develop the next generation of innovators. We prepare scholars to meet or exceed the highest academic standards, while cultivating the strength of character necessary to both graduate from four-year colleges and thrive in 21st century careers.

Curriculum and Instruction

DPA uses some of the best English Language Arts (ELA), Mathematics, and Computer Science curriculum on the market. We use ELA Guidebooks for reading and writing, Illustrative Math for mathematics, and parts of Open-Up Resources for ELA and Mathematics. All selected curricula include a yearlong (1) Scope and Sequence, (1) Pacing Calendar, (3) Unit Plans, (4) lessons, and (5) Assessments. While these curricula are packaged and ready-to-use, all staff are trained how to effectively execute each curricular part. We also reserve the right to alter and adjust certain components to meet student's needs.

Reading Curriculum

We believe that strong reading instruction is critical for student success. At DPA, we use ELA Guidebooks, an ELA curriculum for whole-class instruction, as our main reading and writing curriculum for grades 6 through 8. We consult with Instructional Partners to train our leaders and teachers to execute the curriculum with fidelity.

ELA Guidebooks is made by teachers for teachers and the guidebook units ensure all students can read, understand, and express their understanding of complex, grade-level texts, which ensures their readiness for college and/or career. Each text collection has a shared idea, such as the American Revolution, and contains authentic texts and novels commonly celebrated by teachers and students. Students engage with the texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas.

Writing Curriculum

The ability to write well and coherently express one's ideas is just as important as the ability to read well. For writing, we also use ELA Guidebooks. ELA Guidebooks' writing component includes writing lesson that support the reading curricula across grades 6 through 8. Though we use Guidebooks for writing, we do adjust parts of the curricula to include specific teaching points that help students become more proficient writers.

Mathematics Curriculum

We take a conceptual, problem-solving approach to mathematics. In other words, we want our students to deeply grapple with mathematical ideas, relationships and conjectures above and beyond procedural understanding. And, while procedures play a part in our approach for mathematical fluency, we desire for all students to deeply understand the math behind the procedure.

For mathematics, we use Illustrative Math across grades 6 through 8. Illustrative math is a mathematics curriculum used by schools all across the country. Its emphasis on Developing Conceptual Understanding and Procedural Fluency, as well as the application of mathematics, support students' mathematical understanding as they progress from grade to grade.

As each math unit progresses, students are systematically introduced to representations, contexts, concepts, language, and notation. As their learning progresses, they make connections between different representations and strategies, consolidating their conceptual understanding, and see and understand more efficient methods of solving problems, supporting the shift toward procedural fluency. The distributed practice problems give students ongoing practice, which also supports developing procedural proficiency.

Additionally, students have opportunities to make connections to real-world contexts throughout the materials. Carefully chosen anchor contexts are used to motivate new mathematical concepts, and students have many opportunities to make connections between contexts and the concepts they are learning.

Computer Science

Our school design is built on a strong Computer Science program. We believe that Computer Science is not a "Nice to Have," it's a "Must Have." Every student at Digital Pioneers Academy learns Computer Science at every grade level. With a state of the art, high-quality Computer Science curriculum, during Remote Learning, all students receive 45 minutes of Computer Science Instruction t

Science and Social Studies

In addition to Computer Science twice a week for 45 minutes, students receive Science and Social Studies instruction twice a week and for two week cycles.

Electives, Movement, and Mindfulness

Joy is just as important to us as rigor. As a part of our design, all students receive elective offerings twice a week for 45 minutes and Movement and Mindfulness twice a week for 45 minutes.

Pod-Based Learning Program (PLP)

With COVID-19 cases on the rise and the uncertainty surrounding school openings and possible reclosing, Digital Pioneer Academy's (DPA) approach to Pod-based Learning (Pods) ensures the safety of all staff and students and provides authentic opportunities for learning, relationship and community connection. The following outlines our approach to Pod Learning:

- **Pods are small groups of DPA staff, students, and families that socially-distance, yet engage with each other 1 – 3 times/month outside of the school community.**

- **Pods are grade-based student groups designed to learn together and to cultivate rich relationships in and amongst their Pods.**

- **Academically, Pods offer the opportunity for teachers and students to learn new skills and/or check-in around an academic topic. DPA's Pod curriculum is fully scoped to ensure group and grade-level consistency.**

- **Relationally, through structured events and activities, Pods interact in safe, joyful ways that promote community understanding and connection.**

- **Pods are designed to be diverse and inclusive. Staff, students, and families bring their rich histories and experiences to their Pod communities in ways that promote understanding, cultural sensitivity, and cultural capital amongst the group.**

- **Pods are grade-based and remain the same during the entire academic year to give our community time to connect and to strengthen that connection over time.**

Our Instructional Priorities - 2020 - 2021

- **Priority #1: Main Idea Understanding is Critical: When all adults understand the book/ text at a high level, so will our students. This year, through strong intellectual preparation systems and professional development, we will train, develop, and support all adults to understand the main idea, central message, and themes of each book/ text. This way, classroom discourse is richer and students, over time and from the contributions of their peers, come to gain and deep love and passion for learning, as well as deepen their understanding of the book and/or text**

- **Priority #2: Putting Ideas Front and Center: Across subjects, strong ideas are key. This year, we will ensure that students put forth strong ideas into the world and that they can consistently and effectively**

support those ideas with strong evidence.

