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

LEA Name: Ingenuity Prep PCS
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LEA Type: Pre-K ; Elementary ; Middle 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.

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

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

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

School Recovery Operations Plan

1. **Describe the LEA's plan to keep buildings clean, including:**
   - **What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and**
   - **How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?**

One of our main priorities is to ensure a safe building environment for our school community. The protocols Ingenuity Prep plans to put in place will meet or exceed all of the requirements from local health authorities and conservatively interpret the suggested, but not required guidance from those authorities. Our plan is predicated on the idea that to be truly successful, cleaning must be a team effort and therefore is a responsibility of all members of our school community. Extensive daily cleaning will help to keep all building occupants safe and decrease potential spread of the virus. Daily cleaning will be the responsibility of the following groups:

- **Office Occupants**

- **Room Occupants**

- **Classroom Teachers**

- **Busy Bee Cleaning Team/Ops**

All classrooms, offices, and common areas such as bathrooms and hallways will be stocked with cleaning supplies including gloves, disinfectant spray, paper towels, disinfectant wipes, and hand sanitizer. Staff will be asked to use hand sanitizer each time they enter/leave a room and follow the specific cleaning protocols and associated timing can be found here. These protocols will be in place for any staff in the building during virtual session as well as for students & staff once any amount of in-person learning resumes.

Cleaning procedures will be conducted with CDC approved materials and the recommended equipment to limit exposure to microorganism and infectious disease. The following are the planned protocols for cleaning and disinfecting environmental surfaces:

- **No dry dusting. Damp/wet dusting surfaces to prevent contamination.**

- **No alcohol used to disinfect large environmental surfaces.**

- **Surfaces and objects that are visibly soiled will be immediately cleaned with a detergent based cleaner.**

- **Utilize only CDC and EPA approved products for cleaning and disinfecting.**

- **Ensure products have not expired.**

Additional notes for protocols once student's return to in-person schooling: We are currently planning for and A/B rotation of students once we determine it is safe and viable for students to return to the building for school (more details are provided in our response to Q4 below). Students in the "A" rotation will come to school on Monday's and Tuesday's, and students in the "B" rotation will come on Thursday's and Friday's. Virtual instruction will continue, but no students will be in the building on Wednesday's to allow for enhanced cleaning and disinfection between cohorts.

In the event of a confirmed COVID-19 case in our school building (regardless of whether we are in virtual session or have returned to in-person learning), our janitorial staff will take the following actions:

- **Close off the area.**

- **Wait up to 24 hours or if possible before cleaning or disinfecting to allow respiratory droplets to settle.**

- **Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas using the electrostatic spraying method. Chemicals used in the electrostatic spraying process will meet EPA approved products for emerging pathogens.**

- **Change air filters in the affected sectors of the building.**

- **Open any outside doors in the impacted areas to increase ventilation.**

For individuals whose path through the school cannot be traced, we will conduct a school-wide deep cleaning and change all air filters.

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

Ingenuity Prep plans to launch school virtually this Fall. Staff members will be allowed to access the building to use classroom spaces for virtual instruction, pick up supplies, and utilize printing services. We will also allow individual students to access the building for related service delivery or IEP related evaluation that can not be effectively done in a remote setting. We require everyone who comes into our building to follow these health and safety protocols:

- **Abide by posted signs that specify rules for each classroom, office space, and common area. Each sign will indicate health and safety protocols for each space such as sanitizing your hands before entering, disinfecting shared items after use, etc.**

- **Practice social distancing and abide by posted signs that specify the maximum capacity for every room and acknowledge hallways markings that indicate safe social distance for movement throughout the building.**

We have also installed plexi-glass barriers at our front desk to help ensure the safety of that high traffic area.

Additional social distancing protocols that will be instituted once in-person instruction resumes:

In order to be ready for the launch of in-person learning, Ingenuity Prep has adapted our common picture and implemented rigorous health and safety guidance to increase student and staff well being and decrease potential spread of the coronavirus. Details of our planned protocols around a comprehensive set of topics can be found [here](#).

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

The following measures have been taken and will continue to be taken to ensure our buildings ventilation is prepared support health and safety:

- **Monthly replacement of all filters with Merv-11 or 13 filters (depending on the size of your unit) to increase air-filtration.**

- **Allow the dampers on our "boiler/chiller" combo system to remain open to allow as much fresh air as possible to feed into the Daikin systems (indoor units).**

- **Monthly air and water flushes throughout the building**

We are also considering in room portable UV filtration systems to increase air purity.

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.

During Virtual Session

Access to Instruction

During this Fall's virtual session, Chromebooks will be the primary tool for instruction. Before the first day of school each student will receive a Chromebook and a bag of educational supplies to support virtual learning. Each Chromebook will come with a charger, student login information, and directions on how to request tech support. Free supply kits will come with educational supplies such as pencils, crayons, glue sticks, scissors, notebooks, and other learning materials to support our virtual program.

Families who are not eligible or have exhausted their ability to register for free/low-cost internet options will be provided with a T-Mobile hotspot when they pick up their student's Chromebook.

To ensure continuous access to virtual programming, families will be directed to email virtuallearning@ingenuityprep.org if they experience connection issues or other technical difficulties. This email forwards into our ticketing system and notifies the best person to resolve the issue.

