

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

**LEA Name: Inspired Teaching Demonstration 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.

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

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

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

### 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)?

#### CLEANING, DISINFECTING, SANITIZING

##### Regular Cleaning Schedule

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

- BusyBee cleaning staff will implement increased daily cleaning of high-touch surfaces in commons areas and in classrooms, offices, and conference rooms. Staff will clean and disinfect surfaces and objects that are frequently touched; this will happen at least twice/day: the Day Porter will complete rounds during the day and the night crew will complete for the whole school every evening. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops, handrails, elevator keypads). Floors will be disinfected every evening.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See CDC's guidance for safe and correct application of disinfectants. Cleaning staff will use CDC recommended cleaning and disinfecting products.
- There will be signs in every classroom reminding staff of cleaning protocols.
- In general, students will have a plastic container with their personal supplies and students will not share materials. If there is reason for use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) they will be cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.
- Playground structures will be closed until further notice. Should they be used in a special circumstance, they will be cleaned after use, adhering to District guidance on cleaning and disinfecting, especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished. There will be no bathroom passes.

- The school will implement safe and correct storage for cleaning and disinfection products.
- No cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- Spaces in which oral or nebulized medication has been administered will undergo routine cleaning and disinfection. Students will be encouraged to replace nebulizers with oral inhalers, as possible. Nebulizer treatments will occur outside, as feasible. Families will be encouraged to transition to a schedule so that nebulizer treatments can occur at home, if at all possible.

### **Positive COVID-19 Case Cleaning Schedule**

**In the event of a positive COVID-19 case in the school community, the school will follow its Reporting, Notification, and Disinfecting Process, and control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The school's HVAC filters will be changed. The school will be closed for at least 48 hours.**

**BusyBee, ITDS' cleaning vendor, will be notified and they will engage in the following process:**

- Close off the area; clean and disinfect areas and equipment in which the individual was in contact
- Deep clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas using the electrostatic spraying methods. Chemicals used in the electrostatic spraying process must meet EPA approved products for emerging pathogens. For individuals whose path through the school cannot be traced, we will complete a school-wide deep cleaning.

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

### **PHYSICAL CHANGES TO PROMOTE SOCIAL DISTANCING**

#### **Use of Space**

**The school will take the following measures in its use of space:**

- Maximize the spacing of occupants in each space with a minimum of six feet distance between desks and tables.
- Limit occupants in any space based on the "Phase" per the DC Health requirement—12 individuals plus one additional staff (13 total individuals) briefly added to the class, as necessary, to support individual student needs.
- Students will have assigned seats throughout the day. As much as possible, students will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing). In some classrooms, a physical barrier or partition will be available for use on tables that may be shared by students.

- Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
- Should students come together in small groups on the floor, students will sit 6 feet apart on marked locations.
- No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one another, students will maintain a 6-foot distance or use a physical barrier/partition.
- Communal-use spaces (such as staff break rooms, cafeteria, and playgrounds) will be closed except for the following uses:
  - Photocopiers/Printers: Only one employee at the copier at a time; employee will disinfect using wipes before and after use
  - Refrigerator and microwaves: Only one employee to use at a time; employee will disinfect using wipes before and after use
  - Sinks: Only one employee person at a time; employee will disinfect after each use
- Physical barriers or other physical distancing measures, will be in place between bathroom sinks and urinals, where applicable.
- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.
- Students will not nap at school.

#### Use of Hallway

Hallways will include occupant traffic flow direction markings on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. ITDS hallways are 8' wide; students will be expected to walk on the right side of the hallway close to the wall. Floors will be marked with directional arrows and tape to indicate walking areas. Students will only move in the hallways with their student grouping and teacher(s) at assigned times to limit the number of students in the hallway at any given time.

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

#### Reopening Building After Prolonged Shutdown

After any prolonged shutdown, ITDS will ensure building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains), are safe to use. There will be, as a matter of course, monthly air and water flushes throughout the building.

#### Ventilation

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

The school's HVAC system has been equipped with MERV 11 or 13 filters throughout the building. To the best of our system's ability, the outside air intake will be increased to ensure the maximum fresh air exchange rate as possible. We have confirmed that our AAON units will be able to provide an exchange rate of 3-4 times per hour, or better. Because we are starting the year all-virtual, we are also now investigating the option of portable UV and/or HEPA filters for classrooms and office spaces to be available when we return to the building.

## Water System

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

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

4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to 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>.*

## SY 2020-21 SCHOOL OPERATIONS

### Social Distancing

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

The corresponding School Instruction Plan is created to support the Operations Plan. The school created a schedule that supports the maximum number of allowed students able to attend in-person.

### Traveling to and from School

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

Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk as much as possible avoiding most

congested routes if an alternative route is reasonable and safe.

- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least 60% alcohol.

Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for safety of passengers. Keep up-to-date on DC Metro services.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least 60% alcohol.
- Use hand sanitizer after leaving the transit system.
- For the remaining distance, students will be instructed to follow the above regarding walking to school.

Students, families, and staff who are driven to school are encouraged to use the school's Kiss and Go system, which will be staffed by individuals required to wear masks. One adult may accompany a Preschool, PreK, or Kindergarten student into the building; all other students will enter on their own. All adults entering the building must wear a mask, will be required to go through the Daily Health Screening Process, and will be instructed to wear masks upon exiting their vehicle and to take proactive measures for minimizing exposure en route to the building, where possible:

- Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
- Use hand sanitizer with at least 60% alcohol after leaving the vehicle.

### Entering and Exiting School Building

All students, families, and staff, will be provided instructions for entering and exiting the school.

Arrival/Dismissal plan will include:

- All individuals entering the building must wear a mask
- Staggered arrival and dismissal times to reduce peak student traffic in and out of entries/exits, as well as the lobby, stairwells, and hallways;
- Multiple points of entry and exit (main entrance will have "entry" and "exit" doors; we will use doors to multi-purpose room, and lower door from front playground to limit congestion in the lobby and stairwells)
- Students will be assigned where they will enter/exit
- Students/families will provide evidence of, or participate in, a Daily Health Screening at each entry point
- Families will not enter the building with students, except for one adult with a Preschool, PreK, or Kindergarten student
- All individuals who enter will exit through an exit only door (3rd St door will likely be used as exit only)
- Safety and security protocols at all entry and exit points will be used
- Direction lines and six foot separation markers/standing spots will be indicated on the exterior pavement and procedures for check-points will be posted
- Direction lines and markers, as well as staff to help support distancing, will be present in multi-purpose

room, lobby, stairwells, and hallways

- Increment weather shelter accommodations will be provided, as possible
- Outdoor lines will be determined with safety precautions in mind (i.e. traffic flow)

### Daily Health Screening

Staff, students, any family member, and any visitor entering the building will be required to complete a self-administered health screening daily. Results of the health screening will be shared with school staff prior to admittance to the building. If this cannot be self-administered, the school nurse or other designated staff will complete the screening, using the protocols below. Individuals may be excluded from entering the building, in accordance with the ITDS's Exclusion and Dismissal Policies, below.

In the event the school nurse or a designated staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms. Use of non-contact thermometers is encouraged.

### Barrier/partition Controls

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Put on disposable gloves.
- Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks.
- Make a visual inspection of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or extreme fussiness.
- Check the temperature, reaching around the partition or through the window.
- Make sure your face stays behind the barrier at all times during the temperature check.
- Remove your gloves following proper procedures.
- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Clean the thermometer

### Personal Protective Equipment (PPE)

PPE can be used if a temperature check cannot be performed by a parent/guardian or barrier/partition controls cannot be implemented. CDC states that reliance on PPE is less effective and more difficult to implement because of PPE shortages and training requirements. If staff do not have experience in using PPE, the CDC has recommended sequences for donning and doffing PPE. To follow this option staff should:

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Put on PPE. This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.
- Take the individual's temperature. Confirm that the individual's temperature is below 100.4 degrees Fahrenheit before allowing entry to the building. If the individual's temperature is above 100.4 degrees Fahrenheit the individual will not be allowed to enter the building.
- Remove and discard PPE.
- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Clean the thermometer following the health guidelines

## Grouping

Our goal is to reduce the mixing of groups of students as much as possible to reduce overall exposure. The school will take measures in its scheduling and planning to achieve the following grouping practices:

- The school will group students and staff with the same groupings each day
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible
- Specials classes, where the teachers usually see all students in the building, will be part of our virtual learning program.
- In grades where students traditionally transition between more than 2 teachers, teachers will move between classrooms, rather than students
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, outdoor spaces, and other shared spaces to avoid mixing groups.
- Travel around the building and to different spaces will be minimized. As much as possible, teachers and student services will come into spaces where the students are to minimize student travel around the building. Groups will travel together at specified times to minimize hallway and stairwell traffic.
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished. There will be no bathroom passes.
- Special needs and immuno-compromised students will be grouped with extra attention to limit their exposure to others in the building

## Meal Service

### During Virtual Learning

In light of the ongoing health emergency, ITDS will be operating in a distance learning only fashion for the beginning of the school year. In following OSSE and NSLP regulations, school meals will be provided to any students who request them. All students who are eligible for Free or Reduced Meals will be provided with meals.

- All FARM eligible students will be offered the opportunity to pick up breakfast and lunch for every day that school is in session.
- Students who are not eligible for FARM have the option of signing up for breakfast and lunch pick up and will be charged per lunch selected.
- ITDS will not offer home delivery service, all meals must be picked up on site.

### Meal Pick Up:

To begin the school year, ITDS will offer pick up times one day a week, with families receiving up to 5 breakfasts and 5 lunches per pick up. The first pick up will be on the first day of school, Wednesday August 26th. The second pick up will be on Wednesday September 2. Meals are only provided for days that school is in session. A full calendar of pick up days and the dates that the meals are for will be provided to families. The schedule for the rest of the fall will be determined after a family survey is sent out, with possible adjustments made to the number of pick up days per week, or type of food available.