- **Priority #3: Problem Solving: Strong mathematical understanding is not merely about solving math problems procedurally. Instead, it's about using those procedures to make way for a deeper understanding of math. This year, through a problem-solving approach, we will teach our students that math problems can be solved in multiple ways. Not only does this strengthen students' access to the math, but it leads to a much richer conversation of mathematical concepts both in and out of the classroom.**

Learning Modes

- **Synchronous learning with Content Teacher (SL w/CT): When remote, this instruction is conducted via live Zoom sessions. Instruction may be given via direct instruction or with scholars working on projects, monitored by the teacher.**
- **Asynchronous learning with Content Teacher (ASL w/CT): This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. The scholar would need access to platforms, projects or assignments to be completed independently with consistent feedback from the teacher.**
- **Asynchronous learning without Content Teacher (ASL w/o CT): This instruction is individual or group work that can be done independently. The work would be at the scholar's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Scholars learning on-site would have time allotted to complete this work while their community leader may be providing instruction to another cohort of scholars. Homework also fits into this category. To ensure that the work is completed each day and scholars are engaged and progressing, assignments will be collected daily/weekly and will be used to measure attendance.**

Community Building

- **Homeroom & Community Meeting: Each day, scholars start their day with their homeroom teachers (2) in Community Meeting. This will be time for announcements, goal setting, socializing, and social emotional learning. Homeroom teachers record for attendance and will also be the primary contact for families.**

Professional Development

Over the summer, content teachers will receive training on the various platforms including Google Classroom, Zoom, Nearpod, LearnZillion, and more. The training will focus on content delivery and checking for understanding. In addition, all staff will receive professional development on Wednesdays. The development will focus on assessing scholar learning, troubleshooting IT issues, engagement, and building community when remote. Teachers will also support one another and collaborate on Wednesdays. On Wednesdays, both teacher and community leaders receive professional development and are given time to collaborate and develop intervention support plans for scholars who show signs of disengagement.

Additionally, formal instruction will end each day by 3PM and the teacher's work day will end at 4:30PM.

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

Continuous Improvement

Digital Pioneers Academy will be in operation for 206 days. The schedule will be based on a six-week term system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned quarter or six-week term start date except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with DPA. DPA will accommodate all families for the start of each six-week term and adjust as best as possible throughout a term.

Once every three-weeks, DPA will engage in a school-wide data analysis of scholar performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for scholar learning and growth.

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

Once a month, scholars, who have shown the least engagement whether by attendance or work product, will be evaluated through a scholar support team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. Depending on the results, the scholar may be asked to change their schedule.

All scholars will take a social emotional learning assessment three times per year. Based on the results, modifications will be made to the learning plan for cohorts or individual scholars.

On Wednesdays, both teacher and community leaders receive professional development and are given time to collaborate and develop intervention support plans for scholars who show signs of disengagement. Scholars who are on-site on Wednesdays will meet in their assigned group with an adult, who may not be the CL.

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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?**

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.**

Digital Pioneers Academy is responsible for meeting the goals and scholar academic achievement expectations as set forth in its charter. It is also requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day. The policy below describes Digital Pioneers Academy 's commitment to assessing and learning. This policy supports DPA's charter and does not replace the commitments set forth within.

DESCRIPTION:

This policy describes the formative assessments that Digital Pioneers Academy will use to assess scholar learning during the 2020-2021 school year. These assessments will not considered part of high stakes accountability and scholar test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in DPA's charter agreement. Results of all assessments will be shared with the scholar and parent/guardian and used to inform interventions and scholar grades.

The policy describes the formative assessments DPA is considering administering for all scholars by grade bands, and for scholars who participate exclusively in remote learning, when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in person and distance. The policy also identifies changes to grade level promotion requirements.

Changes codified in this policy for graduation requirements will be assumed into DPA's charter agreement as a waiver for SY2020-21.

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How scholars will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous

6-8	**NWEA MAP (Reading & Math)**	**Fall, Winter, Spring**	**Remote - synchronous**
6-8	**ANet** **Interim Assessments (ELA & Math)**	**Every six weeks**	**Remote - synchronous**
6-8	**Unit Assessments**	**~bi-weekly**	**Remote - synchronous**

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.**

Our promotion policy has not changed.

Promotion and Attendance Requirements

The most important aspect of DPA is encouraging effective effort in our scholars to achieve outstanding academic achievement. We have set very high academic goals for all scholars and we have worked tirelessly to coach and inspire scholars to reach these goals. DPA established standards for promotion because we believe that without achieving these goals, we cannot be confident that our scholars will be able to achieve our mission.

Scholars who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level. Please note that absences resulting from out-of-school suspensions are not excused. Scholars who fail two or more of their core curriculum classes for the year will be retained in their current grade level as a matter of policy.

When a scholar's academic performance, or attendance behavior, triggers consideration for retention, as described in the promotion policies above, the school principal will immediately notify the scholar and his/her parents.

Promotion recommendations will be made by classroom teachers, and final promotion decisions will be made by the principal. The school reserves the right to make exceptions to this policy given special circumstances. During the planning year, the leadership team will develop specific policies regarding scholar retention that include:

- **The number of absences after which retention will be considered;**
- **The number of days tardy after which retention will be considered; and**
- **How significant a deviation from expected academic progress under which retention will be considered.**

Digital Pioneers Academy Grading Policy

SY 2020 - 2021

At Digital Pioneers Academy, we believe that growth is critical to learning, growing, and exceeding our goals.