Building Access & Entry

During this Fall's virtual session, staff members will be allowed to access the building to use classroom spaces for virtual instruction, pick up supplies, and utilize printing services. We will also allow individual students to access the building for related service delivery or IEP related evaluation that can not be effectively done in a remote setting. We will continue to allow for limited visitors - contractors, IT support staff and any students/families who need to come onsite for services or evaluation. What follows below are the details of our building access and entry protocols for staff and visitors:

Staff Protocols

- **Before coming to the building on any day, staff will be required to complete an online health screen (details below), take their temperature and submit electronic certification that they do not have a temperature of above 100.4. Temperatures will also be taken upon arrival.**

- **Staff who do not complete the questionnaire and submit temperature certification prior to arriving at work will need to do so upon arrival. Staff will be responsible for taking their own temperature with Ingenuity Prep provided no-touch thermometers.**

- **Staff should only use designated doors for entry. Other entrances to the building are strictly prohibited.**

- **Upon entry, staff and visitors MUST proceed directly to the 3rd floor to complete check-in procedures before being granted full access to the building.**

- **At the sign-in desk, the OPS Associate will:**

  - **Ask staff to sign the access log**

  - **Check for the staff member's completed health screening or complete the visitors screening**

  - **Confirm the staff members temperature is under 100.4. Should a staff member need to assist with taking a temperature, they will be required to wear a face shield or goggles, and use a no touch thermometer.**

  - **Ensure staff has on a mask (providing them with one if they do not)**

Visitor Protocols

- **Visitor temperatures will be taken upon arrival. Visitors will be required to complete a health screen (details below) and take their temperature upon arrival.**

- **Should a visitor need assistance with taking their temperature (e.g. student who is too young or has a disability that prevents them from doing so), they will be required to wear a face shield or goggles, and use a no touch thermometer.**

- **Visitors should only use the main entrance door for entry. Other entrances to the building are strictly prohibited.**

  - **Upon entry, visitors MUST proceed directly to the 3rd floor to complete their health screening and temperature check. OPS associates facilitating the screening and temperature checks will also ensure that they have on a mask (providing them with one if they do not).**

Health Screen Details

Any person entering the building must complete the following screening (via online survey) before entering the school.

1. **In the past 14 days, have you had contact with anyone that you know has been diagnosed with COVID-19?**

2. **In the past 14 days, have you traveled to a high-risk state or country, as defined by DC Health?**

3. **Have you had a positive-COVID-19 test for active virus in the past 10 days?**

4. **Are you awaiting results from a COVID-19 test?**

5. **Do you have any of these symptoms that you cannot attribute to another condition? • Fever or chills • Cough • Shortness of breath or difficulty breathing • Fatigue • Muscle or body aches • Headache • Recent onset of loss of taste or smell • Sore throat • Congestion • Nausea or vomiting • Diarrhea ***

6. **Do you have a temperature over 100.4 degrees? Please upload a photo of your temperature reading.**

7. **I understand that I am required to wear a mask that covers my nose and mouth at all times in the**

building.

Those that do not pass the health screen will not be allowed to enter the building unless they have a healthcare provider documented pre-existing health condition that presents with specific COVID-19. – like symptoms, but has been determined not to be COVID-19. Those without documented pre-existing health conditions may not enter the building until they have met the most current "Return to School" criteria as specified by OSSE's Health & Safety Guidance for Schools. They will be advised to contact their health provider for further instructions.

PPE

Masks:

- **All people (adults and children over the age of 2) must wear non-medical face coverings or face masks at all times while in the school building unless they are alone in a room. Anyone who arrives without a mask to the building will be provided a disposable mask.**

- **Staff or Service Providers may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction and are onsite for scheduled related services or evaluation.**

Hand Sanitation:

- **All people must wash or sanitize hands before every meal and during every trip to the bathroom.**

- **All people must sanitize hands upon entry to the building and upon entry into a new room.**

Ingenuity Prep will ensure that we provide all of the necessary supplies to put these measures in place, including providing two reusable masks for any staff member who will be or plans to work in the school building during virtual session.

Meal Service

Students will have the opportunity to pick up fresh breakfast and frozen lunch meals from an outdoor food service station daily before or after instructional time. Students can pick up meals for the day in the morning or pick up meals for the following day in the afternoon. All meals will be prepackaged to include all meal components, silverware, napkins, and seasoning.

Meal pick-up locations will be set up to promote social distancing. Students picking up meals will be required to wear a mask and staff distributing meals will be required to wear masks and gloves.

Additional or Updated Protocols Once In-person School Resumes

Schedules

Even once we begin to return in person, We believe we need to plan for 2 schedule scenarios (Hybrid and All Virtual) we will plan for only 1 versions of our daily schedule ("in school" and "remote") - only making adjustments for instructional times that are not common across the two modes of learning (e.g. time in in-person schedule for whole class bathroom breaks or time for arrival/dismissal that aren't necessary in an all virtual setting) and 1 common pace of content at each grade level. This is necessary so that we can seamlessly shift to/from scenarios should part or all of our school need to quarantine and so that students (if necessary) can shift groups within our hybrid scenario (e.g. move from group A to group C).

Scenario 1 (Hybrid)

In this scenario, classrooms will have no more than 12 or briefly 13 people (including adults and children) in each room. We will implement a staggered schedule that has rotations of groups of students in-person while others are remote, as well as provide a schedule for those that need to or will choose to remain fully remote.

This scenario assumes at least 15% per grade continue to opt in to all virtual learning - last family survey in July was closer to 40% choosing to stay all virtual.

3 groups of students:

- **Group A & B**

  - **Alternate 2 days per week of in school w/ 3 remote instruction days**

    - **Group A: M/T in school, W/Th/F remote**

    - **Group B: M/T/W remote, Th/F in school**

- **Group C**

  - **Remote only instruction M/T/W/TH/F**

Staffing/Rostering

- **Staffing and schedule run like a 3 section model**

  - **Class 1 - Alternates Group A & Group B Students by days of the week**

  - **Class 2 - Alternates Group A & Group B Students by days of the week**

  - **Class 3 - Alternates Group A & Group B Students by days of the week**

  - **Group C joins remote group each day. They are assigned to a specific class (1, 2 or 3)**

- **Students in groups A & B see the same teacher or group of teachers in both "in school" and "remote" days. Students in group C see the teacher or group of teachers whose group is on their remote days.**

Current plans for more detailed daily schedules and associated staffing can be found [here](). These will continue to iterate based on final numbers of students opting into in-person school.

