

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

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LEA Type: High School
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Background and Purpose

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

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

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

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

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

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

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)?**

Regular Cleaning Schedule

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:

- **Door knobs** and handles
- Stair rails
- Classroom desks and chairs
- Lunchroom tables and chairs
- Countertops
- Handrails
- Light switches
- Handles on equipment (e.g., athletic equipment)
- **Push-buttons** on vending machines and elevators
- Shared telephones

| Cleaning, Disinfecting, and Sanitizing Schedule | | | | | |
|--|---------------------|-----------------------|--------------|---------------|----------------|
| Legend: C= Clean D = Disinfect S = Sanitize | | | | | |
| | Between Uses | Throughout Day | Daily | Weekly | Monthly |
| Surfaces | | C, D | S | | |
| Bathrooms | C, D | | S | | |
| Door knobs | | D | S | | |
| Hallway floors | | | C, D | | S |
| Windows | | | | S | |
| Desks and chairs | C, D | | S | | |

No cleaning products will be used near students. Staff will ensure that there is adequate ventilation following the use of these products to prevent children and adults from inhaling toxic fumes.

Positive COVID-19 Case Cleaning and Disinfecting Protocol

- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before we clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards and telephones.
- Once the area has been appropriately disinfected, it can be opened for use.
- If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

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

Use of Space

- Social distance markers outside school entrance
- Four classrooms on second floor and four classrooms on third floor
- No more than 12 individuals in a classroom
- Social distance stickers throughout the building
- Sanitizing stations throughout the building
- Limited access to certain areas of building with signage
- Limited use of all water fountains and some bathrooms
- PPE provided in every classroom and office space

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

Reopening Buildings after Prolonged Closure

Ventilation

- Designated classrooms have windows that can be opened for fresh air.
- Classroom doors will remain closed at all times.

Purging water systems and filters

- IDEA's janitorial team has been in the building while it was closed to students, providing daily janitorial services.

- Water heaters were set to 140 degrees Fahrenheit and hot water was flushed at each fixture.

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

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

Physical (Social) Distancing

IDEA will ensure appropriate physical distancing by having:

- No more than 12 total individuals clustered in one class
 - One additional staff (13 total individuals) can be briefly added to the class if necessary to support individual student needs.
- Six feet of distance between each individual
- Groups of the same students and staff together each day and throughout the day (as opposed to rotating teachers or children)
- Limited non-essential visitors
- No mixing between groups to include entry and exit of the building, at meal times, or in restrooms, hallways, and other shared spaces
- No large group activities and activities requiring scholars to sit or stand in close proximity
- All activities and events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings are canceled for SY 20-21
- Student desks rearranged to maximize space between students
- Desk are facing same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing),
- Staggered arrival and/or dismissal times,
- Teaching staff, students, and families maintain distance from each other in the school
- Staff, students, and families educated on COVID-19 and social distancing

Traveling to and from School

IDEA Student Transportation Shuttle

- Bus drivers’ temperature will be taken (bus company’s responsibility before beginning route)
- Maximum number of riders sticker will be located on the bus
- Unavailable seats will be clearly marked
- Social distance stickers will be located on the floor throughout the bus
- Bus will have PPE supplies daily, including
 - Lysol wipes
 - Hand sanitizer
 - Masks
 - Small tissue packs
 - Gloves

Entering and Exiting the School

ENTERING —

Students

- Students will be screened before entering the school building, including
 - Uniform compliance
 - Temperature check, which is recorded
 - COVID-19 screening questions
 - PPE check and disbursement if needed
- Students will be given a clearance wristband to show they have passed the daily screening process
- Once cleared, students will enter IDEA through a single designated entrance and will sanitize their hands
- Students will be directed by Security to the Attendance Monitor for check-in
- Screening will be duplicated if a student or visitor re-enters the building

Staff

- Staff will be screened before entering the school building, including
 - Temperature check, which is recorded
 - COVID-19 screening questions
 - PPE check and disbursement if needed
- Staff will be given a clearance wristband to show they have passed the daily screening process
- Once cleared, staff will enter IDEA through a single designated entrance and will sanitize their hands
- Screening will be duplicated if a student or visitor re-enters the building

Visitors

- Non-essential visitors will not be permitted into the school building. **Curbside service will be available.**
 - Visitors will be screened before entering the school building, including
 - Temperature check, which is recorded
 - COVID-19 screening questions
 - PPE check and disbursement if needed
- Visitors will be given a clearance wristband to show they have passed the screening process
- Once cleared, visitors will enter IDEA through a single designated entrance and will sanitize their hands
- Security will process the visitor after assessing the need for the visit, checking ID, and issuing a pass

EXITING —

Students

- Students will exit the building through the designated stairwell
- Students will be released in intervals by cohorts
- Students will be encouraged to sanitize their hands prior to exiting the building

Staff

- Staff will exit the building through the entrance where they entered
- Staff is encouraged to sanitize their hands prior to exiting the building

Visitors

- Staff member reports to Security desk to see visitor
- Security will make a report of anyone not admitted due to a temperature exceeding 100.4 degrees Fahrenheit before their shifts end

Daily Health Screening

IDEA will perform a daily health screening for all students and staff before they enter the building. An individual with any of the following symptoms will not be permitted to enter the school. Students with symptoms will be isolated until a parent is contacted for dismissal.

- Fever (subjective or 100.4 degrees Fahrenheit)
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion
- Nausea or vomiting
- Diarrhea
- Otherwise feeling unwell

If a student or staff member develops any of the above symptoms during the course of the school day:

For students, the school will

1. Isolate student in triage location
2. Call parent immediately to dismiss student
3. Provide students with paperwork suggesting they seek medical advice

Staff will

1. Alert their supervisor and Human Resources
2. Pack their belongings and leave the building immediately
3. Seek medical attention/testing
4. Comply with follow-up from human resources to ensure safety and determine exposure risk to staff and students

Student Grouping

- Students will travel in cohorts
- Students cohorts will enter and exit out the same doors

In-School Dining

Meals in classroom

Breakfast Option

1. Students enter building, go through security, pick up breakfast bag at cafeteria entrance
2. Eat in their classrooms
3. Dispose of trash in classrooms

Lunch Option

1. Students will fill out lunch form on Student Hub
2. Food service team will access students' menu choices via Google Drive
3. Food service team will deliver lunch to classrooms
4. Students will dispose of trash in their classrooms

Things to consider:

- Menus posted in classroom and on school website (use for lunch order)
- Lunch will be delivered in insulated bags to classrooms along with other needed supplies
- Sanitizer stations needed on classroom floors
- Student option for box or bottle water
- Giving premade lunches to parents for students who do not come in the building

Overall Changes to Service

Cafeteria:

- Salad will be premade (e.g. chef, chicken caesar, cobb) and served with fruit, roll, and milk
- Higher sneeze guard needed for hot line
- Breakfast and lunch trays will be covered (bag, covered containers)
- Eating utensils will be prewrapped
- Servery contact surfaces to be sanitized between lunches

Operational Changes to Servery

- Masks to be worn by all students and staff in the cafeteria
- Masks to be worn by students while not eating (coming into the cafeteria, coming in the servery and after eating)
- Two entrances and exits to cafeteria

Recess/Break

- Students are permitted to have restroom breaks. Staff members who are on hall monitoring duty in the designated hallway will monitor student traffic in communal restroom spaces.