We recognize that a clear and equitable grading policy is essential to scholar success in Remote School. We also recognize that scholars and families are currently experiencing unprecedented stress. Therefore, our grading policy will reflect our belief in high-expectations and high-empathy.

Category	Description	Percentage
Attendance	Scholars attend class, on time, in uniform.	25%
Participation	Scholars participate in class orally or in the chat.	20%
Classwork	Scholars complete and submit classwork on time.	15%
Homework	Scholars complete and their Online Learning Homework on time.	15%
Minor Assessments	Scholars complete Minor Assessments in all subjects across the year. This includes, but is not limited to, Do Nows, Exit Tickets, and Quizzes. All Minor Assessments are graded for scholars completion and accuracy.	5%
Majors Assessments	Scholars complete Major Assessments in all subjects across the year. This includes, but is not limited to, Mid-Unit Assessments, End-of-Unit Assessments, and Interim Assessments. All Major Assessments are graded for scholars completion and accuracy.	15%

Policies and Practices

- **Attendance Policy: In a climate where scholars have experienced greater levels of academic disruption, scholar attendance is mission critical for ensuring all students achieve. Scholars are required to be in school every day. In the rare instance where scholars need to miss instruction, all families must notify the Main Office of the scholars' absence.**

- **Work Submission: Scholars who do not submit work can earn a 0%. Teachers should encourage scholars to resubmit their work for a higher grade. The highest score scholars may earn decreases by 10 points for each week it's late, for example: one week late - 90%.**

- **Excuse and Extend Policy: Assignments can be excused or extended due to sickness, tech issues, or other family stress. Scholars and families must contact the teacher and the assignment can be extended until the end of the quarter or excused altogether.**

8. **Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation**

- **Teachers must inform the families of scholars that are currently failing at least four weeks prior to the end of the quarter and log the communication in Schoolrunner.**

- **Retakes: Scholars may retake an assessment once to earn a better grade.**

- **Gradebooks must be updated weekly.**

- **Grading is not a weapon or a tool for punishment. Inconsistent grading can damage the teacher-student relationship.**

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.

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?

☐ 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?

Considerations

For in-person, the homeroom teacher will take attendance at the start of the day. This teacher remains with these scholars, so only daily attendance is required.

For remote instruction, the teacher for each live Zoom class will take attendance in Schoolrunner. Our attendance team will notify families at the beginning of each class for scholars whose families have not communicated an excused absence via Parent Square and/or email. Daily attendance will be marked as:

Attendance Type	Metrics
Remote Present - Full	Attended all (4 of 4) remote classes
Present - Full	Attended school in-person
Remote Present - Partial	Attended all (2 or 3 of 4) remote classes
Present - Partial	Attended school in-person for some of the day
Remote Absent	Attended only 1 or no remote classes
Present - Absent	Not present for school in-person

Both the attendance team and teachers will contact absent scholars and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance. Scholars who meet the definition of chronically absent will be reported to child and family services, as required by law.

Additionally, when required, asynchronous attendance will be captured by the completion of more than 50% of the assignment (due at a given deadline when assigned). This will be captured directly in Google Classroom,/or relevant platform (example Dreambox and Lexia). In this rare instances, techers will also contract the scholar and/or family firectly to ensure the assignment is clear and that the scholar has the support they need to complete the work. Follow-up conversations will also be had if the work was not completed as expected.

Attendance records will also always be viewable in Schoolrunner by families and scholars.

The families of middle school scholars who are learning remotely will receive the following:

- **A robo tardy call if not present after the first 10 minutes of the first class (Homeroom).**
- **A notification (text/email/app notification) if not present after the first 10 minutes of every subsequent class.**
- **A call from the engagement/attendance team or homeroom teacher following up on email.**
- **An email with a weekly attendance summary report.**

Collecting and Reporting System

DPA will log all contacts with a scholar and family using Schoolrunner. For scholars who are marked "absent", DPA's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

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?**

We will follow OSSE guidelines on attendance codes, and load daily attendance data according to the metrics

above. We will track and store all supporting data in Schoolrunner. Schoolrunner has an STFP feed exported daily to SLED. We will also do audit attendance checks weekly and monthly.

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.**

This Whole Scholar Support policy is intended to supplement existing family and scholar policies. This policy will provide guidance for scholars engaged in continuous education while in a remote setting and ensure that all scholars have access to high quality, equitable instruction.

DESCRIPTION:

Important Definitions

- **Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.**
- **Remote learning - Learning hosted outside of a classroom setting using electronic devices**
- **Asynchronous learning - Learning where scholars learn the same material at different times and locations.**
- **Synchronous learning - Learning where scholars are engaging in learning activities at the same time.**
- **Discussion board - Section of a website where users can submit or read messages.**
- **Chat - A window used for conferencing between two users.**
- **Breakout Room - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.**
- **Cyberbullying - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.**
- **Learning management system (LMS) - A software application for the hosting and delivering of online educational courses.**

Expectations for Scholar Behavior:

Expected behavior for scholars who are learning remotely are similar to those for the physical school community. Scholars are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that scholars have a safe, high quality learning experience while outside of DPA building.