Scenario 2 (All Virtual)

General public health conditions do not exist for scenario 1 OR at a school level, we experience COVID cases/exposure (which could shut down a school for ~ 2 weeks).we will need to be prepared to pivot to it

immediately if necessary.

Details:

- **1 over all group of students (all remote) divided into between 4-6 classes per grade (depending on the grade level)**

- **Staffing, schedule and rosters should be the same as or easily adapted from Scenario 1**

Current daily schedules can be found [here](#).

Access to Instruction

Students will continue to keep at home and utilize the school provided Chromebook (and hotspot if it was needed) issued to them at the start of the school year. That Chromebook will continue to be the primary source of instruction for students who opt to remain fully virtual and for 3 days each week for students who opt-in to our hybrid in-person/virtual learning option.

To ensure continuous access to virtual programming, families will continue to be directed to email virtuallearning@ingenuityprep.org if they experience connection issues or other technical difficulties. This email forwards into our ticketing system and notifies the best person to resolve the issue.

Arrival/Dismissal

Once we resume some amount of in-person learning, we will continue to implement the applicable protocols from our all virtual setting as described in the "building access" section above.   We will also add specific protocols for students as follows:

- **Before entering the building on any day, students (or families on their student's behalf) will be required to complete the online health screen (details above), and have their temperature taken upon arrival. Staff members taking student temperatures at arrival will maintain 6 ft social distance, use a no touch thermometer and adhere to the Personal Protective Equipment (PPE) guidance as articulated in Appendix A of OSSE's Health & Safety Guidance.**

- **The health screening will be available to submit online and families will be encouraged to complete the screening before arriving at school for arrival. Students who do not complete the questionnaire and submit temperature certification prior to arriving at school will need to do so upon arrival.**

Students that do not pass the health screen will not be allowed to enter the building unless they have a healthcare provider documented pre-existing health condition that presents with specific COVID-19. – like symptoms, but has been determined not to be COVID-19. Those without documented pre-existing health conditions may not enter the building until they have met the most current "Return to School" criteria as specified by OSSE's Health & Safety Guidance for Schools. Their families will be advised to contact their health provider for further instructions.

Other notes: Should a student arrive unaccompanied to school and not pass the health screen, they will be taken to a designed isolation area until an adult is able to come take them home.

Additional details on our arrival and dismissal procedures can be found in our [Common Picture Social Distancing Protocol](#) document as well as in our [Arrival & Dismissal Master Timeline](#)

PPE

Masks:

- **All people (adults and children over the age of 2) must wear non-medical face coverings or face masks at all times while in the school building unless they are alone in a room. Anyone who arrives without a mask to the building will be provided a disposable mask. Students and staff will be provided with 2 reusable masks.**

- **Staff or Service Providers may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction and are onsite for scheduled related services or evaluation.**

Face-shields/goggles:

- **In addition to a mask, Face/Eye-covering and coveralls will be required for staff members with arrival and dismissal, and symptomatic student room posts.**

Gloves:

- **Staff members will be required to use single-use disposable gloves when materials or food need to be passed out to students, if they have an arrival post that requires them to take student temperatures or if they have a symptomatic student room post.**

Hand Sanitation:

- **All people must wash or sanitize hands before every meal and during every trip to the bathroom.**

- **All people must sanitize hands upon entry to the building and upon entry into a new room.**

Ingenuity Prep will ensure that we provide all of the necessary supplies to put these measures in place, including providing two reusable masks for any staff member who will be or plans to work in the school building during virtual session.

Meal Service

We plan to only have in-classroom meals for all students once in-person learning resumes. Depending on the grade level breakfast will either be delivered to the classroom or set up as a grab & go for students to pick up on their way to the classroom during arrival. Lunch will be delivered to the classroom for all grade levels.

The following additional provisions will also be in place.

- **Crowding at grab & go stations will be actively monitored by staff and mitigated by restrictions on the number of students allowed to enter the building at one time.**

- **All students will be required to wash their hands before and after eating, and may not share utensils, cups, or plates.**

- **All food service team members and teachers must wash their hands before and after handling food for students, and after helping students eat. Staff must also wear personal protective equipment as they handle and serve food to students per Appendix B in OSSE's Health and Safety Guidance**

- **Classroom teachers will be responsible for cleaning and disinfecting the tables and chairs students use to consume their meals before and after each meal. Each classroom will be stocked with the proper**

cleaning supplies.

- **All meals will be pre-packaged to include all meal components, disposable silverware, napkins, and seasoning.**

- **Students may bring lunches from home. Lunches brought from home must be stored at the student's desk with the rest of their personal belongings.**

- **We will continue to provide specialized meals per any students' 504 plans and Anaphylaxis Action Plans, ensuring that students are not exposed to foods to which they are allergic.**

- **Students and families participating in virtual learning have the opportunity to pick up fresh breakfast and frozen lunch meals from an outdoor food service station daily before instructional time begins and following instructional time. Students and families can pick up meals for the day in the morning or pick up meals for the following day in the afternoon.**

Before/Aftercare and Extracurricular Activities

- **We are not currently planning to have before care, after care or in-person after school extracurricular activities during the 20-21 school year.**

Instructional Delivery Plan

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

As noted in the previous section, Ingenuity Prep plans to open this Fall with a fully virtual program. We will be regularly assessing conditions to inform our planning and eventual return to in-person instruction in our school buildings as soon as possible. However, given all current factors, we believe it is likely that in-person instruction may not be possible until after we return from Winter Break. What is described below and throughout this plan is representative of what will be true while school remains fully virtual.