Pick Up Day	Meals Provided	Dates Meals are For
Wednesday, August 26	5 breakfasts	Wed Aug 26, Thurs Aug 27, Fri Aug 28, Mon Aug 31, Tues Sept 1



<b>9am-1pm</b>	<b>5 lunches</b>	
<b>Tuesday, September 2</b>	<b>4 breakfasts</b>	<b>Tues Sept 2, Wed Sept 3, Thurs Sept 4, Tues Sept 8</b>
<b>9am-1pm</b>	<b>4 lunches</b>	<b>*no meals provided on Mon Sept 7 as ITDS is closed for Labor Day</b>

### Meals:

ITDS will work with Revolution Foods to ensure that each meal meets all NSLP guidelines, is safely packaged and clearly labeled. All meals will come with proper storage and reheating guidelines. ITDS will continue to offer a variety of meals throughout the week and school year. Meals will be a mix of hot/cold and shelf stable. Meals will be provided in either unitized packages, or in bulk offerings, depending on the item. For example, milk may be provided in liter bottles instead of single servings. When bulk items are provided, all NSLP minimum requirements will be met, and POS will be taken based on individual meals provided.

### In-School Meals

ITDS will use pre-packaged breakfasts and lunches, including plasticware, napkins, and seasonings, or serve meals individually plated. The school will work closely with Revolution Foods and the Food Service staff to develop a safe meal preparation, service, and cleaning plan for the cafeteria and kitchen. All frequently used surfaces will be routinely cleaned, sanitized, and disinfected.

Breakfasts will be available in classrooms when students arrive in the morning. For those eating school-provided lunch, most students (Kindergarten and older) will travel to the cafeteria to pick up their lunch on a staggered schedule, maintaining appropriate social distancing as they move through hallways and through the cafeteria line.

Students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal.

### Recess/Breaks

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and assigning outside spaces, as needed.

### Canceling, Eliminating Activities

The school will cancel, eliminate, or modify school activities to adhere to the following:

- Cancel or modify classes where students are likely to be in very close proximity.
- Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and in person school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Revise the process for receiving mail and packages; only have essentials delivered and combine orders so fewer deliveries are made.

- **Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).**
- **Stagger activities' times or locations by cohort to maximum extent feasible.**

### **Preventing a Vaccine-avoidable Outbreak**

**Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. ITDS must obtain immunization records for each student seeking enrollment. District law and regulations require schools in DC to verify student compliance with the immunization requirements as part of enrollment and attendance. If a student is not compliant, ITDS is required to immediately notify the parent or guardian in writing of the missing immunization(s). If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the family, student support team, and school nurse to support the family in getting the requisite vaccinations. If the student does not come into compliance within a 20-school day period, the student cannot attend school until the immunization certification is secured by the school.**

### **Non-medical Face-coverings**

**All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students, families, or other members of school staff. If an adult has a medical condition that prevents them from wearing a face covering, they should not participate in in-person activities.**

**All students, families, and visitors will be required to wear a face-covering at all times when in the building.**

**Face coverings or masks with exhalation valves or vents must NOT be worn in the school. This type of mask does not prevent the person wearing the masks from transmitting COVID-19 to others.**

**Masks will not be required:**

- **By children under the age of 2.**
- **During breakfast, snack and lunch.**
- **When participating in vigorous physical activity outdoors when social distancing of at least six feet is strictly enforced; when outdoors but not participating in vigorous physical activity, face coverings must continue to be worn**
- **By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.**
- **In an enclosed office that no one else is permitted to enter.**

**Ensuring the safe use of clean face coverings:**

- **Students and staff will bring multiple cloth face coverings with them. In the event that a student, staff, or guest does not have a face covering, one will be provided by the school.**
- **Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and washing hands immediately after removing it. Best practice recommends placing it in a plastic bag after removal and replacing it immediately with another clean face covering.**
- **If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.**
- **Student face coverings should be labelled with names or initials to avoid confusion or swapping**

### **Hygiene**

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

**School-wide Hygiene:** ITDS will ensure that the following environment will occur to maintain a healthy environment.

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own learning materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).
- Sharing electronic devices (e.g. computers, smartphones, Chromebook) will be limited to the extent possible. If the same device will be used by more than one student (either during the same day or an alternating day in the hybrid model), devices will be cleaned with a disinfectant wipe between every use.
- In the event that a student may need to borrow an electronic device (e.g. IT issue, misplaced), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Drinking fountains will be turned off.
- Regular hand sanitizing will be enforced:
- Handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol will be available.
- Hand cleaning supplies will be readily available in classrooms, bathrooms, and offices. There will be sanitizing stations outside of large common spaces including the cafeteria, playgrounds and outdoor spaces, and entrances/exits.
- Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
- Enforce a “you touch it, you take it” policy in classrooms and the lunchroom.

### **High-risk Individuals**

ITDS will notify all families and staff that DC Health recommends that any individual at increased risk for experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school. ITDS does not require written clearance from high-risk individuals prior to participating in in-person activities, but recommends that anyone who is concerned about their safety should consult with their healthcare provider before attending in-person activities.

**Persons of any age with the following conditions are at increased risk of severe illness from COVID-19:**

- Cancer
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus

**The following conditions might be at an increased risk for severe illness from COVID-19:**

- **Asthma (moderate-to-severe)**
- **Cerebrovascular disease**
- **Cystic fibrosis**
- **Immunocompromised state from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines**
- **Neurologic conditions, such as dementia**
- **Liver disease**
- **Pregnancy**
- **Pulmonary fibrosis (having damaged or scarred lung tissues)**
- **Smoking**
- **Thalassemia**
- **Type 1 diabetes mellitus**

### **Exclusion or Dismissal from On-site Learning**

**The School will adhere to the following exclusion and dismissal criteria:**

#### **Exclusion Criteria:**

**Students, staff, and visitors must stay home, or not be admitted if:**

- **They answer YES to any of the daily health screen questions,**
- **The student or staff member has had a temperature of 100.4 degrees or higher,**
- **They, or any close contact, is confirmed to have COVID-19,**
- **They, or any close contact, is awaiting COVID-19 test results, or**
- **They have traveled to a high-risk state or country, as defined by DC Health within the prior 14 days.**

**NOTE: Students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms will not be excluded from entering the building on the basis of those specific symptoms IF a healthcare provider has provided written or verbal documentation that the specific symptoms are not due to COVID-19.**

**Individuals who have traveled to a high-risk state or country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-essential Travel During the COVID-19 Public Health Emergency. The high-risk state list will be posted by DC Health every two weeks on [coronavirus.dc.gov](https://coronavirus.dc.gov).**

#### **Dismissal Criteria:**

**If a student or staff member develops a fever or other signs of illness, the school will follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.**

- **For students, the school will:**
  - **Immediately isolate the student from other students and ensure the student is wearing a mask**
  - **Notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible**
  - **Identify a staff member to accompany the student to the isolation area and supervise the student while awaiting pickup; staff person must adhere to the following requirements:**
    - **If student is wearing face covering, staff must maintain 6 feet distance and wear a face covering**

- If student not wearing face covering or not able to maintain 6 feet distance, staff must wear a surgical mask, eye protection, coverall, and gloves
  - While supervising a sick student in the isolation room, staff must always wear a surgical mask, eye protection, coverall, and gloves.
  - Immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- For staff, the school is to send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

**Isolation Room/Area:**

ITDS will identify an appropriate space to isolate sick individuals until they are able to leave school grounds. The space will be in an area not frequently used or passed by other students or staff and will not be the health suite. ITDS will attempt to use outside space, if possible.

When in the isolation area, the sick individual must always wear a non-medical (cloth) face covering or surgical mask, be within sight of a supervising staff members, and be physically separate from other individuals by at least 6 feet. To the extent possible, one one sick individual will be in the space at one time. The area will be immediately cleaned and disinfected after the sick individual departs.

If a school staff member must take a student’s temperature at any point, they will follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

**Criteria to Return to School**

**Recommend individual seek healthcare guidance and determine if testing needed**

**If tested:**

- If positive, see Positive Test Result section
- If negative, see Negative Test Result section
- Individuals must quarantine while awaiting test results

**If not tested, individual must:**

- Submit documentations from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR

**COVID-19 Symptoms**

- Meet symptom-based criteria to return:

- At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
- At least 10 days from symptoms first appeared, whichever is later

**Students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms may not be excluded from entering the school**

building on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19

If symptomatic, may return after:

- At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
- At least 10 days\* after symptoms first appeared, whichever is later

**Positive COVID-19 Test Result**

\*Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider

If asymptomatic, may return after:

- 10 days from positive test

In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual.

**Negative COVID-19 Test Result after Symptoms of COVID-19**

May return when:

- Meet standard criteria to return after illness

Or

**Documentation from health care provider of alternate diagnosis**

NOTE: A negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does not shorten the duration of quarantine of at least 14 days.

May return after:

- 14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health

If the close contact is a household member:

**Close Contact with Individual with Confirmed COVID-19**

- Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact
- If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual's infectious period (defined by 24 hours after the fever has resolved without medication and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later).

Negative COVID-19 test during this period would not shorten quarantine period of at least 14 days.

**Travel to High-Risk State or Country, as**

May return after:

- 14 days from return or arrival to DC

defined by DC Health      **Negative COVID-19 test during this period would not shorten quarantine period of at least 14 days.**

### **Exposure Reporting, Notification, and Disinfecting**

To ensure a clear and efficient process for communication, the school has identified Kate Keplinger, Chief Operating Officer, as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

#### **Step 1: Report to DC Health Department**

The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health.

#### **Step 2: Communication to Families and Staff**

ITDS communication protocols will protect the privacy of individuals and also alert families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

- Notification to all staff and families in the event of change of school schedule,
- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days (DC Health, not ITDS, will identify the close contacts and define who must quarantine); and
- Notification to the entire school that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- Notification will occur via email, with an accompanying text alert to check email.
- Notification will include educational information about COVID-19 and other relevant information and referral information via [coronavirus.dc.gov](https://coronavirus.dc.gov).