Model Plan

Guiding Principles for Instructional Excellence

Guiding Principle #1 - Attendance Matters

Getting scholars to Remote School on time and ready to learn is an important matter often overlooked when it comes to ensuring academic excellence for all students. The work of meeting and surpassing academic expectations becomes more challenging the more that students miss school. We are maniacal about student attendance. We have systems for attendance, and we follow-up and follow-through at every juncture. Moreover, we develop strong relationships with students and families to ensure they fall in love with learning and school.

Guiding Principle #2 - High Expectations for All

It is not enough to provide a deep, rich Remote school design for our scholars; We also possess the mindset that all students, regardless of race, class, and/or ability, can and desires to learn. Our job as teachers and leaders is to pitch high, yet ensure that we are meeting the needs of all students, so that learning, joy, and, ultimately, mastery can be achieved. All students can, and we are determined to prove it.

Guiding Principle #3: Intellectual Preparation is Integral

We plan as adults so that our class time is joyful, rigorous, and relevant to what students need. We understand all parts of a unit and we understand how every lesson strengthens scholars' ability to become lifelong lovers of learning. We know and plan for student misconceptions, high levels of critical thinking and discourse, and we work doggedly hard to achieve student academic transference. The more we are intellectually prepared for every lesson, the more we can help our students navigate and make rich meaning of ideas, concepts, and skills.

Guiding Principle #4: Equity for Everyone

Our instructional practices help all students learn - no one is left out. We constantly collaborate with our colleagues across the school and partner with parents to ensure all students get the necessary support and resources to excel.

Guiding Principle #5 - Parent Partnerships are Priority

This is a road we cannot travel alone. We need the help and support of families to help students achieve. We foster lasting relationships with our families and we consistently and clearly communicate what students need to do and master to achieve their goals.

Habits of Discussion

Research shows that classroom communities where students are explicitly taught how to engage in academic discourse dramatically "out-speak" those classrooms where such norms are not taught and/or do not exist. This year, we will train our teachers to foster and promote strong Habits of Discussion in their classrooms:

- **Listening and Talking Only in Turn**
- **Speaking Audibly**
- **Speaking in Complete Sentences**
- **Interact Peer to Peer**
- **Elaborating**
- **Building off Other's Answers**
- **Evaluate Others' Responses**
- **Praising Your Peers**
- **Hinting; Don't Tell**
- **No hands**

Academic Non-Negotiables

Academic non-negotiables are a set of scholar habits that teachers must consistently valorize and enforce in their classrooms to support the learning process. As a school community, we can not spend quality instructional time grappling with our academic non-negotiables; Instead, we must focus our efforts on intellectual preparation, collaboration, and looking at scholar work and data to drive academic outcomes, over time, for all scholars. See below for the top 6 academic non-negotiables that we will enforce over the course of the academic year.

1. **Active Listening: All scholars must listen actively during all parts of the lesson. Teachers promote strong levels of Active Listening in their classrooms by (1) setting clear expectations for listening at the beginning of every lesson, (2) letting students know they will be called on a lot during the lesson, so teachers have an understanding of what students understand, (3) calling on students throughout a lesson to answer questions about the content, and (4) having scholars listen to and agree/ disagree with the responses of their peers.**

2. **Work Initiation: All scholars must start their work, when directed by the teacher. If scholars choose not to start their work, for whatever reason, teachers must have a plan to ensure that all scholars start and complete their work.**

3. **Strong Habits of Discussion: Scholars will use sentence starters to extend and explain their thinking during a discussion, as well as clarify the meaning of others' comments or thoughts. Scholars will use discourse stems to paraphrase or clarify, elaborate or expand, evaluate, and synthesize. Scholars will**

know and use appropriate voice levels, how to do an effective turn + talk, and will know appropriate hand signals for whole group discussion.

4. **Neat and Complete Work: Once scholars have started their work, all parts of their work must be neat and complete. In other words, students must always place their first name, last name, and date on their work. This includes physical and digital work. Work that is not neat and/or complete is revised/ redone. Teachers have a clear plan for this. If scholars do not finish work, for whatever reason, teachers work with their colleagues and families to ensure that scholar work is completed the same day or returned neatly completed the following day.**

5. **Reading:**

- **Close Reading: All scholars read all parts of the text to understand it.**
- **Annotations: All scholars annotate key parts of the text to hold onto meaning.**
- **Main Ideas: All scholars use their Thinking Job to write a main idea that shows an understanding of the text.**

6. **Writing:**

- **Clear Idea (Claim): All scholar writing has a clear idea that answers the question.**
- **Supporting Evidence: All scholar writing includes two different pieces of evidence that support the claim.**
- **Spelling: All scholar writing includes words that are spelled correctly.**
- **Grammar: All scholar writing is grammatically correct.**

7. **Mathematics:**

- **Neat Work: All mathematical work is neatly organized digitally/ on paper.**
- **Show All Work: Scholars show all of their mathematical thinking digitally/ on paper.**
- **Second Strategy: All scholars show a second strategy for tricky math problems.**

8. **Computer Science:**

- **Skill Based: Scholars will be able to communicate the technical skill of each lesson.**
- **Transferable Skill Development: Scholars will be able to communicate how the skill transfers to a wide variety of situations and work settings.**
- **Try-Review- Revise: Scholars will complete mini-challenges, review their work against an exemplar answer, revise their answer based on the exemplar answer.**
- **Achievement based narration: Scholars will use positive framing and DPA values based language to explain progress and mindset of FADAF and growth.**