- One student at a time will be permitted to use a single communal restroom to avoid crowding or gathering.
- Staff monitoring will alert students' return and passing in the designated hallway location.
- Student stretch breaks will be permitted within the classroom in a socially distanced six-foot radius away from others.

Canceling, Eliminating, or Modifying Activities

- No athletic events
- No facility rentals

Preventing a Vaccine-Preventable Disease Outbreak

- In order to prevent a vaccine preventable disease outbreak in a school setting, all students who attend in-person activities are fully vaccinated according to CDC and DC Health standards.
- To ensure compliance, the school nurse will review the immunization status of each student.
- Reminders to parents will go out throughout July and August, along with timelines for compliance
- Students who do not meet the immunization requirements within 20 days of the start of school will be unable to attend in person.

Hygiene

- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds.
- Perform frequent hand hygiene (with soap and water or alcohol-based hand sanitizer).
- Key times to perform hand hygiene include:
 - Before eating food
 - After using the toilet
 - Upon entering the building and before exiting the building
 - Before and after putting on, touching, or removing cloth face coverings or touching your face
 - After blowing your nose, coughing, or sneezing
 - After touching door knobs and handles and frequently

High-risk Individuals

Students and staff at high risk for experiencing severe illness due to COVID-19 are recommended to consult with their medical provider before attending in-person activities. High-risk conditions include, but are not limited to:

- Chronic Lung Disease
- Moderate to severe asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic Kidney Disease
- Liver Disease
- Being 65 years and older
- Other medical conditions not listed here

Exposure Reporting

- If any student or staff member has been in close contact with a person who is positive for COVID-19, that student or staff member should not enter the school until evaluated by their healthcare provider, or completing their 14-day quarantine period without becoming symptomatic or diagnosed with COVID-19.
- If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member should not enter the school until the close contact tests negative. If the close contact tests positive, then they should seek guidance from their healthcare provider or DC Health.

In the event that a school identifies a student or staff member who has tested COVID-19 positive:

- Staff should notify human resources and their supervisor if working in person.
- Students should notify their class teacher (Pathway Den Leader if attending school in person).
- Staff or students diagnosed with COVID-19 should not enter the school until they have been cleared from isolation.
- The school will notify DC Health by emailing coronavirus@dc.gov with the following information:
 - “COVID-19 Consult” in the email subject line
 - Name and direct phone number of the best point of contact for DC Health to return the call
 - Short summary of situation

An investigator from DC Health will follow up within 24 hours to all appropriately submitted messages.

ADDITIONS BELOW:

Student and Staff Schedule (see Instructional Program)

Staff schedule includes: 8:30 am - 4:30 pm daily

Student schedule includes: 2 (90 minute) synchronous courses per day along with a 45 minute SEL advisory structured course and 60 minutes of teacher small group instruction virtually. Wednesdays are designated for 45 minutes check in with scholars and the remainder of the day is allotted to staff PD and scholar independent work time in Canvas. (see table below)

| Time Blocks | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|-----------------------------------|---|--|----------------------------------|--|
| 9:00am - 9:45am | IDEA Pathways | IDEA Pathways | IDEA Pathways / PGC Outreach (9th) | IDEA Pathways | IDEA Pathways |
| BLOCK 1 | Algebra I Physics Chemistry | English I World History II Algebra II | INDEPENDENT WORK TIME | *Art Studio *Health *Music | *Art Appreciation Carpentry 1 Human Growth & Child Dev: CDA |
| 10:00am - 11:30am | DC History | Environmental Science | | *P.E. | Computer Science |

U.S. Government

Scholars will complete class modules in Canvas. Attendance will be monitored through assignment completion.

PGC Leadership 2
Principles of Business *Math Resource
Principles of Edu & Training *Print Design Entrepreneur
Principles of Construct *Reading Resource
Senior Seminar
Spanish II
***SAT Prep 12**
Spanish I
***Yearbook**

***Art Appreciation** *Art Studio
Carpentry 2 Fundamentals of Comp. Science 1
Computer Science 1 *Health
***Math Resource** *Music
Principles of Edu & Training *P.E.
Fundamentals of Computer Science 1 Principles of Edu & Training
***Reading Resource** Principles of Construct
Senior Seminar *Psychology
Spanish II *SAT 12
***Strength Training** Spanish I
***Yearbook**

BLOCK 2 **World History I** **Biology**
English II **Geometry**
English III **U.S. History**
11:45am - **Business Math** **U.S. Government**
1:15pm **Pre-Calculus** **English IV**

1:15pm
- LUNCH LUNCH

2:00pm

2:00pm **Teacher Office Hours:** **Teacher Office Hours:**
- **• Small-Group Instruction** **• Small-Group Instruction**
3:00pm

LUNCH LUNCH

Teacher Office Hours: **Teacher Office Hours:**
• Small-Group Instruction **• Small-Group Instruction**

- **Tutoring Sessions**
- **Tutoring Sessions**
- **Tutoring Sessions**
- **Tutoring Sessions**
- **Intervention**
- **Intervention**
- **Intervention**
- **Intervention**

½ Year Courses - Will switch at the end of the semester (in January).

Distributing Educational Materials

- All materials will be sanitized prior to assigning to a student
- For students who are unable to travel to school, materials will be picked up by a parent or dropped off at the student’s residence
- IDEA will provide students with daily school supplies (e.g. pen, paper, etc.)
- IDEA will have Chromebooks on site for in-person learning

Oversight of Before- and After-Care and Extracurricular Activities

No extra-curricular activities will be held.

Providing Personal Protective Equipment (PPE)

All PPE supplies (e.g., masks, hand sanitizer, tissues, gloves) will be provided by IDEA on a daily basis and in all locations where staff and students occupy the space.

Cleaning, Disinfecting, Sanitizing

Regular Cleaning Schedule

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:

- **Door knobs and handles**
- **Stair rails**
- **Classroom desks and chairs**
- **Lunchroom tables and chairs**
- **Countertops**
- **Handrails**
- **Light switches**
- **Handles on equipment (e.g., athletic equipment)**
- **Push-buttons on vending machines and elevators**
- **Shared telephones**

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean D = Disinfect S = Sanitize

| | Between Uses | Throughout Day | Daily | Weekly | Monthly |
|------------------|--------------|----------------|-------|--------|---------|
| Surfaces | | C, D | S | | |
| Bathrooms | C, D | | S | | |
| Door Knobs | | D | S | | |
| Hallway floors | | | C, D | | S |
| Windows | | | | S | |
| Desks and chairs | C, D | | S | | |

No cleaning products will be used near students. Staff will ensure that there is adequate ventilation following the use of these products to prevent children and adults from inhaling toxic fumes.