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

In the event of a confirmed COVID-19 case in a student or staff member, the school will immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC.

- If seven days or fewer have passed since the person who is sick used the facility, ITDS will follow these steps:
  1. Close off areas used by the person who is sick.
  2. Open outside doors to increase air circulation in the areas, if applicable.
  3. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  4. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

- **If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection will not be necessary. We will continue routine cleaning and disinfection.**

### Student and Staff Schedule

ITDS has two working schedules for SY20-21, linked here, and uploaded in the Supporting Documents section:

- [SY 20-21 All Virtual Daily Schedules](#) (in use now - until we start bringing students in-person, date TBD)
- [SY 20-21 Hybrid Daily Schedules](#) (target date to begin is early November, public health conditions depending)

### Distributing Educational Materials

At the opening of school, when all students are in our Virtual Model, students will be provided a window of days/times to come to the school to pick-up required educational materials (i.e. textbooks, work packets, etc.) and an individual box of school supplies. Each student will have their own box of materials to use at home. If families require the use of a school Chromebook, the family will sign the Technology Use at Home agreement.

Once ITDS moves to offering its Hybrid Model in addition to the Virtual model, every student who is coming to school in-person will be provided with an additional box of materials to be used when at school. As much as possible materials should not travel back and forth from home to school.

The school will maintain an inventory of school supplies that will be made available at set times for families who need to replenish their supplies for at-home use.

Sample of items assigned to each student.

Preschool-K	1st-2nd	3rd-4th	5th-8th
Chromebook	Chromebook	Chromebook	Chromebook
crayons	earphones	earphones	earphones
glue	independent books	independent books	independent books
variety of paper types	pencils	pencils	pencils
pencils	markers	scissors	base 10 blocks
pencil sharpener	color pencils	ruler	composition notebooks
manipulatives-ie: counting bears (10 per child minimum)	crayons	composition notebooks	pens
composition notebooks	white board	base 10 blocks	highlighters
tape - 1 roll color masking tape	dry erase markers	unifix cubes	3 prong folders
earphones	glue sticks	2 dice	pencil sharpener
emergent storybook options &	scissors	pen: red black and	scientific calculator (7/8)
			graph paper



independent books	spirals	blue	eraser caps for ends of pencils
glue sticks	crayons	markers	spiral notebooks
scissors	variety of paper types	color pencils	sketchpad
	pencil sharpener	white board	markers
	math manipulatives	dry erase markers	colored pencils
		glue sticks	ruler
		graph paper	whiteboard
		pencil sharpener	dry erase markers
			scissors
			glue sticks
			card stock

## Oversight of Before and After and Extracurricular Activities

Before care will not be offered.

If and when ITDS determines that it is safe to offer its usual after-care program through the YMCA, the YMCA will be required to provide a contract that outlines how students and staff will maintain social distancing and a sanitary environment, in line with ITDS' policies and procedures for having students and staff in the building. The YMCA will be required to conduct health screenings prior to each activity. To the extent possible, students will be grouped with the same students they were grouped with during the school day.

As long as the school is in either all virtual or a hybrid model of instruction, school sponsored after school activities will only be offered virtually.

## Providing Personal Protective Equipment (PPE)

In general, ITDS will provide the following PPE:

- All staff will be provided with 2 reusable masks to start the year; ITDS will re-evaluate if additional are needed once students are returning to the building. Staff may supplement with their own cloth face coverings
- All students will be provided with a disposable mask, daily
- The school nurse, staff at arrival check-in stations, and other instructional staff for whom it is deemed appropriate (i.e. speech therapist) will be provided with a plastic face shield
- The front desk, the cafeteria, and the nurse's suite will be equipped with a plastic barrier
- Gloves and plastic gowns/coveralls will be available for circumstances that require additional PPE protection (i.e. taking temperatures)
- Students will all be provided with individual containers for their supplies and assigned spaces for their personal belongings.
- Building engineering and janitorial staff will wear appropriate PPE (face covering, gown/coverall, gloves, anything needed to work with cleaning products.
- Food service staff will wear appropriate PPE (face covering, gloves (when handling food), and anything additional determined necessary).

In addition, ITDS will follow the following requirements under the noted circumstances:

**Working with students not known or not suspected to have COVID-19**

<b>Risk category</b>	<b>Circumstance</b>	<b>PPE required</b>
<b>Lower Risk</b>	<ul style="list-style-type: none"> <li>• 6 feet of physical distance not always maintained</li> <li>• Close contact with secretions or bodily fluids no anticipated</li> </ul>	<b>Non-medical (cloth) face covering</b>
<b>Medium Risk</b>	<ul style="list-style-type: none"> <li>• Staff are in close/direct contact with less than 6 feet of physical distance</li> <li>• Close contact with secretions or bodily fluids is possible or anticipated</li> </ul>	<ul style="list-style-type: none"> <li>• Non-medical (cloth) face covering</li> <li>• If potential for bodily fluids (spitting, coughing, providing nebulizer treatment), use surgical mask and eye protection</li> <li>• Coverall</li> <li>• Gloves for specific procedures (administering medication)</li> </ul>
<b>Higher Risk</b>	<b>School nurses engaged in aerosol-generating procedures</b>	<b>Follow DC Health guidance for Healthcare providers</b>

**Working with students who are known or suspected to have COVID-19**

<b>Responding to sick student/escorting student to isolation room</b>	<ul style="list-style-type: none"> <li>• Students is wearing a mask</li> <li>• 6 feet of physical distance maintained</li> </ul>	<b>Non-medical (cloth) face covering</b>
<b>Responding to sick student/escorting student to isolation room</b>	<ul style="list-style-type: none"> <li>• Students is NOT wearing a mask</li> <li>• 6 feet of physical distance is NOT able to be maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Surgical mask</li> <li>• Eye protection (shield or goggles)</li> <li>• Coverall</li> <li>• Gloves</li> </ul>
<b>Supervising student in isolation room</b>		<ul style="list-style-type: none"> <li>• Surgical mask</li> <li>• Eye protection (shield or goggles)</li> <li>• Coverall</li> <li>• Gloves</li> </ul>

**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 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.

## OVERVIEW

This plan describes how Inspired Teaching Demonstration PCS (ITDS) will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement through synchronous and asynchronous remote and on-site learning opportunities.

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

Instruction at Inspired Teaching Demonstration PCS (ITDS) will be structured in such a way to allow for uninterrupted learning by students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration. For each school day, a student will be expected to engage in a robust and developmentally appropriate day of learning with synchronous breaks for socializing.

The following options are available to families enrolling in Inspired Teaching Demonstration PCS (ITDS) for school year 2020-21. We will re-evaluate models periodically and families may re-evaluate their model choices and there MAY be limited opportunities for families to move from virtual learning to hybrid, depending on space availability to accommodate additional students and staff within public health guidelines. Families may move to all virtual learning at any time.

## ITDS INSTRUCTIONAL OPTIONS & SCHEDULE

ITDS has determined that MTSS tiers allow for a more seamless integration of academic, behavior and social-emotional foci and therefore serve as the foundation for our instructional plan.

Who?	How will learning loss & recovery happen?
Tier 1	Synchronous & asynchronous instruction for all students via whole group, small group or 1-on-1 focused on prioritized standards, scheduled intervention/enrichment blocks focused on specific content determined by assessment data
Tier 2A	Targeted synchronous instruction in small groups or 1-0n-1 based on assessment data provided by the lead teacher. This will be in addition to

**Tier 1 instruction.**

- Tier 2B** Targeted synchronous instruction either in small groups or 1-on-1 provided by an Instructional Specialist (interventionist). Instruction will happen ‘outside’ of the classroom- meaning a student will not miss Tier 1 instruction in the supported subject area. Additionally, targeted goals will be developed by the Instructional Specialist with input from the classroom teacher.
- Tier 3** See Special Populations Section

**Hybrid Model**

Attend school in-person for two days per week, and attend school remotely using both synchronous and asynchronous activities with a teacher three days a week. For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when in-person or through the use of photos.

**Virtual Model- Synchronous & Asynchronous (applicable during both 100% virtual & hybrid models)**

Our Virtual Model will be for all students August - early November, public health conditions permitting. When we move to offering a Hybrid model, the Virtual School Model will continue to be available 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 will experience learning from home five days a week via synchronous and asynchronous learning. The learning may not require the student to be logged onto the computer but rather engaging in activities at the same time as their peers on-site. Additionally, students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>100% Virtual Learning (Stage Zero)</b>	Mix of synchronous & asynchronous blocks of instruction	Mix of synchronous & asynchronous blocks of instruction	Mix of synchronous & asynchronous blocks of instruction	Mix of synchronous & asynchronous blocks of instruction	Mix of synchronous & asynchronous blocks of instruction
<b>Group A Hybrid</b>	On-site learning	On-site learning	Mix of synchronous & asynchronous blocks of instruction	Mix of synchronous & asynchronous blocks of instruction	Mix of synchronous & asynchronous blocks of instruction
<b>100% Virtual Learning</b>	Mix of synchronous &	Mix of synchronous &	Mix of synchronous &	Mix of synchronous &	Mix of synchronous &

(Stages 1-3)	asynchronous blocks of instruction dependent on whether assigned to Group A or Group B	asynchronous blocks of instruction dependent on whether assigned to Group A or Group B	asynchronous blocks of instruction dependent on whether assigned to Group A or Group B	asynchronous blocks of instruction dependent on whether assigned to Group A or Group B	asynchronous blocks of instruction dependent on whether assigned to Group A or Group B
Group B Hybrid	Mix of synchronous & asynchronous blocks of instruction	Mix of synchronous & asynchronous blocks of instruction	Mix of synchronous & asynchronous blocks of instruction	On-site learning	On-site learning

More information about our reopening plan can be found in the attached slides.