Scholar Support

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

- **Teachers will embed social-emotional and wellness checks within homeroom each morning. Our social workers are working on a comprehensive SEL curriculum to guide teachers.**
- **Teachers and community leaders will conference with families and if necessary, refer scholars to the mental health team for scholars displaying needs for support.**
- **School leadership will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers. We are partnering with the Teaching Well to make staff wellness a priority.**
- **Our social workers will be available for meetings, sessions and resource guidance to scholars and families.**
- **The mental health team will make referrals to neighborhood Family and Support Collaboratives for families in need of additional social-emotional and mental health support.**

Monitoring of Scholar Behavior

- **Administration/teachers will regularly review scholar discussion boards to make sure comments are appropriate.**
- **Administrators will pop-in frequently to observe classroom meetings.**
- **Teachers will provide ongoing reminders for scholars about classroom expectations within a virtual setting.**
- **School staff will regularly remind scholars of expectations for taking care of personal/school-issued equipment.**
- **Staff members will be responsible for supporting scholars and families with navigating all platforms and be available to provide scholars with technical support.**
- **School staff will continue to track scholar participation and engagement with the all platforms according to the policies outlined in the scholar handbook.**
- **Grades/attendance will be reported to families as per DPA handbook**
- **Teachers will communicate concerns with families by phone, email, text or using Parent Square.**

Assessing scholar learning loss & Implementing academic interventions

All scholars will take NWEA MAP and Diagnostics in online intervention programs including Dreambox (math) and Lexia (reading) within the first few weeks. From this we will have a baseline understanding of their unfinished learning. With this data, we will provide leveled reading intervention every day for all

scholars and additional one-on-one tutoring for scholars with the most need.

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.

Communication with Families

School staff will share a copy of the Whole Scholar Support with families for their review prior to the beginning of DPA year. Teachers will communicate with families on a weekly basis about scholar progress and/or scholar engagement by email, phone, text or via the Parent Swuare. School staff will immediately communicate with scholars and families when scholars are not meeting expectations for distance learning.

Modifications to Distance Learning

School staff may limit or restrict scholars' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning.

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

- **School staff will remind scholars of expectations for distance learning.**
- **School staff will conference with families about school expectations not being met.**
- **Teachers may temporarily adjust scholars audio, video or chat privileges during synchronous meetings.**
- **Teachers may temporarily limit scholars' ability to post content on various platforms on the chat or discussion boards.**
- **If these interventions are not successful in changing scholars behavior, school staff may temporarily assign scholars to asynchronous learning opportunities in lieu of synchronous instruction.**

If scholars use learning platforms inappropriately:

- **School staff will remind scholars of expectations for distance learning.**

- **School staff will conference with families about school expectations not being met.**

If scholars engage in cyberbullying or display/share inappropriate images on the platforms:

- **School staff will conference with families about school expectations not being met.**
- **School staff may temporarily assign scholars to asynchronous learning in lieu of synchronous instruction.**

These modifications to distance learning are designed to ensure that scholars will not be excluded from the virtual learning platform.

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.

Our Approach to Special Education

We believe that all kids can. While we deliver one high-quality education and curriculum for all students, our practitioners build strong relationships with all our students and intellectually plan at a high level to ensure all students meet and master grade-level expectations and benchmarks. We don't lower the bar; we support our teachers to help students meet it.

1. **Integrated Co-Teaching (ICT). We provide ICT classes for students in need of serious academic intervention. In an ICT class, students with disabilities learn alongside general ed students who don't have learning disabilities or special needs. Special education kids are not isolated and both groups learn from one other. Our ICT class, which includes one ICT per grade, offers two teachers in**

classrooms with students with the greatest amount of academic need. One teacher is certified in delivering high-quality, rigorous, and responsive pedagogy; the other teacher specializes in providing quality General Education services. Having two teachers in one class promotes higher levels of collaboration amongst teacher teams and allows teachers to tailor instruction to meet the needs of all students. Class sizes are small and students receive double, if not triple, the amount of individualized instruction in an ICT class than they would in a traditional general education classroom.

2. **Small Group Instruction (Tier 2): Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.**

3. **One-on-One Supports (Tier 3): At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 . The data collected during Tiers 1, 2, and 3 are included and used to make eligibility decisions.**

Our Special Education Guiding Principles

Guiding Principle #1: We Maintain High Expectations for All Students

All scholars can. Our students are innately genius and, regardless of ability, have so much to teach us. We are highly planned and intellectually prepared for every lesson. We engage all minds and do not teach rigidly or to students who know the answer. We engage all minds. Moreover, if our students struggle, we reflect and adjust course so they get "it." We figure it out and acquire the right and appropriate supports so our children achieve.

Guiding Principle #2: We Demonstrate our Passion for Teaching and Learning

When we love what we do, our students will, too. Passion is contagious and we aim with every lesson, every book, and every unit, to make the content come alive. We pitch high and bring our authentic selves and personalities to our craft in ways that excite students who may have lost the confidence needed to do well.

Guiding Principle #3: We Create Intellectually Safe and Engaging Learning Environments

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

We foster a school and community environment where student motivation and belonging is our top priority. We want our students to feel confident to express themselves and their ideas to be supported by the community. Our educators work hard and collaboratively to promote intellectual safety that results in intellectual growth.