Positive COVID-19 Case Cleaning and Disinfecting Protocol

- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before we clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards and telephones.
- Once the area has been appropriately disinfected, it can be opened for use.
- If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Physical Changes to the Environment to Promote Social Distancing

Use of Space

- Social distance markers outside school entrance
- Four classrooms on second floor and four classrooms on third floor

- **No more than 12 individuals in a classroom**
- **Social distance stickers throughout the building**
- **Sanitizing stations throughout the building**
- **Limited access to certain areas of building with signage**
- **Limited use of all water fountains and some bathrooms**
- **PPE provided in every classroom and office space**

Use of Hallways

- **Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and social distance stickers in accessible areas.**

Reopening Buildings after Prolonged Closure

Ventilation

- **Designated classrooms have windows that can be opened for fresh air.**
- **Classroom doors will remain closed at all times**

Purging water systems and filters

- **IDEA's janitorial team has been in the building while it was closed to students, providing daily janitorial services.**
- **Water heaters were set to 140 degrees Fahrenheit and hot water was flushed at each fixture.**

Meal Distribution for Virtual Learners:

- **Insulated Thermal totes will be given to every student to transport lunches throughout the week and school year.**
- **One tote is given to each student.**
- **IDEA is a self prep school where meals are prepared fresh.**
- **Pick up days: Monday and Wednesday**

(Monday: Pick up breakfast and lunch for Monday, Tuesday and Wednesday)

(Wednesday: Pick up breakfast and lunch for Thursday and Friday)

- **Pick up time: 8 am-4pm**
- **Pick up location: IDEA- 1027 45th Street, NE**
- **Community Pick up-**

-Naylor Road/Alabama Avenue- Safeway 2pm-3pm

-Minnesota Avenue and 48th Street- 3:15pm-4:15pm

Instructional Delivery Plan

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

Instructional Methods — Blend of synchronous and asynchronous learning

- In the morning, students will attend classes to receive synchronous learning with a blend of direct instruction, practice, and small group conversations, Socratic seminars, etc.
- In the afternoon, students will work on projects connected to the current unit of learning.
- Students will receive targeted intervention support in synchronous sessions held four days a week for one hour each day.

Platforms and Curricula

Canvas (main hub), Previ Learn/Mastery Connect, IXL, New Visions Science Curriculum (Bedford, Freeman, and Worth), Eureka Math, Louisiana Believes, NCCERConnect, Edhesive, Quorum

Instructional Hours

- Students will attend two 90-minute classes daily in the morning to receive synchronous learning. Each day of the week is designated for a different pair of subjects.
- In the afternoon, students will work asynchronously on projects connected to the current unit of learning in those subjects.

For example:

- On Mondays, freshmen will have 90 minutes of direct math instruction followed by 90 minutes of direct physics instruction. In the afternoon they will work on their math and physics projects independently.
- Teachers will have dedicated and flexible office hours and scheduled one hour intervention time blocks to check in with students/families before the next [math and physics] on the following Monday.

- Tuesday, Thursday and Friday the same schedule repeats for the remaining classes.
- Students will also have the opportunity to attend small group intervention and/or accelerated learning sessions in the afternoon.

Training and Staff Professional Development

- Canvas Training (virtual in-house training)
- PBL-Project Based Learning professional development provided by PBL Works (virtual training throughout year-long cycle of support)
- Universal Design for Learning (UDL) Differentiated training for all scholars (year-long cycle of training w/CAST)
- Allocating your time in a virtual world (in-house)
- Building relationships in a virtual world (in-house)
- Strategies to engage students in remote learning environment

Progress Monitoring

- Weekly & biweekly teacher check-ins/one-on-ones
- Weekly data meetings in departments
- Biweekly virtual classroom observations/feedback
- Weekly lesson plan feedback (via department chairs, Instructional Coach, AP and Principal)
- Student and teacher focus groups
- Parent focus groups
- Student achievement and engagement data tracking/SMART goal progress monitoring bi-weekly and quarterly

School Schedule Options

HYBRID

Attend school in person for two to four days per week as needed [\[1\]](#) , and attend school remotely using synchronous activities with a content teacher or instructional staff member 2-4 days a week, and attend school using asynchronous learning one day a week. For asynchronous learning, students may work on a variety of activities, some of which will require students using computers through Canvas, the instructional learning management system.

On-site

This option is open to all students whose parents volunteered to opt in to this support method. These parents determined that sending their child to a structured learning environment provided by the school is necessary for his or her continued growth and development, including, but not limited to, students with disabilities and English learners. In this option, the student will attend in-person synchronous learning four days a week and asynchronous learning one day a week. They will be under adult supervision five days a week.

Remote Synchronous

This option is for students who are immunocompromised or who have a family member who is immunocompromised or whose family would prefer that the child not attend school in person. In this option, the students may experience learning from home four days a week via synchronous learning and one day a week with asynchronous learning. The learning will require the student to be logged onto the computer while engaging in activities at the same time as their peers on site.

Remote Asynchronous

For students who are unable to attend synchronous learning when remote. This type of learning allows for weekend learning, when families may be more able to support students. Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|--|--|---|--|--|
| Hybrid Group A | On-site with adult supervision and structured activities | On-site with adult supervision and structured activities | Remote: asynchronous Activities to be completed by end of school day | Remote: synchronous with structured activities | Remote: synchronous with structured activities |
| Hybrid Group B | Remote: synchronous with structured activities | Remote: synchronous with structured activities | Remote: asynchronous Activities to be completed by end of school day | On-site with adult supervision and structured activities | On-site with adult supervision and structured activities |
| On-site | Structured schedule of activities with adult supervision | Structured schedule of activities with adult supervision | Activities to be completed by end of school day with adult supervision | Structured schedule of activities with adult supervision | Structured schedule of activities with adult supervision |
| Remote Synchronous | Structured schedule of activities | Structured schedule of activities | Activities to be completed by end of school day | Structured schedule of activities | Structured schedule of activities |
| Remote Asynchronous | Activities to be completed by end of school week | Activities to be completed by end of school week | Activities to be completed by end of week | Activities to be completed by end of school week | Activities to be completed by end of school week |

Instruction

Personnel

Regardless of whether students are on site or remote, the amount of time, dedication, and support a teacher provides their students will be identical. To achieve this goal, and for purposes of equity and logistics, we have divided the role of “teacher” into two roles: Pathway Den Leader and Content Teacher.

- **Pathway Den Leader:** The Den leader is the adult responsible for a group of students who, together, will be considered a “class.” Each day, the community leader will see some of their class on site (the number depending on city guidance) and some remotely. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the touchpoints that will be used. This session will occur daily for 45 minutes in a synchronous method.
 - High School: An adult, not necessarily a teacher but perhaps a counselor or behavior specialist, paraeducator, or instructional aide, will be responsible for a single “class” equivalent to a “homeroom” otherwise known as “Pathways”. For on-site students, the Pathway Den Leader will be responsible for managing behavior and supporting student learning. For all students, remote and on-site, the Den Leader will engage in community-building activities designed to help with continuous student engagement combined with social and emotional learning.
 - Assuming guidance will continue to suggest keeping students in smaller learning groups, even if all learners are allowed on site at once, students will remain in community cohorts with a Pathway Den leader and the content teachers will move from class to class.
- **Content Teacher:** The teacher is the content area expert responsible for ensuring that students are learning. While a content teacher may also be a community leader, they may need to roam (physically and/or electronically) into other communities to provide content-rich instruction. 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. They will plan lessons that can be taught remotely and in person. There may be times, for example, when the content teacher provides direct instruction to the students on site and records the lesson or livestreams it to the students who are learning from a remote location.
 - High School: The teacher for high school is responsible for providing the instruction to many students. Content courses will be grouped with a lead content designer and a secondary instructor to support all scholars enrolled in the course. The content teacher will have the opportunity to see some students in person, depending on the health and safety guidance, but will plan for all content to be delivered online and will be available to students who require extra support.
- **Social and Emotional Support Staff:** There is one SEL support staff member assigned to classrooms. The person will supervise classrooms on a rotating basis to allow the Pathways Den Leader to take scheduled breaks throughout the day. For remote learners, the engagement specialist will assume responsibility for students showing severe or persistent signs of disengagement, help troubleshoot engagement issues (IT, wraparound services, content), and triage support for the student as needed.