## INSTRUCTION

### Personnel

**Master/Lead Teacher:** Responsible for a group of students who, together, will be considered a “class.” The teacher will see some of their class on-site and some remotely. The teacher is responsible for all aspects of instructional planning, delivery and assessment. Engagement with students will happen through whole group and small group instruction, as well as one-to-one support both in-person and via virtual learning. 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 examples of student interactions that will be used.

**Special Education Team:** Responsible for providing and managing IEP services for Special Education students. The Special Education teachers and Dedicated Aides will collaborate with the General Education teacher to meet all IEP goals, services and accommodations.

**Assistant Teacher (Preschool-4th):** Partners with a master/lead teacher and is responsible for a group of students who, together, will be considered a “class.” The assistant teacher will engage in whole group and small group instruction, as well as provide one-to-one support for specific students both in-person and via virtual learning. Additionally, the assistant teacher provides administrative support for master/lead teachers.

**Resident Teacher:** Assigned to work with a ‘Master’ lead teacher throughout the academic year. The resident teacher is enrolled in a certification program and will gradually take over aspects of instructional planning, delivery and assessment. Engagement with students will happen through whole group and small group instruction, as well as one-to-one support both in-person and via virtual learning.

**Culture & Access Team:** Members of this team will help support classrooms on a rotating basis around social-emotional learning, as well as attendance monitoring and overall school engagement. For remote learners, the Culture & Access Team will focus on students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.

**Operations Team:** Members of this team will help support classrooms on a rotating basis to allow the teachers (master/lead, assistant and resident) to take scheduled breaks throughout the day.

## **Learning Modes**

**Synchronous Learning:** When remote, this instruction is conducted via a platform 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. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning. Instructional tasks will involve a range of activities from completing an on-line assignment or game to reading a book and annotating the text or analyzing and solving math problems. Tasks can be group work or individual work.

**Asynchronous Learning:** This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. An example of this type of learning would be a pre-recorded video in which the teacher provides instruction on new material. Tasks for this type of learning can be done individually or in small groups. The teacher will expect the work to be completed by a certain time each day or week. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be designated for collection daily or weekly and will be used to measure attendance and engagement. Assignments will be reviewed by the teacher and returned to students to ensure that each child receives feedback and is supported in their understanding of concepts presented. (See attendance policy for further details.) Regardless of the product, it may be collected through the Google Classroom, by photographing the work, or through different logs/journals.

## **Community Building**

**Synchronous Community Building:** Planned time will be incorporated in the school day to promote student socialization and social-emotional learning. Such activities will be done through group engagement on-line including games, structured conversations, and free-form conversations about developmentally appropriate topics of interest to the students. Additionally, students will be given opportunities to engage in activities with peers that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that students can engage in independently.

**Asynchronous Community Building:** Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students to connect with one another in informal ways will be provided. There will be a continuously growing database of school-approved and provided web-based sites that students may use at any time so long as they follow the school culture and behavior policy, particularly with respect to our prohibition on cyber bullying. The unstructured time with friends allows for a deepening affinity for the community and facilitates connection between and among students..

## **PROFESSIONAL DEVELOPMENT**

Prior to the start of school, teachers will receive training on Google Classroom, Clever and all of the approved applications by members of the Operations Team, Continuous Learning Team and/or Leadership Team. In addition, staff will engage in professional development throughout the year on Wednesdays, as well as previously identified days during the academic year. Professional development will focus on optimizing the effectiveness of virtual learning, assessing student learning, social-emotional learning, tier 2 interventions, student engagement during virtual learning, and building community while remote. Teachers will also support one another through grade-level and cross grade-level collaborative meetings. Dedicated time has been built into the schedule to allow for collaboration between general education and special education teachers, along with instructional interventionists.

Additionally, formal instruction will end each day by 2:15pm and the teacher's work day will end at 4pm. 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 remotely.

## **TIMELY INTERVENTION**

Teachers will get weekly reports on each of their students enrolled in math/reading intervention to supplement information they are gleaning from student participation, small groups, work completion and formative assessments. When needed, a member of the Culture & Access Team will contact the family daily to determine if a student is disengaging and why. The staff member will triage issues and refer other specialists to support a student or family, such as: information technology, counseling, and learning.

## **CONTINUOUS IMPROVEMENT**

Inspired Teaching Demonstration PCS (ITDS) will be in operation for 180 days. The schedule will be based on a trimester 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 trimester start date except when there is an emergency requiring a transition from on-site to remote learning.

Families may choose to change their schedule on an as-needed basis through direct communication with the school. The school will accommodate all families for the start of each trimester and adjust as possible. During trimesters, there MAY be limited opportunities to move to hybrid, depending on space availability to accommodate additional students and staff within public health guidelines. Families may move to all virtual learning at any time.

Twice a month members of the ITDS Leadership Team, along with members of the Culture & Access team will engage in a school-wide 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 the Whole Child Collaborative. 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's educational program will be modified to ensure appropriate support.

All students will take the Devereux Students Strengths Assessment (DESSA), a social emotional learning assessment, multiple times per year. Based on the results, modifications will be made to the learning plan for cohorts or individual students.

## **SCHEDULES**

See the attached documentation for draft versions of SY20-21 schedules that include both 100% virtual learning and the ITDS hybrid plan.

### **Assessment and Promotion Policy**

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

## 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?**

Developmental Reading Assessment/DIBELS/Acadience Reading ; Great Minds ; i-Ready-Curriculum Associates ; Other (identify vendor)

- **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.**

### OVERVIEW

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

Assessments administered by ITDS will be able to be administered both remotely and on-site with the same level of validity and reliability. We recognize the difficulty of this goal and will work with families to best support students and families to maintain integrity during assessment.

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

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

### ASSESSMENTS

#### Assessment Integrity

ITDS 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 may help, and 3) students have access to the Internet, books, and/or other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work shown



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 more challenged by the content.

**Assessing Student Learning- Benchmarks (BoY, MoY, EoY)**

Grades	Literacy	Math	SEL
Preschool-PreK	GOLD	GOLD	GOLD
K	iReady, DRA2 (MoY), FRY List, Words Their Way, Writing Prompt	iReady	DESSA
1	iReady, DRA2, FRY List, Words Their Way, Writing Prompt	iReady	DESSA
2	iReady, Running Record, FRY List*, Words Their Way, Writing Prompt	iReady	DESSA
3	iReady, Running Record, FRY List*, Words Their Way, Writing Prompt	iReady	DESSA
4	iReady, Running Record, Words Their Way, Writing Prompt	iReady	DESSA
5	iReady, Running Record, Words Their Way*, Writing Prompt	iReady	DESSA
6	iReady, Running Record*, Writing Prompt	iReady	DESSA
7	iReady, Running Record*, Writing Prompt	iReady	DESSA
8	iReady, Running Record*, Writing Prompt	iReady	DESSA

\* targeted students based on SY19-20 data

**Assessing Student Learning: Ongoing**

Grades	Literacy	Math	Science/SS	SEL
Preschool-PreK	Teacher observation, uploaded artifacts, GOLD assessment	Teacher observation, uploaded artifacts, GOLD assessment	Teacher observation, Uploaded artifacts, GOLD assessment	Teacher observation, Uploaded artifacts, GOLD assessment
K-4	word study activities, guided reading groups	diagnostic TBD, exit tickets, independent	TCI & teacher created projects	Morning Meeting, Second Step, teacher(s)

	or book clubs, running records, projects, writing samples	practice, Eureka assessments, projects, teacher created assessments		observation
5-8	vocabulary activities, book clubs, running records, projects, teacher created assessments, writing samples	diagnostic TBD, exit tickets, independent practice, Eureka assessments, projects, teacher created assessments	TCI- performance-based assessments, teacher created, assessments & projects	Morning Meeting/Advisory, teacher(s) observation

**Assessment Plan**

<b>Grades</b>	<b>Benchmark Assessments (BoY, MoY, EoY)</b>	<b>On-Going Assessments</b>
	All assessments will be done when the student is on-site by the lead teacher.	Ideally, all assessments will be done when the student is on-site by the lead teacher. However, teachers will be able to review uploaded student artifacts during virtual learning, as well as set up individual virtual sessions with students when necessary.
<b>Preschool-PreK</b>	For students who are unable to attend school in-person, time will be allocated for the lead teacher to conduct a virtual session. Parents are encouraged to observe the assessment process.	
	<b>On-Site: Previously established assessment protocols will be followed if students are on-site for any benchmark (BoY, MoY or EoY) assessment.</b>	<b>Written assessments will be submitted via Google Classroom or a specific secure platform, such as Eureka’s Affirm.</b>
<b>K-4</b>	<b>Virtual: When applicable assessments, such as running records, Fry, DRA2, will be given 1-to-1 with the teacher or teacher assistant being the proctor. For iReady, in addition to monitoring software and ITDS integrity contracts, students may be placed in small groups that will be proctored by a staff member.</b>	<b>With each assignment, students with family support will complete a self-assessment focused on what supports the student used, what was easy and what was hard.</b>

**B. Promotion and Graduation**

**On-Site:** Previously established assessment protocols will be followed if students are on-site for any benchmark (BoY, MoY or EoY) assessment.

Written assessments will be submitted via Google Classroom or a specific secure platform, such as Eureka's Affirm.

5-8

**Virtual:** When applicable assessments, such as running records, Fry, DRA2, will be given 1-to-1 with the teacher or teacher assistant being the proctor. For iReady, in addition to monitoring software and ITDS integrity contracts, students may be placed in small groups that will be proctored by a staff member.

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.

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.

#### Considerations

Students will be expected to actively engage in each of the four core content areas—literacy, math, science and social studies. The core content areas will be taught during 100% virtual learning and the hybrid model. During virtual learning, students will participate in each of these subject areas both synchronously and asynchronously. Students will be graded based on standards.