First, it is important to stamp that regardless of modality, IP's mission stays the same: Our mission is to prepare our students for college and beyond as impactful civic leaders. At Ingenuity Prep, our goal is that our students realize their potential and develop the skills they need to graduate from college, succeed in a competitive world, and serve as the next generation of leaders in our community.

In planning for this year, where we know there will be increasing learning and opportunity gaps, our mission is more important than ever. To provide as much connection, care, consistency, and safety for students, we

have to prioritize a few things that help us paint a vision for what our roles as educators are regardless of the form school takes. To actualize this vision, we believe the following must be true:

- **Every student knows that the adults at their school care about them, check in regularly on them, and provide them the support they need to be successful in school and life.**

- **Every student is getting the academic support and challenge they need to access and master rigorous content.**

- **Every student knows that the adults in the building will hold them to high academic and behavioral expectations -- and that those expectations flow from love.**

- **Every student can count on consistency -- in academic and behavioral expectations, emotional constancy of teachers and leaders, in following through on commitments -- from the adults in the building.**

- **Every student receives meaningful, individualized feedback on their work and improves their work based on that feedback.**

To uphold this vision and in anticipation that we will be able to eventually return to in-person school during 2020-21 we have planned a program that strives to reduce the difference between live and remote teaching as much as possible. We will have one set of Instructional Frameworks, grading policies, schedules, IPP, coaching, PD, assessment, adapting the operationalization of those frameworks as needed across learning settings.

<u>Schedule and Instructional Methods and Instructional Hours:</u>

Ingenuity Prep's plans for virtual session are grounded primarily in "live" instruction where students will be working directly with teachers and their classmates. The only parts of the day where students will be without a teacher are during times labeled in the schedule as "independent work time" or during times labeled as breaks. Daily student schedules can be found <u>here</u>.Details on amount of synchronous vs asynchronous time and instruction hours per day vary by academy and are as follows:

Pre-K (3 &4)

- **Instructional Hours Per Day - 2hr 10 min**
- **Other Hours - 1 hour/day family support "office hours"**
- **Synchronous Instruction % - 100%**
- *** times above do not include breaks or lunchtime**

Kindergarten

- **Instructional Hours Per Day - 4hr 15 min**
- **Other Hours - 1 hour/day family support "office hours"**
- **Synchronous Instruction % - 100%**
- *** times above do not include breaks or lunchtime**

1st - 4th Grade

- **Instructional Hours Per Day - 4hr 50 min**
- **Synchronous Instruction % - 80%**
- *** times above do not include breaks or lunchtime**

5th - 7th Grade

- **Instructional Hours Per Day - 5hr**
- **Synchronous Instruction % - 100%**
- *** times above do not include breaks or lunchtime**

Platforms used to facilitate instruction include Clever, Zoom, Nearpod, Seesaw and Naiku. The purposes of each tool is outlined in this [table](#).

All instructional materials will be fully digitized - either through the use of a content specific platform (e.g. ST Math) or through materials shared in Seesaw, Nearpod or Naiku. There will be no need for paper-based packet creation or distribution. Lesson content stems from a mix of packaged curriculum (e.g. Insight Humanities) and computer-based programs (e.g ST Math) with teacher developed lessons to support the associated content. All content and materials will align with Common Core Standards. Details for every grade level and subject can be found [here](#).

Training and Professional Development

Ingenuity Prep will have 3 weeks of training and professional development in August leading up to the first day of school. The goals of this time include:

- Staff understand Ingenuity Prep's approach to remote learning for the 20-21 school year.

- Staff understand Ingenuity Prep's key priorities and goals for the SY20-21 school year.

- Staff understand what success looks like for them in the first five weeks of school in a remote setting.

- Staff feel as prepared as possible to be successful in a remote setting in the first five weeks of school.

- Staff understand how they will be evaluated throughout the school year.

- Staff have started to build positive relationships with their teams.

- Staff know who to go to for answers to specific questions across a range of areas.

- Staff start to build meaningful relationships with families and students via virtual home visits.

Staff will also spend time before school begins remotely assessing students and using that data to inform planning and intervention.

Starting in September, Ingenuity Prep will hold a monthly professional development day to continue to train and support staff on our approach to remote learning as well as stepback on student data to inform further planning and any iteration to remote programming or execution. Teacher planning and preparation is also built into the daily schedule.

Ongoing Plan Monitoring

Ingenuity Prep plans to have the following in place to continuously monitor our remote program:

- Academy level bi-weekly data meetings to look at student work protocols to assess where we are and plan for the upcoming two weeks.

- School wide and Academy level dashboards to enable school leaders and staff monitor academic and culture outcomes

- Bi-weeky meetings of the Senior School Leadership Team to reflect on outcomes, discuss opportunities for improvement and plan for any "greenlighted" changes to our remote program

- Weekly Executive Team meetings to make decisions around any proposed improvements and to prepare for leveraging the Senior School Leadership Team to begin to plan for those changes.   This team will also continue to monitor current health conditions to make determinations around if or when

we would return to some form of in-person school.

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?**

Achievement Network (ANet) ; NWEA-MAP ; Renaissance Learning?s STAR Reading/ STAR Math Scholastic ; 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.**

Group Assessments

For assessments not requiring one-on-one administration, we will administer them online using Zoom and/or the digital platform for the given assessment (e.g. My ANET) . Teachers will be assigned a group of students to virtually proctor/monitor. Before the test begins, explicit instructions will be provided for how to set up a conducive testing environment.

1-on-1 Assessments

To facilitate remote assessment, we plan to use Zoom and/or Google Slides to administer all assessments. that must be completed one-on-one. For assessments with visual aides that students need to reference to complete the test, we will scan copies of the materials and chat them to students, as well as have them available for view via screen share.