Learning Modes

- **Synchronous learning with Content Teacher (SL w/CT):** When remote, this instruction is conducted via Canvas in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the

teacher and student(s) using the same format: Canvas, Canvas Studio or Zoom. The expectation is that students may ask questions and the teacher may ask questions of the students to engage in real time student learning.

- **Asynchronous learning with Content Teacher (ASL w/CT):** This instruction requires the teacher to prepare learning that can be accessed anytime, anywhere. The student would need access to a pre-recorded lesson in which the teacher provides instruction. When learning on site, this lesson could be provided by a Pathways Den Leader to minimize the circle of exposure. When remote, the lesson can be accessed by logging on Canvas (Sample [Tech form](#)).
- **Synchronous learning without Content Teacher (SL w/o CT):** Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is guided practice. Tasks can involve completing an online activity or game or reading a book in hard copy and annotating the text. This can be group work or individual work. The student on site would do this task under the supervision of their community leader. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, Learning Management System (LMS), or virtual chat. If the community leader happens to also be the content teacher assigning the work, support can be provided in person. If the community leader is not the content teacher, the content teacher may provide support in the same manner as for students learning remotely, per the school's Technology Plan.
- **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 student'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. Students learning on site would have time allotted to complete this work while their community leader may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected weekly and will be used to measure attendance. (See attendance policy for further details.) The product of these work blocks are often referred to as "exit tickets" or "student reflections." Regardless of the product, it may be collected through Canvas.

Community Building

- **Synchronous community building with a Community Leader (SL w/CL):** Planned learning breaks to promote student socialization. Activities that can be done with the Pathways Den Leader or through group activities online such as games, structured conversations, and free-form conversations about topics of interest to the students. Grade level town halls and community sessions will take place monthly.
- **Asynchronous community building with a Community Leader (SL w/CL):** Adult-directed activities to build community, such as group projects, partner work, and other opportunities for students both on site and remote to connect with one another in informal ways.
- **Synchronous community building without a Community Leader (SL w/o CL):** Planned breaks will include activities students can choose to do with each other that do not require adult supervision. Such activities can include games (online trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction. When on site, the community leader would supervise for appropriate social distancing and other behavior. For remote learners, the school's behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidences.
- **Asynchronous community building without a Community Leader (SL w/o CL):** To accommodate arrival and dismissal, lunch periods, and other breaks for on-site community learners, each class will have a slightly different schedule. Students will be encouraged to socialize with classmates during the hour-long arrival block, lunch, and dismissal block when learning remotely. There will be a continuously growing database of school-approved and provided web-based games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that students may use at any time so long as they follow the school culture and behavior policy, including refraining from cyber bullying. The unstructured time with friends allows for a deepening affinity to the community.

Professional Development

Over the summer, content teachers will receive training on the IDEA Public Charter School Canvas or platform or mode of instruction for remote learning provided by the Academic and Operational Leadership team. The training will focus on content delivery and checking for understanding. On Wednesdays, both teacher and community leaders receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Teachers will also support one another and collaborate on Wednesdays. Every day, the Content Teacher will have time built into the instructional day to work with special education providers and coordinators and English language specialists.

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.

Timely Intervention

By using a student support and engagement specialist, the teacher will get weekly reports on each of their students to supplement information they are gleaning from formative assessments. When needed, the student engagement specialist will contact the family daily to determine if a student is disengaging and why. The student support and encouragement specialist will triage issues and refer other specialists, in areas such as information technology, counseling, and learning, to support a student or family.

Continuous Improvement

IDEA Public Charter School will be in operation for 180 days. The schedule will be based on a quarter 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 start date August 31, 2020, 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 the school. The school will accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. Parents can request to change educational delivery method by completing the form, communicating with staff, or emailing the principal directly.

Once a week, on Wednesdays, the school will engage in a schoolwide data analysis of student 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 student 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, students who have shown the least engagement whether by attendance or work product will be evaluated through a student 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 student may be asked to change their schedule.

Social emotional learning supports will be provided daily through the IDEA Pathways program.

Example Classrooms

30 students:

Demographics:

- 5 (17%) students with disabilities
- 3 (10%) English learners
- 23 (77%) at-risk (including three who are homeless/housing insecure)

Based on parent survey results and follow up conversations, for quarter one (August 17-November 27), the students will attend as described below:

- 13 (43%) will be Hybrid learners
 - 6 Hybrid-Group A (1 is an English learner)
 - 7 Hybrid-Group B (2 have a disability requiring modifications and aides)
- 5 (17%) On-site (2 have disability requiring modifications aides, 1 is an English learner)
- 12 (40%) Remote (1 has a disability requiring modifications, 1 is an English learner)

| On site / Remote for Phase II Reopening | | | | | |
|--|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| On site | 11 | 11 | 0 | 12 | 12 |
| Remote | 19 | 19 | 25 | 18 | 18 |
| Total | 30 | 30 | 30 | 30 | 30 |

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

Assessment and Promotion Policy

A. Assessment

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

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

NWEA-MAP ; Other (identify vendor)

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

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

Assessments

- MAP Testing
- Previ Learn/Mastery Connect-Quarterly Assessments
- IXL
- Mid Year/End Year Portfolios
- Performance Based Projects
- Canvas Quizzes

Assessment Integrity

IDEA Public Charter School has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable, and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the internet and other resources may be used during assessments.

The second part is a change in school formative assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the internet, books, and other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between handwritten tests, with work showing and student success in career and college. Students may also be asked to identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

| Grade | Subject and Assessment Type | When and Frequency | How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous | Interventions and supports (could be a combined narrative across grade bands) |
|--------------|------------------------------------|-------------------------------------|--|---|
| 9-12 | NWEA MAP (new to IDEA) | Fall 2020 & Spring 2021 | Remote and On-site* (pending learning plan) | Daily intervention support |
| 9-12 | Quarterly assessments | Quarterly (once per marking period) | Remote and On-site* (pending learning plan) | Daily intervention support |

| | | | | |
|------|-------------------------------|-------------|---|----------------------------|
| 9-10 | District mandated assessments | Spring 2021 | Remote and On-site* (pending learning plan) | Daily intervention support |
|------|-------------------------------|-------------|---|----------------------------|

Example Information to Include for modalities column

| | On-site Hybrid and Every Day | Remote Synchronous and Asynchronous |
|----|--|--|
| HS | <p>During on-site learning, students will not take assessments. (See above)</p> <p>AP Practice Exams</p> <p>IB Practice Exams</p> <p>CTE Assessment</p> <p>Panorama SEL assessment</p> <p>Open-book, open-note group assessments</p> <p>Essays</p> <p>Short answer, showing work required</p> <p>All assessments administered on site will be taken under adult supervision.</p> | <p>AP Practice Exams</p> <p>IB Practice Exams</p> <p>CTE Assessment</p> <p>Panorama SEL assessment</p> <p>Open-book, open-note group assessments</p> <p>Essays</p> <p>Short answer, showing work required</p> <p>All assessments submitted via Canvas / Mastery Connect or secure portal.</p> <p>With each assignment, students will complete a self-assessment, identifying how they approached the assessment, who they sought for help, and where they searched for help.</p> |

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.

Promotion Policy

DEFINITION: For the purpose of this policy, promotion shall be defined as the advancement of a student from one grade level to the next grade level. The District of Columbia currently requires 24 Carnegie units for graduation. IDEA Public Charter School (IDEA PCS) students earn Carnegie units in grades 9-12.