Special subjects (PE, dance, art, music, Spanish and drama) will be offered to students via virtual learning only through a combination of synchronous and asynchronous offerings. Students in grades 5-8 will be graded in special subjects, as normal, while students in preschool-4th grade will receive feedback throughout the trimester, but no grades on report cards. Any specific materials not readily available to students at home, but required for special subject classes will be provided by ITDS.

During SY20-21, ITDS will offer no school-sponsored internships.

Students in grade 5-8 will be required to complete community service hours during SY20-21. Options for community service have been adjusted to accommodate for the current public health crisis. Examples include, but are not limited to leading virtual clubs for peers or hosting homework help sessions, etc.

#### Policy & Process

The decision to retain a student is made based on multiple considerations including, but not limited to, academic performance, emotional maturity and behavior in and out of the classroom, standardized test results and other pertinent information. The majority of the information presented on behalf of a candidate for retention must include documentation from the current academic year. Retention will be used as a last resort and will be considered only after ongoing, sustained, and intensive intervention efforts have been unsuccessful.

The ITDS Promotion and Retention Policy does not apply to students with identified disabilities. An administrator or special education teacher may propose at any time that a student with a disability be considered for retention. The family will be notified in writing and within 30 days the multi-disciplinary team

will meet to discuss any proposed changes to the student's plan.

Students may be considered for retention if they meet any or all of the following criteria:

- Failure to meet or show adequate progress towards meeting grade-level academic expectations on quantifiable measures (such as benchmark assessments) for reasons such as lack of content mastery, effort, emotional maturity, etc. in spite of interventions provided through the school's Student Support Team process for at least 6 weeks.
- 30 days cumulative absences unrelated to a documented illness, injury, or disability, without remedial instruction (ie, home or hospital educational services)

Retention process:

1. Teachers and administrators may refer students for retention. Family requests for retention will be considered but may or may not lead to a formal referral. The referral must happen no later than the start of the third trimester, and the family must be informed no later than that date.
2. Upon referral, the division principal will convene a meeting of the retention review team, which will consist of family/guardian, general education teacher, the special education teacher (if applicable), the ELL teacher (if applicable), the interventionist (if applicable), school social worker, and division principal. The team reviews data including:
  1. Report cards
  2. Assessments
  3. Student response to intervention data
  4. Teacher Observations
  5. Family input
  6. Counselor input
  7. Potential developmental impact
3. The final decision rests with the school.
  1. If the student is retained, a retention plan must be developed by the student's teacher and reviewed with the teacher to whom the student is assigned for the coming school year. The plan must include the specific interventions and goals to be addressed, and will be monitored by the teaching team and principal.
  2. If the student is not retained, the student's support plan is adjusted as needed and continued to be monitored by the teaching team and principal.
4. The family is provided written notice of the decision within three business days.
5. The family may appeal the decision to the Head of School within five business days, who will review the data and provide a final decision within ten business days.
8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.  
N/A
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?

Please see complete and integrated answer to these questions under Option B, below.

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?

## OVERVIEW

**ITDS commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of "seat time" per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.**

**ITDS will follow the following policies:**

- **DC PCSB: Attendance must be taken for every student on every instructional day.**
- **OSSE: Broadly, D.C. Code §38-201, et. seq. makes education for any child between the age of 5 and 18 compulsory, requires schools to take, collect and report daily attendance, and requires referrals to other District agencies when a number of unexcused absences are reached. The response to the COVID-19 pandemic necessitates social distancing procedures that will likely be in place for the 2020-21 school year.**

## ON-SITE ATTENDANCE

**Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy, as outlined in the Student-Family Handbook.**

## VIRTUAL LEARNING ATTENDANCE OVERVIEW

**Per OSSE guidance, students will be marked present or absent using a new code for Distance Learning.**

**Based on the OSSE guidance for collecting daily student attendance for SY20-21, ITDS will be using a combination of both Google Classroom (LMS) and individual student contact/interactions/ evidence of educational engagement. Examples of different student interactions that ITDS will use during any virtual**

learning, include the following methods:

- Weekly phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- Small group online contact through class Zoom, Skype, Google Hangout, 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 daily assignments uploaded to Google Classroom (>80% 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) to Google Classroom.

**Daily Log-In:** ITDS has established that students will log-in daily to Google Classroom (LMS) using Clever (SSO). We recognize that this requirement does not take into account the amount of actual work completed by the student during the time online.

**Assigned Sessions & Tasks:** Another method ITDS will use to track attendance is assigning students to regularly participate in scheduled sessions/tasks on both a daily or weekly basis. If a student completes/participates in at least 80% of the tasks during the specified amount of time, he or she is considered in attendance. Tasks may include, but are not limited to those described as student interactions above including daily/weekly phone conversations, virtual class meetings and small groups, daily postings in Google Classroom, and uploading assignments from asynchronous and/or synchronous sessions.

**Minimum Work Completion:** The third method ITDS aims to capture student attendance is directly tied to what the student accomplishes and/or produces over a given period of time. The assignments completed will help to serve as evidence that a student has been in attendance, and if no work is produced, then a student is not considered to be in attendance. The timeline established for completion of work is critical as some students may require more/less time to complete assignments.

All three of the above methods will be used by ITDS to track student attendance. Variations between the methods based on grade-bands are expected and outlined below.

## **Grade Span Considerations**

### **Preschool and Pre-kindergarten**

Classroom teachers and Assistant teachers will be responsible for tracking student attendance. Students will participate in a synchronous daily morning meeting, read aloud and small groups (assigned sessions & tasks). Additionally, students will have opportunities for asynchronous activities, including special subjects, where students can upload work to share with teachers (minimum work completion requirements). Students will not be expected to use Google Classroom, but will sign-on to different platforms using Clever (daily log-in).

### **K-3rd**

Classroom teachers and Assistant teachers will be responsible for tracking student attendance. Students will participate in a synchronous daily morning meeting, whole group ‘mini-lessons’ and small groups (assigned sessions & tasks). Additionally, students will have opportunities for asynchronous activities, including special subjects, where students can upload work to share with teachers (minimum work completion requirements). Students will be expected to use Google Classroom (including posting), and sign-on using Clever (daily log-in).

### **4th-8th Grade (with multiple teachers)**

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

Each content area teacher and Assistant teacher (grade 4 only) will be responsible for tracking student attendance. Students will participate in a synchronous daily morning meeting, whole group ‘mini-lessons’ and small groups (assigned sessions & tasks). Additionally, students will have opportunities for asynchronous activities, including special subjects, where students can upload work to share with teachers (minimum work completion requirements). Students will be expected to use Google Classroom (including posting), and sign-on using Clever (daily log-in).

### Attendance Monitoring and Reporting

ITDS will take the following steps to track student attendance:

- During in-person learning, teachers responsible for daily attendance will follow existing attendance protocols.
- During virtual learning, teachers will take attendance in Powerschool at the close of every synchronous class period.
- During virtual learning, teachers will take attendance in Powerschool by 4:00 PM for asynchronous learning periods.

ITDS will take the following actions to address absences:

- Operations Team will contact families by email by 11 AM when a student has not been marked present in any learning block until that time.
- By the end of the day, teachers will contact absent students and families by email and/or phone to determine reason for absence and determine what is needed to ensure future attendance. Teacher will email the division principal by the end of the day.
- Culture & Access Team and Division Principals will follow-up with frequently absent students and develop an attendance plan in collaboration with the family.
- Students who meet the definition of chronically absent will be reported to Child and Family Services, as required by law.

### Attendance Policy

Category	On-site	Virtual-Synchronous	Virtual-Asynchronous
Present	Student who arrives at school prior to 9am.	Student log-on to Clever (SSO) and uses Google Classroom (LMS), along with other platforms in order to actively participate in at least 80% assigned learning activities.	Student log-on to Clever (SSO) and uses Google Classroom (LMS) to fully or partially complete at least 80% of the day’s assignments.  Additionally, a documented student response to contact(s)

Additionally, a documented student response to contact(s) from a community leader, engagement specialist, and/or content teacher.

from a community leader, engagement specialist, and/or content teacher.  
Daily log-in, participation in assigned sessions and tasks, as well as work completion

Daily log-in, participation in assigned sessions and tasks, as well as work completion requirements all help to accurately capture student attendance during virtual learning. Student interaction examples provided above fall into these categories as well.

**Tardy**      **Students who arrive after 9:00am**

N/A

N/A

**Absent**

**Student is not at school during the school day**

Student does not attend any of the assigned sessions, or complete any of the remote student interactions.

Student does not log-on to Clever (SSO) & Google Classroom (LMS). Additionally, student does not produce evidence that assignments are partially complete and/or is unresponsive to teacher contact.

To keep students and families engaged, teachers will provide students and families with regular learning schedules with deadlines and times of synchronous and asynchronous learning periods prior to the start of each week of instruction.

When all students at ITDS are engaged in virtual learning, Google Classroom (LMS), along with other Google suite applications such as the calendar will allow students and families to see assigned tasks and sessions (both asynchronous and synchronous). Families with multiple students can receive support if requested from a member of the Culture & Access Team in order to help coordinate and organize each of the schedules.

Additionally, families will:

- be contacted by a member of the Operations team by 11am when a student has not been marked present in any learning block.
- be contacted by a student’s teacher when a student is marked absent in an effort to help support the student during virtual learning.

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?

Attendance will be taken in PowerSchool throughout the day. Clever analytics can verify student activity in various learning applications. The school will log all contacts with a student and family using Powerschool log



entries. Google Classroom will provide documentation and archival evidence of completed work. For students who are marked “absent”, the school’s in-person attendance policy will be followed for reporting requirements and attendance verification.