Guiding Principle #4: We Collaborate to Maximize our Impact on Student Learning

Helping students with special needs succeed is the work of the entire school community. Our Special Educators consistently attend grade-level Professional Learning Communities (PLCs), plan intellectually for every lesson with their students, study scholar work to consistently provide necessary supports for mastery, and consistently communicate with their teacher team and families to ensure communication is clear and intervention timely.

Guiding Principle #5: We Invite Parents to be our Partners in Improving Student Achievement

Parents are our partners and we don't leave them out. We consistently invite them to the table and solicit the advice and support to best service their students.

Guiding Principle #6: We Administer Frequent Assessment Cycles

We never take our eyes off the data. We administer frequent assessments across content areas to/ for our most vulnerable students, in addition to the assessments administered for the entire school. This way, we constantly monitor student progress and use the data to make collaborative, strategic, and real-time data-driven decisions to close the gap for all students with special needs.

Guiding Principle #7: We Deliver a Rigorous Response to Intervention (RTI) Program

Our rigorous and rich RTI program ensures that we detect early signs of difficulty and can deploy the proper supports for teachers and students before academic issues metastasize. Our ultimate goal is to graduate 100% of students out of our RTI process and help them acquire the skills that put them on the path to success at the current grade and for the following year.

Our Commitment to Special Education

The Individuals with Disabilities Education Act (IDEA) is a federal law that created rules and guidelines for special education. The law gives eligible children with disabilities rights to the specially designed instruction and individualized services and supports they need to benefit from public education. The IDEA has six foundational principles, which are outlined below.

PRINCIPLE 1: FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The IDEA gives each eligible child with disabilities the right to a free appropriate public education. FAPE means educational services:

- **Provided at public expense under public supervision**
- **Provided at no cost to the parents (other than ordinary costs charged to all students)**
- **That meet the standards established by the state department of education**
- **That are designed to meet the unique needs of each eligible student**
- **Provided according to a written Individualized Education Program (IEP)**
- **Provided to students from preschool through high school, ages 3 to 21**
- **That continue to be provided to students who have been suspended or expelled**

Special education programs must:

- **Be designed for the student to make progress in the general education curriculum (there is only one curriculum for all students)**
- **Provide a chance for students to meet challenging goals**
- **more than a minimal benefit but with no requirement to maximize potential (a serviceable Chevy vs. a brand new fully-loaded Cadillac)**
- **Include related services and supports and provide for participation in extracurricular and other school activities**
- **Include extended year services when necessary to provide FAPE**

PRINCIPLE 2: APPROPRIATE EVALUATION

The IDEA requires that a student must receive an evaluation before providing special education services to determine: (1) whether the student qualifies as "child with a disability" according to the IDEA definition, and if so, (2) to determine the educational needs of the student.

- **Parents must give permission for evaluation and for services**
- **A student must be evaluated in all areas of suspected disability**
- **The evaluation should include a variety of tools and strategies to gather functional, developmental, and academic information**

- **An evaluation should never be based on a single measure or assessment**
- **The instruments and methods used for the evaluation must be technically sound, not culturally discriminatory, and provided in the language the child uses**
- **Administered by trained and knowledgeable personnel**
- **A new or updated evaluation should be conducted if there is reason to suspect a need or if the parent requests one**
- **An evaluation must be conducted within 60 calendar days of the parent giving permission**

Re-evaluations may occur when:

- **Conditions warrant new information**
- **The parent requests re-evaluation**
- **A comprehensive re-evaluation must be completed every three years unless both the parent and educators agree it is not necessary**
- **Every three years is the minimum requirement for a re-evaluation; it can be conducted more often if needed, but not more than once a year**

Independent educational evaluations:

- **Parents have a right to request an independent evaluation at public expense if they disagree with the results of the school's evaluation.**
- **Parents may seek an independent evaluation at their own expense at any time. The IEP team "must consider" any recommendations from outside sources but don't necessarily have to follow them.**

PRINCIPLE 3: INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An IEP is a written statement for each child with a disability that is developed, reviewed, and revised at least once a year by a team including educators, parents, the student whenever appropriate, and others who have knowledge or expertise needed for the development of the student's special education program. The key word is individualized.

The IEP must contain measurable goals written for where we want a student's skills to be in a year. It must also be designed to offer meaningful progress in the general education curriculum and functional performance.

Special education is not a place. The goals and services should be designed without preset expectations for

where the services will be provided. The educational program is determined first; the placement or educational setting is determined second:

- **Parents are involved in both program and placement decisions**
- **Parents and the student need to be meaningfully involved in the development of the program and any periodic revisions**

PRINCIPLE 4: LEAST RESTRICTIVE ENVIRONMENT (LRE)

The IDEA requires that "...To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled." Least Restrictive Environment (LRE) means that:

- **Any placement outside the general education classroom must be justified by the child's individual disability-related needs**
- **Students must have meaningful access to same age peers without disabilities, when appropriate.**
- **Schools must consider providing any needed services in the general education classroom and other integrated settings**
- **Involvement in music, art, physical education, school trips, clubs, extracurricular and other activities must be accommodated**
- **Funding is never an appropriate reason for a more restrictive placement**
- **States must maintain a full range of placement options to meet the needs of children who require specialized treatment programs.**

PRINCIPLE 5: PARENT AND STUDENT PARTICIPATION IN DECISION MAKING

The IDEA is very specific about what schools must do to ensure that parents have the opportunity to be active participants in each step of the special education process. Parents, and (whenever appropriate) the student, must be meaningfully involved in:

- **The development, review, and revision of the IEP**
- **Educational placement decisions**
- **Determining what data needs to be collected during evaluation**
- **Reviewing evaluation data**
- **Transition planning and services starting by age 14**

PRINCIPLE 6: PROCEDURAL SAFEGUARDS

The IDEA includes important procedural safeguards to ensure that the rights of children with disabilities and their parents are protected and that they have access to the information needed to effectively participate in the process.