A passing grade for purposes of this policy means at least a “C-” average for the final grade in a course if the course was taken at IDEA Public Charter School.

Students must meet the following criteria to move to the subsequent grade:

| Grade Level | English Credits | Other Credits | Community Service Hours | Credits for Year | Required Credits + Recommended Community Service Hours |
|-----------------------------|------------------------|--|--------------------------------|-------------------------|---|
| Grade 9 to 10 | English 1 | Algebra 1 AND World History 1 OR Science | 25 | 5 | 5 +25 hours |
| Grade 10 to 11 | English 2 | Geometry AND World History 2 OR Biology | 25 | 4 | 9 +50 hours |
| Grade 11 to 12 | English 3 | Algebra 2, Spanish 1, US History OR Science | 25 | 7 | 16 +75 hours |
| Grade 12 to graduate | English 4 | All | 25 (100 total) | 8 | 24 +100 hours |

Accordingly, students must meet applicable academic, community service, and discipline standards in order to be promoted to the next grade level. All students meeting these benchmarks are automatically candidates for promotion. Students who do not meet these criteria may become candidates for retention.

Retention

If a student fails two or more core classes, s/he will be retained at the present grade level. Core classes include English, mathematics, social studies, science, and Spanish.

To receive a diploma, seniors must meet all graduation requirements.

Virtual Learning Grade Categories

Grade Weight

Grading Policy Components

30% **Summative Assessments / Unit Exams / Quarterly Interims**
(inclusive of cumulative projects, end of unit exams and end of quarter portfolio review)

10% **Quizzes / Tests / Performance Tasks**
(inclusive of formative assessments to include exit tickets, quizzes, and other special course

specific tasks)

Independent Practice Tasks

25% (inclusive of journals, graphic organizers, close reading assignments, lab reviews, do now's, extended written responses, reflections, research based assignments, IXL, blog posts &,ect.)

Portfolio Reflection Tasks

15% (inclusive of Portfolio folder development-physical paper version and virtual portfolio in Google slides of collection of best work and growth assignments with reflection activities)

Group Discussions

20% (inclusive of Socratic seminar sessions, collaborative activities, discussion forums, audio and / or video threads, group activities etc.)

****Covid Grading update: Students who earn a failing grade of 69% or lower for the quarter will receive an “I” (Incomplete) for their quarter grade. Should their average for the year or semester (for semester long courses ONLY) accumulate to a 69% or below, the student will receive an “I” for the year semester (for semester long courses ONLY). Students who are assigned an “I” for the year or semester (for semester long courses ONLY) will have until the end of summer school 2021 to earn a passing grade in the course. If they have not done so by the end of summer school 2021, the failing grade will remain and they will need to retake the course.***

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

Promotion

- Graduation requirements linked here: <https://www.ideapcs.org/apps/pages/graduationrequirements>

High School

- Graduation requirements linked here: <https://www.ideapcs.org/apps/pages/graduationrequirements>

ADDITIONS

Student grading policy: currently under revision

Promotion policy: remains the same <https://www.ideapcs.org/apps/pages/graduationrequirements>

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?

REMOTE OR DISTANCE LEARNING ATTENDANCE

Per OSSE guidance for distance learning, students will be marked present or absent using a new code for Distance Learning (per updated regulations for a distance learning attendance type).

Those with a Learning Management System (LMS) - Canvas and Swipe may use this format with the existing LEA policy.

Virtual Learning

1. If learning is indeed completely individualized and asynchronous (meaning not scheduled in any way), many attendance calls and all attendance reporting would always be a day late.
2. Students would be required to use their ID numbers to swipe from home on their phones or their Chromebooks. That data will populate to PowerSchool. Need follow-up with Swipe.
3. Each student is required to check in with their Pathway Den Leader on all virtual learning days. The Den Leader records that information in a tracker.
4. Additional touchpoints that would inform attendance tracking would include:
 - a. Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
 - b. Direct ‘face-to-face’ online contact through class Canvas.
 - c. Completed exit tickets (Google form, etc.) after completing virtual assignment.
 - d. Completed assignments (>50% complete will be considered present, regardless of accuracy)
 - e. Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.
5. All teachers would be asked to read and respond to a daily morning email from the attendance monitor listing students who were marked absent for the previous day and asking for corrections and updates by 11am.

Information with in-depth information about how to use Swipe from home will be sent to students and parents by August 15, 2020.

- Option B: The LEA is not using a learning management system (LMS) for distance learning.
- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student’s presence?
 - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student’s presence?
 - What constitutes evidence of education engagement daily for the student to be marked present?

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

Touchpoints that IDEA Public Charter School will use, include the following methods:

- Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- Direct “face-to-face” online contact through class Zoom, Skype, Google Meeting, etc.
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work.
- Completed assignments uploaded to secure folder within school’s system (e.g. Egnyte, Dropbox, Google) from daily activity (>50% complete will be considered present, regardless of accuracy).
- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.
- Presence through Swipe attendance check in system.

ADDITIONS

Evidence of engagement include the following data measurements:

- **Log in reports from teacher Zoom sessions**
- **SWIPE attendance records**
- **Canvas log in time stamps**
- **Dean’s List teacher log in attendance tracking**
- **Scholar emails and communication with staff**

furnished to OSSE in the event of an audit of attendance records?

New Codes for This Year

| SIS Code | SIS Description |
|----------|--------------------------------------|
| PP | Present Full Day (In Person) |
| PV | Present Full Day (Virtual) |
| AUP | Absent Unexcused (In Person) |
| AUV | Absent Unexcused (Virtual) |
| AEMP | Absent Excused - Medical (In Person) |
| AENP | Absent Excused - Note (In Person) |
| AEMV | Absent Excused - Medical (Virtual) |

Whole Student Support

| | |
|------|---|
| AENV | Absent Excused - Note (Virtual) |
| TE | Tardy Excused (only for in-person learning) |
| TU | Tardy Unexcused (only for in-person learning) |
| AET | Absent Excused - Technology |
| ED | Early Dismissal |
| FT | Field Trip |
| AEI | Absent Excused - Immunization |
| AUI | Absent Unexcused - Immunization |

Attendance Reporting

1. Virtual attendance reporting will be one day behind, every day, due to asynchronous learning.
2. In-person attendance will be reported on the same day, every day.
3. Daily data from DeansList and from PowerSchool (Swipe) will be compared to ascertain the previous day's attendance.
4. All teachers would be asked to read and respond to a daily morning email from the attendance monitor listing students who were marked absent for the previous day and asking for corrections and updates by 11am.
5. The PowerSchool Student Attendance Tracker will be used to record completion of the various steps in the absence management procedure (below).

IDEA Public Charter School will take the following actions to address absences:

- Daily phone calls will be made to the guardians of every student marked absent from school for the day (in-person) or for the previous day (virtual).
- Daily alerts will be sent from PowerSchool to all students absent that day (in-person) or the previous day (virtual).
- After two (2) days of absence, the attendance team will conduct an in-person or virtual student conference.
- After three (3) days of absence, the attendance team will request a virtual parent conference.
- After four (4) days of absence, the attendance team will issue a warning letter.
- After five (5) days of absence, the attendance team will request a virtual home visit for which the student and the guardian both must be present.
- After six (6) days of absence, the attendance team will submit a referral to the Student Support Team, if

additional services are deemed necessary.