Our assessment calendar found here outlines the timing and grade levels for administration of each assessment.

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.**

Ingenuity Prep does not have plans to meaningfully alter its grading or promotion policy in light of our planned virtual learning. Details on our grading system as well as our promotion policy are below.

Grading

Students in K - 7th receive grades in each subject based on a combination of student work/projects, participation and assessment in that subject. Progress reports with this information are sent home every 2-3 weeks to keep families up to date and report cards are generated every quarter. Category or letter grades are based on the scales provided here. Pre-k student progress is regularly evaluated using assessments from

"Every Child Ready", but these students do not receive grades.

Promotion and Retention Policy

K-4 Policy

In grades K-4, in determining whether a student will be promoted to the next grade or retained in the current grade, the key factor is whether or not the student is reading on grade level according to Ingenuity Prep's key benchmarks for each grade. In K-4, we will use the end-of-year grade level Fountas and Pinnell (F&P) score to make this determination. Our retention/promotion policy is as follows:

- **Guaranteed Promotion**

    ○ **Promotion is guaranteed if the student has achieved or exceeded the end-of-year F&P grade-level benchmark (see below).**

- **Likely Promotion**

    ○ **In kindergarten, students that fall within two reading levels of the grade level F&P benchmark will also likely be promoted.**

    ○ **In grades 1-4, students that fall within three reading levels of the grade level F&P benchmark will also likely be promoted.**

- **Likely Retention**

    ○ **In kindergarten, students falling three or more reading levels below the grade level F&P benchmark will likely result in retention.**

    ○ **In grades 1-4, students falling four or more reading levels below the grade level F&P benchmark will likely result in retention.**

End of year F&P benchmarks can be found here.

We generally consider these extenuating factors to be strong enough to make an exception to our retention policy:

- **Student has an IEP and is meeting or making adequate progress toward the outlined goals**

- **Student has already been retained once in the last four years.**

- **Student has not met the end-of-year reading benchmark but has scored above the 50th percentile on at least 3 of 4 Interim Assessments.**

Middle School (5th-7th) Policy

In our Middle School Academy, an average of 70% or higher is considered passing, while a grade of 69% or lower is considered failing. In determining whether a student will be retained in the current grade, the key point is whether the student has earned passing grades of 70% or higher in the core classes. In 5th-7th grade, there are four core classes: ELA, Math, History, & Science. Our retention/promotion policy is as follows:

- **Guaranteed Promotion**

    ○ **A student will be promoted if they pass all academic classes (70% cumulative average or higher).**

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

- **Likely Promotion**

    ○ **A student is likely to be promoted if they fail 1 class. If the class the student has failed is ELA, the student must also demonstrate that they are reading within two levels of the grade level goal according to the STAR assessment.**

- **Likely Retention**

    ○ **A student will likely be retained if they fail 2 or more academic classes (69% cumulative average or lower based on the average of all four quarters.**

We generally consider these extenuating factors to be strong enough to make an exception to our retention policy:

- **Student has an IEP and is meeting or making adequate progress toward the outlined goals**

- **Student has already been retained once in the last four years**

In these special cases, the following factor is considered to reach a final decision:

- **Factors That Will Likely Lead to Retaining a Student - Reading more than one year below grade level based on the STAR assessment, with "grade level" meaning the grade the student would be in next year if promoted.**
- **Factors that Might Lead to Promotion by Exception - Reading at or above grade level based on the STAR assessment, with "grade level" meaning the grade the student would be in next year if promoted.**

<u>**Students with Disabilities**</u>

If a student is consistently not making progress toward their IEP goals, the IEP team should meet at least once throughout the year to adjust services to better meet the student's needs. If the student fails to make adequate progress and is being considered for retention, the IEP team should meet to determine the best path. For retained students, the team should meet again before the start of the next school year to review the IEP and make the necessary revisions.

<u>**Communicating Retention/Promotion in Doubt to Parents and Students**</u>

We believe in communicating early and often with families of students who are at risk of non-promotion. Our hope in doing so is that early communication will lead to families and students making adjustments that lead to students succeeding and earning promotion to the next grade. In cases where a student is ultimately retained, clear communication throughout the year ensures the decision feels fair and comes as no surprise. At a minimum, parents of promotion in doubt students will receive a letter informing them of their child's status at the end of each quarter, starting at the end of quarter 2. Final retention decisions will be made and communicated at the end of quarter 4 Interim Assessments.

requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.
Not Applicable

9. **OSSE has issued <u>guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.</u> 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:**
   ☐ Option A: The LEA is using a learning management system (LMS) for distance learning.

- **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.**

  ○ 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?

Student attendance will be taken daily at all grade levels, including PK-3 and PK-4.

- **The student's presence is authenticated via their login records to their Chromebook as monitored by GoGuardian or completion of school work assigned for the day. For PK-3 and PK-4, "completion of school work" includes teacher-tracked small group work as entered in the gradebook.**

- **Students must be present for at least 15 minutes of live synchronous instruction (as authenticated by GoGuardian or complete at least one daily assignment by 9 AM on the second school day after the work is assigned or the following Monday (whichever is earlier) as authenticated by teacher gradebook entry. For example, work assigned for Monday must be completed by 9 AM Wednesday while work assigned for Friday must be completed by 9 AM Monday for a student to be marked Present.**

- **Students will be marked either Present (when they meet one of the criteria above) or Absent while in Virtual Learning. Partial Present and Partial Absent will not be calculated.**

- **Teachers will also validate the GoGuardian records on a daily basis to confirm that students were actually present on Zoom during each class block and participating in class. If teachers find that a student's GoGuardian records conflict with their actual class participation, teachers may change a student's attendance record.**