Parents are entitled to notice in writing including:

- **A parental rights notice to provide information about special education, procedural safeguards, and student and parent rights**
- **Notice in writing of IEP meetings**
- **Prior written notice whenever the school proposes to change or refuses to change the educational programming or educational placement of their child**

Parents are entitled to access student records:

- **They may review educational records for their child**
- **They may obtain copies of educational records for their child**
- **They may place a statement of correction or explanation in the student's record if it contains something they disagree with**

Parents have a variety of procedural protections they can invoke when they disagree with educators:

- **The Resolution Facilitator Process**
- **A Mediation Conference**
- **A Formal Written Complaint**
- **A Due Process Hearing**

DPA continues to meet OSSE timeline metrics as it pertains to Eligibility, IEP's and Related Services. Parent schedules are considered when scheduling services for children to provide optimal times for service delivery. We continue to document related services through SEDS (EasyIEP) and LEA created service trackers for Related Services and Specialized Instruction. DPA also communicates important information changes as it pertains to OSSE, CDC, DCCSB and the LEA through email, homeroom teacher weekly communications, Parent Square, and Family Community Meetings.

In a case where there may be a parent with a visual impairment DPA will identify a supporting adult within the home and connect with them to support the scholar. Additional audio-conferencing provisions would be made for the scholar and the parent. DPA also will schedule sessions for the scholar and parent to receive additional targeted support when needed.

DPA is currently delivering related services through the most beneficial measure to families of telehealth. Currently Related Service Providers are providing services through Zoom and some are providing their services through phone conferencing. The various methods capture the varying needs of our scholars and families. The related service providers partner with the families with often allowing the parent to shadow them while providing strategies and or supports to their children for greater support to our families.

DPA will provide training and webinars on how to navigate systems and programs for Related Service and Specialized Instruction for SY 2020-2021. There will be tutorials provided on how to navigate virtual platforms with a comprehensive list of expectations of conduct for virtual learning. Some of our partners are providing office hours and Zoom calls for parent training and support for the parents of the scholars that have more severe needs within our scholar population. Scholars attendance and participation are tracked through Schoolrunner.

As a means of recovery for scholars that may have exhibited a slide academically, our LEA has determined that all Special Education scholars who exhibited a decline in NWEA MAP scores from Winter 2020 data will receive RTI Intervention support. Those services would be tracked by the special populations RTI team and reviewed at the next benchmark period for growth. Depending on the results of the RTI review, the targeted scholar would either, return to regular studies, be provided new interventions, or be recommended for additional supports.

DPA is currently utilizing DCPS' "Due Diligence" measure for scholars that require a new Re-evaluation but the LEA is currently unable to provide that support due to the Stay-in-Place and social distancing measures. The scholars that are first to be assessed will be those scholars first affected by our move from physical school to Remote School until we clear all scholars. Should the Washington APA Association, DOE or OSSE release new safe guidelines on how to assess distantly with fidelity we will institute those new measures as they are revealed.

To minimize the amount of recovery services and gaps in learning, the LEA provided extended opportunities for learning through our DPA Summer Academy, for which we partnered with NSSI. We provided the opportunity for all children to participate in Summer School, both General Education and Special Education Scholars. This would allow all scholars regardless of their living status an opportunity to be instructed. Laptops were provided to families. Scholars attendance and participation was tracked through attendance logs.

- **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.**

Technology will be provided to all scholars and with the support of how to use the technology and how to access all virtual platforms. Physical school plans and provisions return to support from the EL provider becoming either a constant within the General Education classroom a co teaching model or utilizing the support in a pull out resource teacher dynamic.

Google Classroom will be utilized for all EL Scholars for academic and SEL Support.

Access 2.0 Scores will be used to build upon baseline data and to project planning and scholar outcomes as it pertains to the domains of reading, writing, listening, and speaking to advance your EL scholars' English proficiency; based on the Access 2.0 Scores the ELPlans will be created uniquely for each EL scholar.

The LEA will provide language instruction in reading, writing, listening, and speaking to EL scholars during distance learning/hybrid learning environments by grade and by proficiency level.

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.**

Digital Pioneers Academy is committed to the effective use of technology to both enhance the quality of scholar learning and the efficiency of school operations.

Pre-COVID-19 scholars' use of DPA owned and operated technology resources was a privilege, not a right. During and post-COVID-19 scholar use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all scholars. Digital Pioneers Academy is committed to equitable access to technology resources necessary for learning for all scholars. Scholars (and where applicable, their families) must sign and submit a Scholar Technology Acceptable Use and Safety form.

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

DESCRIPTION:

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

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

The intended result of following this process is to develop a Return to School Technology Plan that is based on and aligned to the existing School Technology Plan. If a school has not previously drafted a School Technology Plan, there is no time like the present to begin.