- After eight (8) days of absence, the attendance team will issue a second warning letter.
- After ten (10) days of absence, the attendance team will issue an MPD letter (non-consecutive absences)
- After ten consecutive unexcused absences, the student and family will be referred to Child Protective Services (CPS).
- After fifteen unexcused absences, as mandated by DC law, the student will be referred to Truancy Court.
- After twenty consecutive unexcused absences, the student will be removed from the IDEA enrollment roster. Students who are unenrolled due to truancy will not be eligible to return to IDEA Public Charter School.

General Notes

- If absent due to quarantine, documentation is needed: OSSE suggests that LEAs maintain attempts to collect appropriate documentation but exercise judgment during this unique time.
- Student immunization absences will be marked unexcused until the immunization record is provided, at which time we must go back and change AUI to AEI.
- We recommend that proxy signatures on behalf of parents be acceptable for attendance conferences and other paperwork, in the event that parents can't or won't come in person to either have the conference or to sign the paper after a phone conference. (DocuSign could be used, but gets difficult when the parent/guardian is not tech-savvy.)

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.

Whole Student Support

PURPOSE or POLICY STATEMENT

This Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high quality, equitable instruction. This policy will ensure we maintain an environment consistent with our 5 Guiding Principles: 1. Being prepared 2. Being respectful 3. Being responsible 4. Working together 5. Celebrating each other. Our Code of Conduct is designed to create and maintain an environment consistent with the above principles that are conducive to learning, personal growth and development, individual health and safety, and the preservation of good order. IDEA scholars have the right and responsibility to help maintain this environment as ambassadors of our learning community.

Important Definitions

- Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.
- Virtual learning - Learning hosted outside of a classroom setting using electronic devices
- Asynchronous learning - Learning where students learn the same material at different times and locations.
- Synchronous learning - Learning where students 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.
- **Bullying** is defined as the repeated use of a written, verbal or electronic expression or a physical act or gesture or any combination which is directed at a victim and: 1. causes physical or emotional harm to the victim or damage to the victim's property, 2. places the victim in reasonable fear of harm to self or of damage to property, 3. creates a hostile environment at school for the victim, 4. infringes on the rights of the victim at school, or 5. materially and substantially disrupts the education process or the orderly operation of a school.
- Cyber-bullying is the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, social networking sites, internet communications or communities, instant messages, or facsimile communications.
- Harassment is behavior that creates a hostile environment, (behavior, harassment, or hostile conduct that affects your ability to complete your work), through threats, intimidation, or abuse that interfere with a student's education or well-being or cause a student to fear for his or her safety. It is against school rules for anyone to make students feel unsafe or threatened at school or school sponsored events. Harassment can consist of verbal, physical, or written conduct. It can include such things as derogatory remarks, jokes, demeaning comments or behavior, slurs, name calling, innuendo, gestures, physical contact or threats, etc. It includes actions based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), sex, or any other legally protected status.
- Sexual harassment is unwelcome conduct of a sexual nature. It includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when: submission to such conduct is made either explicitly or implicitly in connection with a student's ability to participate fully in their education, submission to or rejection of such conduct is used as a basis for academic decisions affecting the individual, or such conduct interferes with an individual's academic performance or creates an intimidating, hostile, or demeaning environment. This definition also includes student to teacher harassment. Sexual harassment also includes sexual violence, which refers to sexual acts that are against a person's will or where a person is incapable of giving consent.
- Threatening behavior is intentional behavior which would cause a person of ordinary sensibilities fear of injury or harm. It can include acts of aggression such as yelling at a colleague, pounding on desks, slamming doors, blocking or cornering, and sending threatening voicemails, emails, or written threats.
- Learning management system (LMS-CANVAS) - A software application for the hosting and delivering of online educational courses.

ADDITIONS

IDEA will provide academic intervention through the teacher small group intervention learning blocks from 2-3 pm every Monday, Tuesday, Thursday and Friday. In addition, IDEA will begin to offer in-person support to students in high need beginning in October. Interventions include small group targeted instruction, pull out sessions with an instructor to provide targeted reinforcement of the lesson, and increased staffing with dedicated aide support.

IDEA will support scholar social & emotional mental health needs by providing a daily live check in a course titled: Pathways. This daily outreach incorporates SEL lesson components and a ratio of 2 adults for every 15 students. Scholars are referred through our SST (student support team) meeting which is held weekly. Teachers can complete a virtual form to identify students of concern. Weekly grade level kid talk sessions are also held for staff to share strategies on outreach and support for scholars who are of concern.

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.

Expectations for Student Behavior

Expected behavior for IDEA 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 the school building.

IDEA Public Charter School understands your learning matters! While we know this is a new environment for all of us, helping you learn and grow as students and citizens during this period of digital learning is as important as ever. It is our intent to ensure that you are able to learn and receive a quality education on any learning platform with fidelity and equity.

Model Plan

IDEA Public Charter School will monitor students' virtual behavior by ensuring the established expectations are clear, concise, and understood by all stakeholders. This will be accomplished by modeling behavior while in the virtual learning communities. Scholars will understand through usage how to conduct themselves while participating in a virtual learning environment. As a virtual learning student, there are additional rules and expectations regarding online etiquette in place in order to protect all students and all staff members. Access to remote learning must be used in a responsible, safe, efficient, ethical, and legal manner. In the event this policy is compromised we are prepared to notify the parent or guardian of any infraction in a timely manner by phone, email, or text. Upon notification, a plan to continue the education of the scholar(s) involved will be discussed to ensure there is limited disruption to learning. The alternative learning may involve emailing or picking up of work by a parent or guardian for a designated period of time.

Please review the following rules and expectations carefully:

- Students are responsible for proper behavior during online learning. Always use a computer in a way that shows consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language.
- We take integrity and authenticity of student work very seriously. Do not cut, copy, or plagiarize internet content or the work of your online classmates. Teachers do use technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and misusing internet content will result in restorative action.
- Security and safety are high priorities. If you identify a security or safety problem in the school's computers or educational platforms, notify your content area teacher using the chat feature or email. You may also email lbriscoe@ideapcs.org or ulbengeochea@ideapcs.org for assistance.
- It is illegal to create harmful computer viruses. Should you learn of a virus, please report it immediately.
- Remote learning correspondence is not private. Never say, write, or record anything that will earn you a consequence.

- Protect your passwords. Keep them secret from anyone except your parents.

These behaviors will result in restorative action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using or disclosing someone else's code or password without authorization
- Copying or downloading software and electronic files without permission
- Participating in the viewing or exchange of pornography or obscene materials
- Attempting to break into IDEA's network
- Disturbing the virtual learning environment
- Refusing to follow the rules of the specific virtual learning classroom
- Recording your teacher or classmates
- Not dressing properly for class (examples: dressing in revealing clothes or clothes with inappropriate sayings or images)
- Participating in cyberbullying or harassment
- Cheating and plagiarism

| | |
|---|--|
| <p>Communication and Student Engagement</p> | <ul style="list-style-type: none"> • Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. • Students must follow all classroom and school expectations for using audio and video during classroom meeting times. • Students must mute their microphones when they are not speaking and while others are speaking. • Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. • Students must follow the same rules for whole group class meetings while in breakout rooms. • Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher. • Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher. • Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. • Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. • Students must report all instances of cyberbullying to school staff immediately. |
| <p>Logging into the LMS</p> | <ul style="list-style-type: none"> • Students must keep their username and passwords in a safe place and must not share them with other students. • Students must log into Canvas using their own log-in information. • Students must log into Canvas daily for classroom meetings, announcements or to submit assignments. |

| | |
|-----------------------------------|---|
| Student Work | <ul style="list-style-type: none"> • Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments. • Students must submit their own work and provide citations for work created by others. • Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support. |
| Taking Care of Physical Equipment | <ul style="list-style-type: none"> • Students must treat all school and personal electronic devices with care. • Students must keep food and drinks away from the equipment. • Students must keep devices out of extremely cold or hot areas. • Students must hold and carry computers properly. • Students must report any damage to school equipment as soon as possible. |