## **Whole Student Support**

### **A. Student Support**

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

**This Whole 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.**

#### **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 Google Classroom where students can submit or read messages.
- **Breakout Room** - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.
- **Office Hours** - Set period of time when a teacher is logged into a video platform and is available for students to log in and speak to the teacher directly
- **Teacher-Student Check-in** - Pre-scheduled time when Teacher and Student have one-to-one conversation
- **Single Sign-On (SSO)**: an authentication system that allows a user to log in with a single ID and password to any of several related, yet independent, software systems.; for ITDS, this is Clever
- **Learning Management System (LMS)** - a software application or web-based technology that is used to plan, implement, communicate, and organize or manage instruction and instructional activities and expectations; at ITDS, this is Google Classroom
- **Learning platforms and applications** - websites that offer students specific learning activities or assessments
- **Student Information System (SIS)** - a database of student information (i.e. contact information, attendance, schedules, grades); at ITDS this is PowerSchool

#### **Expectations for Student Behavior & Engagement**

**Expected behavior for students who are learning remotely are similar to those for the physical school community. Students 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 students have a safe, high quality learning experience while outside of the school building.**

#### **ITDS Student Behavior & Engagement Plan**

**Communication and Student Engagement          Students will:**

- participate in all synchronous learning lessons and meetings. Students or a parent/guardian should notify the teacher if the student cannot attend.
- communicate respectfully with their classmates and their teacher(s) while in class meetings, breakout rooms and private/public chat windows and discussion boards.
- follow all classroom and school expectations for using audio and video during classroom meeting times.
- mute their microphones when they are not speaking and while others are speaking.
- refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.
- follow the same rules for whole group class meetings while in breakout rooms.
- return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.
- report to classroom meetings on time and remain in classroom meetings until dismissed by the teacher.
- not post any private information for themselves or others such as addresses, phone numbers or passwords.
- refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.
- report all instances of cyberbullying to school staff immediately.

**Students will:**

**Logging-On to Technology**

- keep their username and passwords in a safe place and must not share them with other students.
- log on to all technology, including platforms such as Google Classroom & Clever, using their own log-in information.
- not share links to Zoom, Google Hangout, or other online learning sessions with anyone except another student or parent/guardian.

**Students will:**

**Student Work**

- contact their teacher if they need additional time to complete assignments.
- submit their own work and provide citations for work created by others.
- communicate with their teacher(s) via email or phone if they have questions or require any technical support.

**Students will:**

**Taking Care of Physical Equipment**

- treat all school and personal electronic devices with care.
- keep food and drinks away from the equipment.
- keep devices out of extremely cold or hot areas.
- hold and carry computers properly.
- report any damage to school equipment as soon as possible.
- wipe down their school electronic device at the beginning and end of each day.

**Student Support**

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

- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons. This includes a daily Morning Meeting or advisory and Closing Circle
- Teachers will have at least one one-to-one check-in with every student each week.
- Daily lessons and activities will be sure to include peer-to-peer interactions with students who have chosen 100% virtual instruction.
- Teachers and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- The Culture & Access Team will administer the DESSA assessment tool to identify specific social-emotional needs of individual students. The team will then plan individualized support interventions.
- The Culture & Access Team will provide weekly, optional, synchronous or asynchronous videos and lessons for students.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The Culture & Access Team will create tele-health options for students to call and schedule sessions with school counselors.
- The Culture & Access Team will make referrals to neighborhood Family and Support Collaboratives for families in need of additional social-emotional and mental health support.
- The Culture & Access Team, in concert with classroom teachers, will monitor student engagement in virtual learning and provide additional office hours to support students.
- The school mental health team will provide office hours and workshops for parents to discuss strategies and provide support for social-emotional and mental health needs.
- The school mental health team will provide grade level specific Tier 1 mental health support sessions synchronous or asynchronous.

### **Learning Loss and Recovery**

ITDS is assessing student learning loss and implementing academic interventions through the use of structured and targeted one-on-one and small group interventions, which have been built into the schedule at all grade levels. In addition to the dedicated 45 minute “intervention block” found in the daily schedules of students in grades K-8, the primary instructional focus of each Wednesday afternoon's "intervention block" is targeted small groups or 1:1 academic or social-interventions.

Using our Student Success Team (SST) protocol, ITDS will administer diagnostic tests to students in the first weeks of school using I-Ready. Based on the scores, our school interventionists and teachers will create and implement a schedule of targeted, research-based interventions to address identified gaps in student academic progress; these interventions will happen within the structures set up in the daily schedule that have built-in intervention blocks.

Ongoing diagnostic assessment will be conducted regularly and interventions will be adjusted as normal.

In addition to dedicated intervention blocks aimed at addressing academic learning loss, ITDS completed a trimester 3 pacing guide review and standards prioritization over the summer. The trimester 3 pacing review focused on identifying key standards that were slated to be covered during distance learning in spring of 2020. The task of standards prioritization helped to better align pacing for SY20-21. By both flagging standards from the spring and identifying areas of priority for this academic year, the instructional team was able to make some adjustments to our trimester pacing guides which increase time for tier 1 reteach/review of previous grade material.

Overall, ITDS' strategy is to implement Multi-Tiered System of Supports (MTSS) tiers to address learning loss from spring 2020, as well as a means to support all students throughout virtual learning. MTSS tiers allow for a seamless integration of academic, behavior, and social-emotional focus and therefore serve as a foundation for our instructional plan. The plans for both 100% virtual and hybrid learning include dedicated times for both 2A and 2B supports that do not supplant tier 1 instruction, but support it.

Who?	How will learning loss & recovery happen?
Tier 1	Synchronous & asynchronous instruction for all students via whole group, small group or 1-on-1 focused on prioritized standards, scheduled intervention/enrichment blocks focused on specific content determined by assessment data
Tier 2A	Targeted synchronous instruction in small groups or 1-0n-1 based on assessment data provided by the lead teacher. This will be in addition to Tier 1 instruction.
Tier 2B	Targeted synchronous instruction either in small groups or 1-on-1 provided by an Instructional Specialist (interventionist). Instruction will happen 'outside' of the classroom- meaning a student will not miss Tier 1 instruction in the supported subject area. Additionally, targeted goals will be developed by the Instructional Specialist with input from the classroom teacher.
Tier 3	See Special Populations Section

## 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.*

### **Monitoring of Student Behavior**

- **Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.**
- **Administrators will pop-in frequently to observe classroom meetings.**
- **Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.**
- **School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.**
- **Teachers will employ a modified ladder of responses for synchronous sessions including non-verbal/private warnings via chat or signal, verbal warnings, reflections, and referrals to the Culture & Access team.**
- **Teachers will utilize Responsive Classroom and Restorative Justice practices when monitoring and redirecting student behavior.**
- **Staff members will be responsible for supporting students and families with navigating the Google Classroom and will be available to provide students with technical support.**
- **School staff will continue to track student participation and engagement with Google Classroom (LMS) and Clever (SSO) according to the policies outlined in the Family/Student Handbook. .**
- **Grades/attendance will be reported to families as per the Family/Student Handbook.**
- **Teachers will communicate concerns with families by phone or email.**
- **Members of the Culture & Access team will review current Behavior Intervention Plans and modify them for virtual learning, as needed.**

### **Communication with Families**

**Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via Google Classroom. School staff will immediately communicate with students and families when students are not meeting expectations for virtual learning.**

**Members of the Culture & Access Team, as well as division principals will work with families who have multiple students attending to create a family schedule.**

<b>Incident of non-engagement</b>	<b>Intervention</b>
<b>Inconsistent engagement during the week</b>	<b>Teacher communicates with the family directly</b>
<b>PreS-4: First or second full week of non-engagement</b>	<b>Formal letter sent to family signed by school principal providing reminders of attendance policy and pursuant interventions should the student fail to full engage with instruction.</b>
<b>5th-8th: First or second incident of non-engagement per half week</b>	

<b>PreS-4: Third or fourth full week of non-engagement (cumulative)</b>	<b>Formal letter and personal phone call from Principal or Culture and Access team member</b>
<b>5th-8th: Third or fourth incident of non-engagement per half week (cumulative)</b>	<b>Assignment of supervised Study Hours with Culture and Access team member</b>
<b>PreS-4: Fifth or more full week of non-engagement (cumulative) or Missed mandatory study hour</b>	<b>Formal letter and personal phone call from Principal or Culture and Access team member. In person visit from Culture and Access team member</b>
<b>5th-8th: Fifth or more incident of non-engagement per half week (cumulative) or Missed mandatory study hour</b>	<b>Creation of an attendance contract including mandatory study hours</b>
	<b>Possible referral to CFSA</b>

### **Alternatives to Virtual Learning**

**School staff may limit or restrict aspects of students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for virtual learning. Parents/guardians will be immediately notified about any changes to students' access to Google Classroom by email and phone.**

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

- **School staff will remind students of expectations for virtual learning.**
- **School staff will conference with families about school expectations not being met and create a virtual learning contract with expectations, incentives, and consequences.**
- **Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.**
- **Teachers may temporarily limit students' ability to post content on Google Classroom chat on discussion boards.**
- **If these interventions are not successful in changing a student's behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.**
- **School staff may also refer the students to 1:1 or small group synchronous learning opportunities with members of the Culture and Access Team in lieu of whole class lessons with the classroom teacher.**

**If students use Google Classroom inappropriately, such as share their username/passwords, intentionally misuse Google Classroom or log- in as another user:**

- **School staff will remind students of expectations for virtual learning.**
- **School staff will conference with families about school expectations not being met and create a virtual learning contract with expectations, incentives, and consequences.**
- **School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.**
- **School staff may also refer the students to 1:1 or small group synchronous learning opportunities with**

members of the Culture and Access Team in lieu of whole class lessons with the classroom teacher.

If students engage in cyberbullying or display/share inappropriate images on Google Classroom or via email:

- School staff will immediately report the incident to the Director of Culture and Equity who will conduct a bullying investigation with appeals being sent to members of the school's leadership team.
- School staff will conference with families about school expectations not being met and create a virtual learning contract with expectations, incentives, and consequences.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.
- School staff may also refer the students to 1:1 or small group synchronous learning opportunities with members of the Culture and Access Team in lieu of whole class lessons with the classroom teacher.