- **In addition to the daily attendance codes sent to OSSE, Ingenuity Prep will internally track section-based attendance. Teachers will follow up with students or their parents for each block that a student does not attend. Asynchronous work is always available and rigorously encouraged when students are not able to attend a block synchronously.**

- **Parents will also receive bi-weekly progress reports that show student daily and section-based attendance. This will help to identify patterns of missed class meetings for students who may be struggling academically and maintain a high bar for student engagement in learning while respecting the scheduling challenges families may face with synchronous instruction.**

Our policy was designed to weigh two factors - high expectations for student participation in live instruction - and empathy/flexibility for the challenges our families face during this unusual time. It sets up systems, checks and balances for high levels of student participation, but also creates parameters that will not result in unnecessary referrals to Child and Family Services for Educational Neglect. We want to maximize opportunities for families to demonstrate Present Attendance, to minimize referrals that are based on family scheduling challenges and allow us to confidently only make reports when neglect is a genuine concern.

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

  ○ What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
  ○ What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?

○ What constitutes evidence of education engagement daily for the student to be marked present?

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

   GoGuardian as a Chromebook and Web Monitoring tool collects and stores detailed user web activity. Since all synchronous student learning will be based in an internet session (login to the Chromebook requires an internet activity and synchronous virtual learning will happen over Zoom and web-based presentations such as Nearpod), student engagement can be appropriately measured by their web activity. GoGuardian stores student data for 6 months before deletion. To provide storage duplicity, student web activity records will be exported twice daily from GoGuardian to a separate document. That document will be compared against teacher gradebooks to reconcile attendance for asynchronous students or students who were otherwise unable to use their Chromebook. Attendance will be transferred to the SIS (Infinite Campus) daily. In the event of an audit, student-level web activity records (including date and time) and work completion records will be furnished to OSSE.

Whole Student Support

A. Student Support

11. **Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.**

   Social-emotional and Mental Health Needs

   All staff will be given trauma informed training so they are able to identify warning signs in students who have social-emotional and mental health needs during distance learning. In addition, Ingenuity Prep has a clinician assigned to each academy (ECA, ESA and MSA) to provide clinical counseling to both students with IEPs and without IEPs. The clinician will serve as a support for staff in those academies through targeted training, crisis management and consultation. Ingenuity Prep partners with a DBH clinician through Catholic Charities who will be available full-time to provide mental health counseling to all students without IEPs and help connect families to resources. Ingenuity Prep will continue its partnership with Georgetown WISE Center who will provide mental health support to teachers and students. They will also be providing some of the trauma informed training to all staff.

   Academic Intervention

   Leading up to and during the first 2 weeks of school every student (grades K-7) will receive diagnostic testing for reading/literacy and math. (K-4 - STEP or F&P and an internally created math diagnostic) (5-7 STAR Reading, ANet ELA and Math).

   Data will be captured in a master tracker and analyzed to identify individual student gaps, group students for targeted interventions and ensure that students are assigned to the appropriate Guided Reading groups to ensure students receive tailored support and intervention. We will set goals for individual students by quarter so that we can set regular benchmarks that allow for maximum student growth during the year.

   Every grade level has instituted a dedicated live/synchronous intervention block and we have deployed adaptive digital learning applications (ST Math & Lexia) that provide for skill based practice as well as allow for teachers to assign students to practice specific skills using those applications.

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.

Ingenuity Prep's policies for monitoring student behavior during distance learning fully follow the Student Fair Access to School Amendment Act of 2018. Specifics around the implementation of our policies are included below.

As students engage in virtual learning, teachers will monitor student behavior and engagement via live video sessions. During virtual learning learning Ingenuity Prep will use the same behavior management systems that are used in person (details by academy below). If a student becomes disruptive enough to the online learning environment that other students are unable to learn, the teacher may temporarily move the student to the Zoom waiting room and will notify the student's parent. After a timeout of no more than 5 minutes, the student will be brought back into the Zoom classroom and the expectations will be restated. If there are multiple incidents of a student's inability to participate in a Zoom classroom without disrupting their peers the administration and classroom team will set up a meeting with the parents and plan interventions to support the student's ability to learn virtually alongside their peers. If the behavior causes or intends to cause emotional harm to other students, the student may be given an administrative dismissal from virtual learning for the remainder of the day or suspended from virtual learning for an escalating number of days, up to a maximum of 5 days. If a student receives an administrative dismissal or suspension from virtual learning, the student will be provided with access to the materials given to asynchronous students to ensure they receive all instruction for the discipline period.

Early Childhood Academy Behavior Management:

   - **Teacher directly engaged with student and asks supportive questions such as "Are you okay?" and "What happened?" Teacher responds to the student's academic, developmental, and emotional needs with an understanding of child development.**

   - **Students who are escalated are moved to an in-classroom Calm Down space away from peers and within sight of the instructional space. Teacher directly supports the student with calming down, and student may be given a short time to remain in Calm Down independently before being invited back to the instructional space.**

   - **If a behavior persists after teacher interventions, a student may be moved to Sit & Watch. The teacher will have a conversation with the student in a designated Sit & Watch space away from peers. The student remains in Sit & Watch for no more than 1 minute.**

   - **Students who are highly escalated to the point that they are unsafe to themselves, others, or disruptive to others' learning and cannot be de-escalated in the classroom may be removed to the Restart Room with a Behavior Support Specialist, where the Behavior Support Specialist will de-escalate the student before the student returns to class.**

Elementary School Academy Behavior Management:

- **Students receive logical consequences for behavior**

- **If a logical consequence is unavailable, students will receive a check for off-expectation behavior**

- **After three checks or if a student's behavior is disruptive enough to prevent their peers from learning, the student will be removed from the classroom (in a virtual environment, removed from the live environment to the Zoom waiting room).**

Middle School Academy Behavior Management:

- **1st Infraction: Non-verbal Warning**

- **2nd Infraction: Verbal Warning**

- **3rd Infraction:Formal Warning**

- **Final Infraction:Referral to PRIDE Center**

In instances where students display repeated off-expectation behavior and several levels of the discipline ladder have been issued, a student will receive a referral to the School Culture Associate. The School Culture Associate will set up a virtual meeting with the student and potentially their parent to discuss the student's behavior and appropriate discipline. The discipline, in the form of a logical consequence, could include repairing the harm or the relationships, a required move to asynchronous learning, an administrative dismissal, or a suspension. If a student receives an administrative dismissal or suspension, they will have access to asynchronous learning materials as previously stated.