Equipment, Software, and Training Expectation and Supports for Scholars and Staff

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

- **Equipment**

All scholars will receive the following equipment:

- **Chromebook**
- **Headphones**

All families who report unstable or unreliable internet connection will receive:

- **T-mobile hotspot (via provided phone or tablet)**

All staff will recieve:

- **Macbook**
- **Monitor**
- **Mouse**
- **Hotspot (at request)**

- **Software**

All scholars and staff will have access to the following software using school-created and maintained log-in and passwords. At no time will anyone outside of DPA's community be able to access the software.

- **G-Suite access (email and associated apps)**
- **iReady, Lexia and/or Dreambox**
- **Schoolrunner**
- **GoGuardian**

- **Training**

For every piece of equipment and software, provide training for staff, scholars, and families (especially for younger children) on proper use and care. Training must also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly.

- **Equipment**

We will review the inventory of what equipment that was previously assigned to returning scholars and staff and ensure that they are in working order. For new families and staff joining DPA community, we will survey their needs. We will keep extra equipment on site for scholars and staff to borrow for each expected type of equipment for use.

- **Internet availability and speed, and number of household members expected to be using the Internet during DPA day**
- **The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet**
- **Security features on the technology (for younger children, especially)**

- **Software**

Based on the instructional plan, determine what software best supports remote learning. We will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff strengths and needs. Inventory communication resources and protocols and evaluate performance and needs.

- **Training**

We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

Support Provided for Scholars without Access to Internet or Devices

Based on the needs assessment, scholars without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

Where possible, scholars will be expected to retrieve hotspots and devices at DPA, where they will also receive training and expectations for proper use and care of equipment. For scholars and families not able to retrieve equipment from DPA, arrangements will be made for shipping the equipment directly to the scholar. Training, expectations and care of equipment will be provided virtually in such cases.

Replacing/Repairing Equipment

- **Equipment**

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

- **Families will return broken equipment to the school on-site via appointment?**
- **Families will receive a loaner (older model) chromebook once an investigation occurs.**

- **After the one loaner is provided, families may have to incur costs for any additional equipment issues due to misuse or mishandling.**

- **DNS manages all equipment issues and makes suggestions on course of action**

- **Tech Support**

  - **DNS provides remote support to families and staff with all tech needs (both equipment and software malfunctions).**

  - **DNS and the school will offer tech webinars and tutorials for families to better understand and navigate our tech and platforms.**

  - **Additionally, our attendance team members will be trained to support mid-level issues that our teachers may not be as familiar with.**

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

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

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).**

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

DESCRIPTION:

This policy articulates how Digital Pioneers Academy will communicate with and train scholars and families on all COVID-19 prevention measures being taken by DPA and how DPA 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 scholars and families is vital for supporting the community of scholars and families and for maintaining the health and safety of DPA community. Communication to scholars and families will happen across many media: posted signage in the building, access to resources and information on DPA website, and on-demand notification through social media channels and individual outreach.

1. **General School-wide Communication**

Consistent and clear communication with scholars and families is vital for maintaining the health and safety of DPA community. Communication to scholars and families will happen across primarily through Parent Square which offers platform notifications, text, emails and calls. Secondarily, DPA will communicate through media, posted signage in the building, access to resources and information on DPA website, and on-demand notification through social media channels (Instagram and Facebook) and individual outreach.

Unexpected closures that may happen in order to maintain the health and safety of DPA community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and calls.

Website

[Digital Pioneers Academy] website at all times will be the location for general information about DPA as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FRPM applications). This information will be available to families 24 hours, 7 days a week.

Contact Information: Current and prospective scholars will be able to find all information on how to contact school administration and staff.

Family Resources: Families will be able to find the Scholar and Family Hand Book, school enrollment and registration details, links to distance learning resources [see II. Family Engagement In Continuous Learning section below] and additional materials to support families, such as social services resources.

Food Programs: In accordance to OSSE guidelines, all required information about Preferred's food program will be available to families on a monthly basis.

Social Media

DPA has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used daily to build broad awareness of DPA, engage the broader DC community (and country) in the great success of DPA scholars and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, scholar support

giveaways, food drives).

Direct to Family

DPA will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive scholar related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from DPA at least twice a week.

II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

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

Trainings

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

- **DPA remote school orientation**
- **troubleshooting your device at home**
- **accessing DPA's distance learning platform and materials; and**
- **navigating the learning management system.**

Continual improvement

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

Resources

Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

III. CORONAVIRUS PREVENTION COMMUNICATION

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

Reporting

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

In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed through an online form.

Trainings

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

- **How to safely return to school: a training detailing all in-school processes for scholars, families, and staff**
- **Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic**

Signage and Resources

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

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

Beginning of Year

All families will have a digital home visit via Zoom with their scholar's homeroom teacher. This will be an introductory meeting to ensure families know who their main point of contact is throughout the year. Teachers will also answer any questions the families may have at this time.

Feedback

DPA requires all family members to receive one call every two weeks, describing both academic and behavioral glows and grows. We track this communication in Schoolrunner. In addition, families will receive a progress report every two weeks and one mid-term report before quarterly report cards are finalized. Therefore, we firmly believe that informal and formal feedback is a regular process at DPA. Families also have access to live info regarding gradebook, behaviors and attendance with Schoolrunner and Google Classroom.

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: Digital Pioneers Academy

LEA Leader Name: Mashea Ashton

Date: 10-05-2020 10:18 AM