### 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](#).*

This submission is a narrative to demonstrate how Inspired Teaching Demonstration PCS (ITDS) will meet the educational and social-emotional needs of students with disabilities and English learners.

ITDS spent time assessing what worked and what did not work to meet the educational and social-emotional needs of students with disabilities and English learners during virtual learning in spring 2020. It is important to note that this is not a policy or plan but a narrative, a direct response to each of the following statements in order to demonstrate our plans and processes aimed at staying in compliance with IDEA.

#### **IDEA Timelines- Family Collaboration and Documentation**

ITDS communicates frequently with families via their preferred methods, including video conference, telephone conference, email, and text messages. ITDS maintained 100% compliance with annual IEP review timelines in Spring 2020, and anticipates being able to continue that record through advance planning and

collaboration with families and service providers to ensure all meetings are scheduled 30 days in advance of the due date. ITDS has worked with families to determine mutually agreed upon timelines for initial referrals that were impacted by the COVID-19 school closure and the Mayor's stay-at-home order. Once that order was lifted, the school resumed special education evaluations in the building, following CDC guidance to maintain student and provider safety. As a result, all current initial eligibility referrals will be completed prior to the start of the 2020-2021 school year. ITDS will continue to conduct evaluations under IDEA within standard timelines (90 days from referral and 60 days from consent) for all families that agree to in-person evaluation. Families will continue to have the option to refuse in-person evaluation and services. In these circumstances, the IEP team will determine a mutually agreeable timeline based on health information available at the time. In select cases where trained providers are available and assessment publishers have approved electronic assessment, IEP teams may agree to electronic administration if the family declines in-person evaluation.

### **Families with Disabilities**

ITDS will conduct a needs assessment to determine the needs of families, and to identify appropriate modifications or accommodations to promote equal access to learning platforms and communication. These may include, but are not limited to, closed-captioning, speech-to-text and text-to-speech technology and browser extensions. ITDS will ensure training for all general education staff in how to accommodate families with disabilities based on the results of the needs assessment. ITDS will also engage in continuing conversations with those families to determine the efficacy and sufficiency of accommodations. The point of contact for families with disabilities will be the Director of ITDS' Culture & Access team.

### **Related Services**

ITDS will continue to deliver related services virtually in the virtual model, as well as when appropriate for hybrid instruction. In Spring 2020, our Physical Therapy provider was unable to deliver that service remotely. In the best interest of students, ITDS has changed to a different Physical Therapist with training and experience in delivering virtual services. On a case-by-case basis where virtual services are deemed ineffective for a particular student, the IEP team may determine that services should be delivered 1:1 at school or in the home setting, following CDC guidance, contingent upon family agreement. Related services will continue to be provided at the frequency and duration listed in each IEP, unless a family requests a modified schedule.

### **Parent Training-Related Services**

Related service providers communicate directly with families regarding planned lessons and activities, and answer questions regarding skills being addressed. ITDS also considers Parent Counseling & Training as an IEP Related Service where necessary and appropriate, to ensure families have sufficient knowledge and training to support implementation of the student's IEP in a virtual model. Parents will have access to staff for support in:

- How to use all instructional platforms
- Role of a supervising or supporting adult, and how to support the student's needs in accessing instructional sessions
- Building independence
- Scaffolding and prompting

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



- **Identifying for instructional staff when lessons feel too difficult or too easy for the student**

## **Recovery Services**

**ITDS has implemented intervention blocks throughout the week to ensure sufficient time for recovery services during the school week that will not impact access to live general education instruction. Recovery services will include, but are not limited to ESSA-approved instructional platforms, asynchronous videos with aligned activities, and live direct instruction with an Interventionist and Instructional Specialist. ITDS will also work with families in order to determine accessible times and formats for delivery of recovery services.**

**All students with IEPs will also have a compensatory education meeting during the 2020-2021 school year to determine whether planned and implemented recovery services are sufficient to address, or if compensatory education is needed based on progress during Spring 2020 virtual learning.**

## **Assessment**

**ITDS has continued to assess student progress throughout virtual learning. Methods include, but are not limited to, iReady, curriculum-based assessments, intervention-embedded assessments and benchmarks, running records, fluency records, and review of student work samples.**

## **Recovery Services- Students in care of DC & Homelessness**

**Currently, ITDS is not aware of any students who are in the care of the District of Columbia. Families who are experiencing homelessness are referred to the school's Social Worker as the McKinney-Vento liaison. Families can be referred via new student registration for initial identification or via a form completed by the family or other staff member submitted directly to the social worker. The school social worker provides continuous support to those families in need and provides case-by-case interventions and resources. Our Social Worker will work with families in order to determine accessible times and formats to ensure the delivery of 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.**

**ITDS implements EL services through push-in and pull-out services, as well as accommodation of materials. The EL Teacher will collaborate with general education teachers and, where applicable, special education case managers to ensure reading, writing, listening, and speaking goals are addressed across in-person, virtual, and hybrid models. Direct EL services will continue to be provided in the virtual learning model through the EL teacher supporting general education classes or holding live small groups or 1:1 video sessions to address goals and support grade-level vocabulary and skill development.**

## Language Goals-4 Domains

ITDS will use progress data collected during Spring 2020, in conjunction with students' most recent ACCESS or screening scores, to set language goals across the four domains. ITDS will also use grade-level and domain-specific vocabulary to ensure EL instruction allows greater access to and participation in students' general education classrooms.

## Language Instruction- 4 Domains

ITDS will use student proficiency data and progress data to determine present levels of performance absent updated ACCESS testing results. The EL teacher will then determine goals and instructional content based on grade-level standards and curriculum. For example, students in sixth grade may have EL speaking and writing goals related to argumentative essay concepts and vocabulary, with direct support provided in Humanities classes in order to ensure generalization of skills.

## EL Academic Goals

ITDS will provide EL students access to academic content by grade and proficiency level by using baseline and benchmark data to support appropriate instructional accommodations in the classroom, as well as modifications or accommodations to grade-level text and assignments (examples: word banks, language dictionaries, previewing vocabulary). The EL teacher will directly support students and teachers to promote access and progress in academic content.

## 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.

ITDS is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations. ITDS will provide all students and staff with the necessary technology equipment, software, and training to fully participate in its virtual learning program, as outlined below.

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. ITDS is committed to equitable access to technology resources necessary for learning for all students, as well as to student online safety and responsible use of school hardware and software. Students (and where applicable, their families) must sign and submit a Student Technology Acceptable Use and Safety form.

Beyond defining ITDS' general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a School ReOpening Technology Plan is in place. It includes

policies and procedures pertaining to hardware, software, training, internet access, and data security.

## **EQUIPMENT**

### **Assessing Need**

All families will complete a Technology Needs Survey prior to the re-opening of school. Within this survey families will indicate:

- Number of devices needed from the school to ensure each student has a dedicated device (that is not a phone or mobile device) at home
- Request for support to ensure internet availability at home

Prior to the opening of school, ITDS technology staff will review and assess all school-owned computers (staff laptops and student Chromebooks) to ensure that they are in working order. Staff will also confirm that we have a sufficient number to meet the needs indicated in the family survey and to maintain a supply of replacement devices. Additional devices will be purchased, if needed.

### **Distribution**

Prior to ITDS' re-opening, families will be provided with a schedule to come to the building to pick-up all Educational Materials, including needed Chromebooks. Families will complete a Technology Use Agreement and Chromebooks will be distributed to meet all family needs; the Chromebook's identifying number will be recorded. If it is not possible for a family to come in-person, school staff will make arrangements for materials and technology to be delivered to their home.

Staff will be issued laptops as in previous years.

### **Repair & Replacement**

If a student experiences a problem with a school-issued Chromebook, the following options will be available:

- Tech staff/support available to troubleshoot via email, phone, or in-person; preference will be virtual support to troubleshoot the problem, but in-person may be required if the problem is not solvable from a distance
- If not solvable via distance tech support, family will be asked to bring the device to school; if coming to school is not possible, arrangements will be made to pick-up the device
- Tech staff will attempt to solve the problem with the original device, but an inventory of additional devices will be available if the problem cannot be solved quickly

## **SOFTWARE**

### **Assessing Need**

During the summer, based on feedback from students, families and teachers, along with our instructional plan, staff worked to determine the learning platforms and applications that will best support our virtual learning program. Accounts are in the process of being purchased and set up so they are ready for staff and students when school begins. Professional development on each of the platforms and applications for both

staff and families is being planned.

**Planned learning platforms & apps:**

**Platform & Apps    Grades**

**Clever                    Preschool-8th**

**Google Classroom   K-8th**

**Seesaw for Schools   Preschool-8th**

**EdPuzzle               1st-8th**

**Overdrive              PreK-8th**

**Epic!                    PreK-5th**

**Flipgrid                Preschool-2nd**

**Freckle                 K-8th**

**Eureka-Affirm        K-8th**

**NearPod               3rd-8th**

**iReady                 K-8th**

**Distribution & Access**

School staff will ensure access to pieces of technology and platforms through assigned logins and passwords. Appropriate security settings will be established to limit access to outside parties.

The schools technology staff will safeguard student logins, passwords, and account information. Staff will also be able to reset passwords, as needed.

Should there be a malfunction with any of the platforms or applications, school technology staff will troubleshoot and work to resolve as soon as the problem is identified.

**INTERNET**

**Ensuring Connectivity**

Based on the family survey results, any family that indicates the need for support with connectivity will be contacted directly by school staff. School staff will then support the family with one of the following options:

- Support with understanding what is needed and how to get it
- Suggested resources such as Comcast Essentials or T-Mobile options
- Connect the family to offerings from Octo and its citywide process for ensuring connectivity
- Provide the family with a mobile hotspot

In the event of a temporary internet outage at a student's home, ITDS' LMS (Google Classroom) and SSO (Clever) are accessible via mobile devices, such as a smartphone; students will be able to communicate the circumstance to their teachers, and teachers will make provisions for students to access and make-up any missed work that requires an internet connection.