Behaviors that could result in administrative dismissal or suspension during virtual learning for students in Kindergarten and above:

- **Repeated disruptive behavior that prevents other students from learning and has not improved after removal to waiting room, parent conference, and behavior plan**

- **Harm or intent to cause harm to a member of the school community, including but not limited to bullying, cyberbullying, and physical harm**

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.**

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

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.](#)

Maintaining IDEA timelines in collaboration with families and documenting delivered services

Ingenuity Prep will continue to collaborate with families to find mutually agreeable times to hold IEP and eligibility meetings virtually in order to meet all IDEA timelines. Service providers will document all attempted and delivered services in the SEDS communication log and SEDs service tracking notes. The anticipated timeframe for completion of delayed procedural activities will be communicated to families via Prior Written Notice. Service providers will work with families to attempt to meet individually at the school to complete all evaluations and assessments following health and safety protocols. Extended due dates that have been mutually agreed upon between LEA and parent will be met and documented via Prior Written Notice in SEDs for families who do not feel comfortable with meeting in person to complete assessments/evaluations.

Ensuring that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning

Special Education Teachers and the Vice Principals of Special Education will conduct a needs assessment to determine the unique needs of families, especially those with specific disabilities that require modifications and/or different learning platforms. The school based team will work with the family needs to provide accommodations or support. Families will be provided with contact information of Special Education Staff members via multiple modalities including email, telephone,text, etc. The school based team will continue to assess the family throughout the year to ensure they are able to access their student's materials.

Delivering related services for students in distance learning

Related services will be delivered according to the student's IEP to the greatest extent possible primarily remotely. Service providers will use zoom to conduct sessions during a mutually agreed upon schedule with the family. There will be an option for students receiving OT, Speech and students in Early Childhood to opt into in person meetings at the school, one on one with the related service provider following health and safety protocols. All sessions will be documented in SEDs under service session notes.

Supporting parent training for students receiving related services through distance learning

Ingenuity Prep will conduct regular opportunities for families to receive training on how to best support their students receiving related services through distance learning. There will be a general training hosted remotely for parents at the beginning of the year and then smaller parent trainings based on specific topics (speech with younger students, OT, behavior, etc) based on parent interest/need. Service providers will be regularly interacting with families to collect information on what is most needed.

Delivering recovery services to students with disabilities during the 2020-21 school year and communicating those services to families

Ingenuity Prep will notify all parents in special education through a letter about the service delivery plan for remote learning for the first part of the school year. Each student will be assessed remotely and results will be compared to the data collected from the last time school was in person in March 2020. The analysis of the data, teacher and parent input will all play a role in evaluating the effectiveness of remote learning on the student to determine if recovery services are needed. This data will also be compared to overall learning loss across all students. Recovery services will be put into place in collaboration with parents once school is able to resume at least partially in person. Parents will be communicated with via phone or video conference in determining the best plan.

Ensuring 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

The steps Ingenuity Prep will take to ensure that students with disabilities are assessed varies by grade level as described below.

Within the Early Childhood Academy the staff will be facilitating the ECR Assessments to children starting at the end of August prior to Remote Learning starting. In addition, we will be administering portions of the ECR:D assessment (SEL, Physical, and some cognitive domains) to some of our students with disabilities depending on the severity of the gaps in learning they have and do display. The ECR:D assessment is reflective of developmental milestones that may or may not fall outside of the ECR Assessment. These assessments will be used two fold to help us determine the impact on learning and the kind of regression a student is experiencing.

Students in grade K-7th will be given assessments virtually according to what was outlined in the assessment section of this plan to determine where each student is at academically and to assess learning loss from the last in person assessment in March 2020. Students with disabilities will be given all accommodations remotely (small group, individual, read aloud, etc). Once students are in person they will be assessed again and a combination of assessment date, parent and teacher input as well as overall student learning loss data will determine if recovery services are needed.

<u>Supporting the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness</u>

Ingenuity Prep conducts intakes of all students who are in the care of the District of Columbia and those experiencing homelessness to assess any specific resources they need. Every student will receive a chromebook and any other materials they will need for remote learning. For recovery services Ingenuity Prep staff will work with the family to ensure they can access recovery services by a combination of take home packets, meeting in a safe location in person or providing family assistance with transportation. Ingenuity Prep school social workers will continue to check in on homeless families throughout the year to assess that they are able to access all remote and recovery services.

- 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.

<u>Description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments</u>

Ingenuity Prep's service providers will identify students needing assistance and instruct them through distance learning in the group or individually depending on need. EL service providers are asked to keep a daily log of activities and time spent with each EL student. Weekly progress reports are submitted to the Vice Principal of Special Education, and the student's classroom teacher. At the end of the year, each student is administered the ACCESS assessment to determine the rate of progress. Students who score in the 90th percentile are transitioned out of the program. EL service providers will then only meet with such students to aide in their transition back into the regular classroom. The Principal and the Vice Principal of Special Education monitor the program to make sure that each identified student receives the required services. They also monitor service providers by reviewing their lesson plans each week and by requiring each service provider to provide a summary of the activities used with their students, indicators of student mastering and/or progress. Students who have transitioned to the regular program will exit the ELL program once it

has been determined that they no longer need the assistance of the service provider.