Additional Resources:

- [OSSE Guiding Principles for Continuous Education](#)
- [Cyberbullying - Identification, Prevention and Response](#)
- [US Pediatricians Call for In-Person School This Fall](#)
- [Healthy Family and Support Collaboratives](#)

ADDITIONS

If any student is found to have committed a violation of IDEA’s Code of Conduct, the following corrective measures may be taken:

- Staff redirection
- Written or oral reflection in the moment
- Behavioral intervention strategies-verbal or written
- Conference (staff member and student)
- Before, during or after school detention
- Parent/legal guardian notification
- Confiscation of non-instructional item(s)
- Temporary removal from activity (with reviews for later reentry possibility)
- School/community work tasks

All scholars will still have access to online learning engagement inclusive of asynchronous /synchronous learning depending on the infraction. One-on-one virtual learning and modified learning permissions will be applied depending on the severity of the infraction.

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](#).

DESCRIPTION

- Description of how IDEA Public Charter School is maintaining Individuals with Disabilities Education Act timelines in collaboration with families and documenting delivered services:
 - While federal and state special education timelines remain in effect, the U.S. Department of Education has acknowledged that ability to meet timelines in the Individuals with Disabilities Education Act (IDEA) is impacted by the current situation, and has stated that "as a general principle, during this unprecedented national emergency, public agencies are encouraged to work with parents to reach mutually agreeable extensions of time, as appropriate."
 - In this context of the federal and state legal requirements and the current public health emergency, IDEA Public Charter School is following federal, national, and local guidance in order to promote the most effective practices related to special education, including annual review team meetings, evaluations, and direct and indirect special education services during this period of suspended or limited in-person services while also reducing potential compliance issues. To promote these effective practices and ensure compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act, IDEA Public Charter School has developed and implemented new virtual and in-person Special Education processes and procedures that are responsive to the current situation and are focused on meeting students' individual needs and made in collaboration with the students' parents. If timelines are compromised, IDEA Public Charter School initiates contact with the student's parent/caregiver to discuss possible options as identified by OSSE.
 - IDEA Public Charter School considers the appropriateness and feasibility of virtual meetings to ensure the timeliness of initial evaluations and reevaluations. If assessments or evaluation activities are available online or may be administered virtually or remotely, such activities are continuing in a timely manner. If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens or an alternative plan is developed that allows for safe and valid assessment. Evaluations and reevaluations that do not require face-to-face assessments or observations will continue to take place while schools are closed, so long as a student's parent or legal guardian makes the child available. IEP team meetings related to initial evaluations or reevaluations will be conducted virtually, as appropriate, including using other methods to ensure parent participation, including individual or conference telephone calls, and video calls. If a parent cannot or repeatedly refuses to participate in virtual meetings, IDEA will document in the student's Communication Log in SEDS efforts to schedule meetings and parental refusal or inability to

- participate. If a virtual meeting is not possible, IDEA Public Charter School will convene the needed IEP team meeting as soon as possible after school reopens.
- IDEA Public Charter School will document Individuals with Disabilities Education Act (IDEA) procedural Covid-19 delays exceeding required regularly timelines and mutually agreeable extensions of time between the LEA and the parent by issuing prior written notice (PWN) identifying the following: reason for the delay, what creative and flexible solutions were considered but untimely determined developed, and a mutually agreed upon extension of time, if applicable.
 - IDEA Public Charter School will make reasonable attempts to assist parents in resolving technology-related barriers (e.g., training on use of virtual platforms, providing laptop/Chromebook and/or hotspots).
 - IDEA Public Charter School team members and service providers will document all communication in the respective repositories (e.g communication log of SEDs; PowerSchool and/or Dean's List).
 - IDEA Public Charter School team members and service providers will document all direct services given in monthly service trackers, SEDs, and any spreadsheets that have been identified to track information.
- 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
 - IDEA Public Charter School will provide training and ongoing support to all parents/guardians on implementation of distance learning model, and individualize parent/guardian support as needed.
 - The manner in which LEA deliver related services for students in distance learning
 - IDEA Public Charter School will continue to collaborate with parents/guardians regarding their child's special education services via written communication, phone conference, and/or virtual meeting. IDEA Public Charter School strives to continue to provide, to the greatest extent possible, the special education and related services identified in the student's IEP. Related services will be delivered remotely/virtually during distance-learning (via video-conferencing line or via telephone) and documented consistent with current requirements (e.g., SEDS). If a related service provider has difficulty documenting a service, the provider will document the service provision consistent with the information usually gathered in SEDS, upload such documentation to the student's SEDS file as a Miscellaneous Document, and designate appropriate naming conventions to reflect the service provided and date(s) of service (for example, "Audiology March 20 2020.doc").
 - 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 determination of how free appropriate public education (FAPE) is to be provided is different in this time of unprecedented national emergency. FAPE will be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. Where, due to the global pandemic and resulting closures of schools, there has been an inevitable delay in providing services and the resulting decision-making needed in order to provide services, the IEP team (including the student's parent/guardian) will make a determination whether, and to what extent, compensatory services may be needed on an individualized basis.
 - **The manner in which the LEA will support parent training for students receiving related services through distance learning;**
 - **IDEA will provide parent training through weekly family evening town hall sessions. Families are able to suggest and request training support through our family padlet link and through direct email communication. The IDEA ELL support team will identify what family preferences are for communication, whether by phone, email, text message, social media, or US postal mail.**

- IDEA will ensure that LEP/ELL families will be marked appropriately in PowerSchool so that Swift K messages (calls, emails, and texts) will go out to them in Spanish or French.
 - The IDEA ELL support team and main office team will work together to translate all documents that are sent out in printed format. Translation will occur through using Google Translate for the gross translation, IDEA staff for the fine proofreading and editing, and then publication in the same format as the English version. In some cases (a simple flier, a quick notification about a meeting, etc.), the ELL support team will simply connect with parents by telephone, if that is a more convenient and easier-to-comprehend method for families.
 - The school website will have a separate page for LEP families where translated documents reside OR a translate drop-down menu that would translate the entire website into their language of preference.
- 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
 - MAP testing to collect baseline data for placement decisions and progress monitoring
 - Completion of Student Learning Pathways to identify course placement
- 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
 - The IEP team (including the student’s parent/guardian) will make a determination whether, and to what extent, recovery services may be needed on an individualized basis.
 - The McKinney-Vento (MKV) Act requires state and local educational agencies to remove barriers to enrollment and retention in school. 42 U.S.C. §11432(g)(1)(I). “Enrollment” includes attending classes and participating fully in school activities. 42 U.S.C. §11434a(1). The MKV liaison is responsible for ensuring identification, enrollment, and connection to services for homeless students. The liaison working in collaboration with the Attendance team will ensure immediate enrollment of all students experiencing homelessness; so they can participate immediately in any and all activities the school is offering - school meals, virtual classes, clinical services/outreach, etc.