### **Safeguards for Use & Personally Identifiable Information (PII)**

The Internet allows for access to information 24 hours a day, 7 days a week. Online capabilities provides our students access to countless resources, but also supports our virtual learning program, which includes collaboration between classes and students. We recognize that the benefits of the internet also come with potential threats to student safety that we must proactively work to mitigate.

ITDS has spent time this summer reviewing our existing technology policies in order to include additional information, policies and procedures to account for the increase in time students will be spending online. Below are examples of how we are working to provide safeguards focused on student use and personally identifiable information (PII).

**ITDS Technology Agreement:** Before students are provided school-based technology, including the ability to log-on to Google Classroom (LMS) and Clever (SSO), students and families must read and sign our Technology Agreement, which serves as our responsible use policy (RUP). Our Technology Agreement outlines the terms of responsible use and consequences for misuse of both school provided hardware, software and accounts.

Excerpts of language from our Technology Agreement:

#### **Inappropriate Content**

- Inappropriate content will not be allowed on Computers
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols, or pictures will result in disciplinary action.
- You will be charged for replacement parts if plastic parts are damaged beyond repair and care instructions have not been followed.

#### **Deleting Files**

- Do not delete any folders or files that you did not create or that you do not recognize. Deletion of certain files will result in computer failure, will interfere with your ability to complete class work and may affect your grades.

#### **No Loaning or Borrowing Computers**

- Do not loan computers to other students.
- Do not borrow a computer from another student.

- Do not share passwords or user names.

### **Music, Video Games, or Programs**

- Music, videos, and games may not be downloaded or streamed over the Internet. This may be a violation of copyright laws. The only exceptions are involving assigned work from a teacher who has pre-requested clearance from the school's Operations team.
- Illegal downloading and distribution of copyrighted works are serious offenses that carry with them the risk of substantial monetary damages and, in some cases, criminal prosecution.
- Copyright infringement also violates the ITDS Internet agreement, and could lead to limitation or suspension of your Internet use and services.
- Your computer will either be confiscated or locked down to basic use only if you are found with illegally downloaded or distributed files on your device.

**Filtering and Blocking Content:** In an effort to prevent students from accessing inappropriate content—either deliberately or accidentally—ITDS uses filtering and blocking software, which allows users access to only pre-approved websites. Teachers and staff help determine what sites should be blocked. Regular audits are conducted to ensure that appropriate online educational material can still be accessed and to determine if blocked sites should remain blocked. Additionally, students will not be able to download new software on school Chromebooks based on the security settings connected with their accounts. Accessing Google Classroom (LMS), Clever (SSO), the internet and all school-approved applications is only possible when a student logs on to the Chromebook with school provided credentials.

**Digital Citizenship:** Recognizing the important role that technology will continue to play in the lives of our students, ITDS has worked to integrate instructional opportunities to teach students what it means to be a responsible digital citizen as part of a broader strategy of promoting a positive school climate. Content includes, but is not limited to privacy and security, relationships and communication, cyberbullying and digital drama, digital footprints and reputation, self-image and identity, information literacy, and creative credit and copyright.

**Protecting Personally Identifiable Information:** ITDS is committed to following all aspects of FERPA and COPPA related to the protection of personally identifiable information (PII) of our students. First, our SIS (PowerSchool) will not be part of the single sign-on platform (Clever). This means that while a link to PowerSchool exists on Clever, credentials will still be required to access Powerschool. Additionally, key ITDS staff members will maintain the ability to change passwords to both Clever (SSO) and Google Classroom (LMS). Data with PII will not be emailed; initial login information may be emailed but username and/or password will be required to be changed at first login. Students will be directed to choose strong passwords that do not use parts of names, DOB, student ID numbers, etc.

## **TRAINING EXPECTATIONS & SUPPORTS**

### **Students and Families**

Most ITDS students are familiar with the use and care of school Chromebooks, as they have used them regularly during their time at ITDS. For those who are new to them, school staff will provide resource materials (via email, website, and webinar sessions) on how to use the Chromebooks. We will also have individual tech support available via phone or email. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

Throughout the time the school is offering virtual learning, we will offer Tech Support through a variety of

**mechanisms:**

- **Introductory webinar/Q&A for students and families with staff**
- **Email or phone call availability with school technology staff**
- **Database of “how-to” videos/webinars available for view on the website**
- **Centralized location of Technology FAQ**
- **Coordinated group of Tech Support Parents who make themselves available for individual support to other parents**

**Staff**

**Prior to school opening, staff will participate in comprehensive professional development and training in the virtual learning platforms and applications to be used as part of the virtual learning program. Throughout the school year, at least two staff members will be designated as Virtual Learning support staff to troubleshoot with staff and prepare and lead ongoing training in virtual teaching and learning.**

#### **LIMITATIONS ON SCHOOL PROVIDED DEVICES**

**If a student’s assigned computer is damaged, lost, or stolen, depending on the circumstances, a family may be responsible for the reasonable cost of repair or for its fair market value on the date of loss. The damage, loss or theft of a school computer must be reported immediately to ITDS staff, no later than the next school day after the occurrence.**

**Computers should only be used by the assigned student. By providing access to only approved websites and approved software/applications, the usefulness of the technology to non-students is limited.**

#### **Family Engagement Policy**

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

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

**This policy will describe how Inspired Teaching Demonstration PCS (ITDS) will partner and communicate with families about continuous learning and school operations.**

**This policy articulates how ITDS 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 SCHOOL-WIDE COMMUNICATION**

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

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated through direct outreach to families via email, text, and/or robocall, and posted on our website and social media platforms.

### **Website**

The ITDS website 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. Additionally, the website will host a dedicated section that provides families with information and resources relevant to the Virtual Learning program. The ITDS website includes the following types of information:

- **Contact Information:** Students and families will be able to find all information on how to contact school administration and staff.
- **Family Resources:** Families will be able to find the Family/Student Handbook, school enrollment and registration details, links to virtual learning resources and additional materials to support families, such as social services resources.
- **Food Programs:** In accordance to OSSE guidelines, all required information about our food program will be available to families on a monthly basis.
- **Family Portal:** The portal hosts information about the Virtual Learning program, school information and policies, school lunch, out of school time programs, and other family resources.
- **Staff Portal:** The portal hosts important materials, including but not limited to human resources, instructional/tech resources, and school forms/documents.
- **Virtual Learning:** A link to Clever will be available for students and families to access all components of the Virtual Learning program, including access to Google Classroom, learning applications, and PowerSchool for grades and report cards.

### **Social Media**

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

### **Direct to Family**



**ITDS will connect with families directly through email, text, and/or robocalls to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school at least once a week. This communication may come from the classroom teacher(s), the Principals, the Chief Operating Officer, or the Head of School.**

## **FAMILY ENGAGEMENT IN CONTINUOUS LEARNING**

**ITDS 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.**

**Since SY20-21 will begin virtually for all students at ITDS, we will host all of our August orientations for new students and families as well as our Back to School Night and Meet Your Teacher through a virtual format. During orientations, Back to School Night and Meet Your Teacher, students and families will have the opportunity to learn more about the upcoming school year, including expectations around virtual learning and how teachers will spend the first 6-weeks of school working with students to build positive relationships and ensure a strong classroom community.**

### **Trainings**

**Prior to school opening in August, and regularly through the academic year, ITDS will provide virtual and, if possible, in-person training to support families in navigating our Continuous Learning and School Recovery Plan, with strong focus on all aspects of virtual learning. These trainings will include, but are not limited to:**

- **Troubleshooting your device at home**
- **Accessing ITDS' virtual learning platform and materials; and**
- **Navigating Google Classroom**

**Throughout the time the school is offering virtual learning, we will offer Tech Support through a variety of mechanisms:**

- **Introductory webinar/Q&A for students and families with staff**
- **Email or phone call availability with school technology staff**
- **Database of "how-to" videos/webinars available for view on the website**
- **Centralized location of Technology FAQ**
- **Coordinated group of Tech Support Parents who make themselves available for individual support to other parents**

**Additionally, ITDS will offer families trainings on a variety of subject areas in order to best support student learning while at home. Examples of trainings include, but are not limited to:**

- **Role of a supervising or supporting adult, and how to support the student's needs in accessing instructional sessions**

- **Building independence**
- **Supporting social-emotional learning**
- **Scaffolding and prompting**
- **What to do when lessons feel too difficult or too easy for the student**
- **Considerations when children feel overwhelmed or unable to engage with teaching and learning**

### **Continual Improvement**

Throughout virtual learning, and at the scheduled time of progress reports and report cards, ITDS will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of our Continuous Learning and School Recovery Plan. Additionally, ITDS will continue to host Collaborative Conversations throughout the year with community members in an effort to gather feedback and work together in an effort to maximize the learning experiences for all students.

For specifics around feedback pertaining to student work, both formally and informally, please see the section on our [Instructional Delivery Plan](#).

### **Resources**

ITDS will make available to families a bank of resources to support their students at home. This will include:

- **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.**
- **Dynamic FAQ available on the website; includes link to a form if “My question has not been answered”**

### **CORONAVIRUS PREVENTION COMMUNICATION**

The continuous learning plan will enable seamless transitions between in-person and virtual learning modalities. Given the continued community spread of coronavirus and the increased risk to 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 exposure and 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, Kate Keplinger (Chief Operations Officer), within 24 hours of exposure or a household member’s diagnosis.

### **Trainings**

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

**As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on our [website](#).**

## 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:** Inspired Teaching Demonstration Public Charter School

**LEA Leader Name:** Deborah Dantzler Williams

**Date:** 10-05-2020 10:27 AM