Setting language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency

The EL service provider or teacher will look at student's data and create goals that are appropriate to the students needs in the domains of reading, writing, listening and speaking. Providers will ensure to provide any accommodations necessary to students in order for them to continue to make progress toward goals remotely.

Providing language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level

Based on the student's need, proficiency level and grade the instruction might be provided in a virtual small group or individual setting. The provider will have a variety of modalities to ensure the EL student is able to access the content.

Providing EL students access to academic content by grade and proficiency level

Based on the student's data (including ACCESS scores), each academic content teacher and/or service provider will develop a plan to ensure that the content is differentiated and accessible for each EL student based on their proficiency level. If students need more individualized remote instruction or different accommodations, they will be provided.

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.

Ingenuity Prep's **Technology Use Agreement** provides details of our policy in the areas outlined above. All families must sign this agreement prior to receiving any school provided technology. Adaptations to our behavior policy (shared in this plan) further reinforce our expectations for acceptable use of technology and associated consequences. Lastly, we have incorporated technology training into our summer professional development for teachers - to help ensure they can support students and families. We also plan to provide supplemental support to families by curating a set of "how to" videos around frequent technology questions as well as directing them to email **distancelearning@inenuityprep.org** if they experience connection issues, other technical difficulties or believe their device is in need of repair or replacement. This email forwards into our ticketing system and assigns the best person from our operations or tech support team to resolve the issue.

Assessment of Technology Needs:

Ingenuity Prep provided a school issued chromebook to every enrolled student. We also planned to ensure 100% access to the internet. To do so, we assessed internet access needs through our required Family Survey. All families completed the survey and technology agreement prior to picking up their school issued chromebook. Families who identified issues with home internet access (approximately 11% of our student population) were followed up with on an individual basis to determine if Comcast Internet Essentials was a

viable option or if a hotspot should be provided. Hotspots were distributed during Chromebook pick-up to those for whom follow-up determined they were needed (78 hotspots have been distributed as of 9.9.20).

Family Engagement Policy

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

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

Ingenuity Prep will have multiple types of communication to families throughout virtual learning.

- **Teachers will follow up daily on student absences for all absent students by sending an email, text message, or phone call to discern the reason for the absence and obtain documentation for the absence.**

- **Teachers will make live contact with families at least once per week via phone, text message, or video call (such as Zoom or FaceTime), and at least twice per week in grades PK-3 - Kindergarten. Live contact is defined as a synchronous communication via phone or video call or a text message that receives a reply back on the same day.**

- **Progress reports will be sent to families at least once every 3 weeks via the family engagement platform (DeansList) detailing students' current academic progress and their attendance.**

- **A school newsletter will be sent home monthly via DeansList, email, and posted to the school's website.**

- **Teachers will conduct BOY virtual Home Visits in August, BOY Family-Teacher Conferences in late September, and then quarterly Family-Teacher Conferences at the end of each academic quarter, beginning in late October.**

- **Teachers and school leaders will reach out to families for one-on-one conversations about student academic progress or engagement as frequently as necessary.**

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

In planning for the start of the school year, we surveyed all families on their experience with the distance learning we provided last Spring. While the majority of families expressed satisfaction with our Spring program overall and the content we delivered, they also expressed a desire for more synchronous instruction, a clear daily schedule across all grade levels and a more frequent and consistent way to see their student's work and understand their progress. As explained in the sections of this plan above, all of these elements have been incorporated into our Fall program.

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

The primary reason we have decided to start school fully virtual, is to preserve the health and safety of our school community. In making this choice, we will have a minimal number of staff in our building and will only plan to serve individual students through related service provision or evaluation if there is not a comparable virtual alternative to those services or assessments. As such, we do not anticipate frequent or wide spread facility closures or that those closures would impact our families. In the event that we must close the building and we believe a student or family member is impacted, a member of our school team will contact the family and provide further instruction based on the specifics of the circumstances surrounding the closure.

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

During Back to School Night families will receive an introduction to family participation expectations. They will be directed to training for technology that will be posted on the school website to allow continuous access. After Back to School Night and approaching the first week of school, teachers will be contacting families to ensure they have received the information from the school and schedule beginning of year student assessments and virtual home visits.

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

Before school starts teachers will conduct virtual Home Visits, with the goal of introducing themselves to students and families and getting to know more about each other Families will have a chance to share share more about their child's strengths and areas for growth, their goals for their child, and any other information they believe twill be helpful in teaching them this year. The first week of school's program will include robust opportunities for students to get to know each other and continue to get to know their teachers.

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)

Student work will be submitted via Seesaw or Naiku. Work submitted via Naiku will be graded by Naiku and the grade will be available to students immediately. Work in Seesaw is available to students and parents to review. When teachers provide feedback on specific Seesaw assignments, the feedback will be available to students in Seesaw. Not all Seesaw assignments will receive teacher feedback.

Students in Kindergarten and above will receive progress reports at least once every 3 weeks. Progress reports will include all significant components of a student's academic grades and term-to-date attendance and section engagement (a new metric provided this year to further support virtual learning). Progress reports will be posted to the DeansList portal and mass communication will go to families via phone call, text message, and email when the reports have been posted. At Middle School, parents will sign and "return" the progress report via DeansList. Students will earn House Points as an incentive to ensure their parents see and sign their progress report.

Report Cards will be distributed quarterly and directly to parents during Family Teacher Conferences. Teachers will reach out to parents during the two weeks before Conferences to set up an appointment. During the Conference teachers will give a brief overview of student outcomes, provide some student-specific strategies for the next term's goals, and answer parent questions.

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: Ingenuity Prep PCS

LEA Leader Name: Will Stoetzer

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