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

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

- **A description of the EL program model and how it will maintain fidelity across in-person, distance learning, and hybrid learning environments**
 - **IDEA’s EL program model consists of a team that collaboratively works to provide targeted support to our small EL population. The team includes a communications/outreach coordinator, Spanish instructor/tutor, and an EL program & test coordinator. The EL program coordinator monitors and develops a meeting schedule for virtual small group/individual support for the EL learners. Additionally, scholars are monitored for their proficiency goal growth through incremental benchmark testing indicators.**

- **The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance EL students' English proficiency**
 - **IDEA will set language proficiency goals for each EL scholar by administering a pre-assessment and setting benchmark growth goals for the scholars in each of the domains (reading, writing, listening, and speaking). Quarterly goal reviews will be monitored by the EL program & test coordinator.**
- **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**
 - **IDEA will provide language instruction in each of the four domains through the targeted individual and small group instruction provided by the spanish instructor/tutor on a weekly basis. The instructor will assess scholar needs based on their baseline data findings from the pre-assessment.**
- **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level**
 - **IDEA will provide EL students access to academic content by ensuring schoolwide implementation of UDL (Universal by Design for Learning) concepts and principles. The EL program coordinator will engage in support sessions with instructors to provide differentiated instructional support and access to resources tools for EL scholars.**
 -

All teachers are required to use the Language Line to communicate with IDEA's LEP families:

- **How to use the Language Line.**
 1. **Identify the customer's language if possible.**
 2. **Dial Language Line Services. Phone Number: 1-866-874-3972- this is for public use.**
 3. **State language needed if known. If not, ask the Language Line for help.**
 4. **Have ID and access code available. Code: 511388 Press 1 for Spanish**
 5. **When connected to interpreter, write down the agent ID#.**
 6. **Brief the interpreter on the nature of the call.**
 7. **Add customers to the call or conversation.**
 8. **Speak directly to the customer, with pauses for interpretation.**
 9. **Close the call when done**

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.

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

Pre-COVID-19, students' use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. IDEA Public Charter School is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a [Student Technology Acceptable Use and Safety Sample form](#). This is a recommended safeguard and not a requirement.

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

DESCRIPTION:

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

- Review (where things stood at the close of 2019-20)
- Plan (what must be accomplished before the 2020-21 school year begins)
- 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 Students and Staff

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

Equipment

All students and staff will receive the following equipment

SAMPLE Technology Distribution Plan for Students

| | Grades 9-12 |
|-------------------|--------------------|
| Computer | As needed |
| Chromebook | Everyone |
| Hotspot | As needed |
| Tablet | As needed |
| Calculator | As needed |

Software

All students 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 the school's community be able to access the software.

SAMPLE Software Distribution Plan for Students

| | Grades 9-12 |
|--|--------------------|
| LMS: CANVAS | Everyone |
| Learning Software: Canvas Mastery Connect MAP Google Classroom Clever IXL EdPuzzle | Everyone |
| Email | Everyone |
| Other: | |

Training

- Best Practices Document for families
- Zoom tutorials for parents and staff
- Conversations during Town Hall meetings
- Training on Student hub and how to access tech support

Equipment

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

- Internet availability and speed
- School-issued laptops

Software

- Google Classroom
- Canvas
- Mastery Connect
- Read 180

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 Students without Access to Internet or Devices

Replacing/Repairing Equipment

Equipment

IDEA Public Charter School will have loaner equipment available for families and staff on an as-needed basis.

- Families can return damaged equipment by mail, drop off, or arrange pickup.
- Loaner equipment will be checked out using an electronic form.
- Scholars are responsible for any lost, stolen, or excessively damaged technology due to negligence.

Software

- Software malfunctions will be determined and addressed by the IT Manager.
- IDEA will safeguard students' passwords by changing them on a regular basis and not using real words.
- The process for getting access if lockout of software is to submit a helpdesk ticket.

Training

- The IT department will be responsible for troubleshooting issues with student- and staff-issued electronics.

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

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

Remote Learning Limitations on School-Provided Devices

Equipment

- All scholars will have access to technological devices. If a device is damaged or missing, parents can retrieve a new device and complete the follow-up form.

Software

- Software will be installed remotely as an app through the Google signal log in method.

Training

- Staff will receive training on IT support every month in a cycle throughout the school year.
- Families will receive cycled training through our weekly parent virtual town halls.

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).**

PURPOSE or POLICY STATEMENT

This policy will describe how IDEA Public Charter School will partner and communicate with families about continuous learning and school operations.

DESCRIPTION

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

General Schoolwide Communication

Consistent and clear communication with students and families is vital for supporting the community of students and families and for maintaining the health and safety of the school community. Communication to students and families will happen across a variety of platforms: posted signage in the building, access to resources and information on the school website, on-demand notification through social media channels, individual outreach, and weekly virtual town hall meetings.

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

Website

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

Contact Information: Current and prospective students may contact IDEA administration and staff at info@ideapcs.org or by phone at 202-399-4750.

Family Resources: Families will be able to find the Student and Family Handbook, 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 with OSSE guidelines, all required information about IDEA Public Charter School's food program will be available to families on a monthly basis.

Operating Status: The school's operating status (open, closed, weather delay, etc.) will be communicated via a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage as well as through direct outreach to families via text, email and robocall.

Student Learning: A link to the learning management system (LMS), Canvas, will be used as a learning platform for assignment postings and communication between teachers and students as grouped by courses. PowerSchool will be available for students and families to access student course enrollment, grades, and updates from teachers. The website will house a link to both PowerSchool and the distance learning platform, Canvas, for students to access online instruction from teachers and support staff and any distance learning materials.

Social Media

IDEA Public Charter School has social media channels including [Facebook](#), [Twitter](#), and [Instagram](#). These channels will be used weekly to build broad awareness of IDEA Public Charter School, engage the broader DC community in the great success of IDEA students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (e.g. student support giveaways, food drives).

Direct to Family

IDEA will connect with families directly through robocalls; emails to families; and texts to communicate whole school announcements, high priorities, sensitive student related information; and to schedule ways to connect in-person or via phone or video. IDEA will also hold weekly virtual town halls for all families, students, and staff to provide regular updates and allow for interactive communication. Messages from teachers and administrative staff will be shared in the “Daily Bulletin” section of the PowerSchool start page and/or Canvas, which parents and guardians will access as another resource to check on student progress and attendance. Families will receive direct communication from the school at least twice weekly.

Family Engagement in Continuous Learning

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

Trainings

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

- Troubleshooting their device at home
- Accessing IDEA Public Charter School’s student information system
- Accessing IDEA Public Charter School’s distance learning platform and materials

Continual improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards, IDEA Public Charter School 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. Any printed resource guides and other training materials will be available for families via the website.

Coronavirus Prevention Communication

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

Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact, *Nathalie Liburd* (nliburd@ideapcs.org), 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 this online form. ([link form](#))

Trainings

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

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

Signage and Resources

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

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

ADDITIONS

Introductions to new teachers and classmates will be facilitated through a whole school general assembly and scholars engaged in two days of cultural building and norm setting through grade level town hall sessions led by grade level team instructors and administrators.

Scholars and families are given routine feedback on their work through ensuring alignment using structured rubrics indicating success mastery language and will earn 2 grades in at least 2 categories each week. Progress reports will be sent home bi-weekly and report cards will be emailed quarterly. Informal feedback will occur

through small group intervention and teacher's offices hours on Mondays, Tuesdays, Thursdays and Fridays.

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: IDEA Public Charter School

LEA Leader Name: Justin Rydstrom

Date: 09-30-2020 05:02 PM