

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

LEA Name: KIPP DC PCS

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LEA Type: Pre-K ; Elementary ; Middle School ; High School

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Background and Purpose

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

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

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

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

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

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

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)?

KIPP DC will comply with all guidance provided by the Centers for Disease Control and the DC Department of Health. As of September 3, KIPP DC will engage students in virtual learning through at least the end of our first academic term, October 23rd. Between now and October 23rd, KIPP DC is exploring the possibility of offering limited in-person instruction to students and families in small numbers. This in-person instruction would be one day per week, staffed by teachers who opt in to the program, and for students whose parents or guardians elect this option. At the earliest, this program would begin September 16th.

KIPP DC will follow a robust set of safety procedures, health practices, and provide accommodations, all of which are aligned with guidelines from the Center for Disease Control and Prevention (CDC), DC Health, and Mayor Bowser's Reopen DC plan. KIPP DC has implemented an extensive set of health and safety protocols to support our school community. Professional development and support for this program will be provided before the program begins, and will include COVID-related safety procedures, engagement strategies conducive for social distancing, and more. Based on both the capacity of teachers and demand from families, we will develop a program model and training plan as appropriate.

KIPP DC is committed to strict cleaning and sanitation plans in line with guidance from the DC Department of Health and the Centers for Disease Control. All campuses will receive a thorough cleaning and disinfection daily including the cleaning of high-contact surfaces. In addition to thorough cleanings each day, all KIPP DC buildings will receive a deep cleaning weekly using the Clorox Total 360 System. KIPP DC will ensure that all soap, paper towel, and sanitizer stations are adequately stocked daily. Common spaces like gymnasiums, cafeterias, and building entrances and exits will feature sanitizing stations for all staff and students to use. Each classroom will also receive a cleaning supply kit including hand cleaning supplies, spray disinfectant, and wipes.

Cleaning staff will provide a timestamped cleaning log for select spaces and all staff will be able to review this log for common spaces and classrooms. A daily cleaning checklist will be confirmed by the operations team each day. School leaders and staff will have clearly defined responsibilities regarding cleaning. KIPP DC will use common checklists so that students, staff, and families have a transparent understanding of cleaning practices, frequency, and whether specific tasks have been completed. Examples of those checklists are attached.

Prior to opening any buildings or classrooms to students, KIPP DC will test ventilation systems to ensure that they operate properly and will take steps to increase the circulation of outdoor air as much as possible. For example, windows and doors will be left open more regularly when it is safe and possible to do so. Water systems will be flushed regularly to clear out stagnant water and minimize the risk of waterborne illnesses.

If a student leaves school with COVID-19 symptoms, KIPP DC will clean and disinfect their classroom before the end of the school day. Additionally, any areas used by that student will not be in use by other students until the area is disinfected. If a student or staff member who has recently been in a KIPP DC building tests positive for COVID-19, consistent with OSSE's Health and Safety Guidance for Schools (updated July 6), KIPP DC will notify DC Health, notify families and staff, and take the following steps to clean, sanitize, and

disinfect applicable spaces:

- **If seven days or fewer have passed since the person who is sick used the facility, KIPP DC will follow these steps:**
 - **Close off areas used by the person who is sick.**
 - **Open outside doors and windows to increase air circulation in the areas.**
 - **Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.**
 - **Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.**
- **If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.**

When students are attending school in person, they will be subject to a health screen before entering the building. Health screens will involve a temperature check, screening questions, and a visual inspection. A similar screening process will be conducted for staff. No student or staff member will be permitted to enter the building unless they pass the screening.

KIPP DC students will use their own materials whenever possible. In all grades, students will have individualized materials that will be stored in an individual container with that student's name on it. Only that student will use those materials. In ECE classrooms, students may need to share materials as part of pretend play. When students are sharing materials in this way, toys and materials will be stored in a separate bin after play and those items will be cleaned and sanitized daily. KIPP DC does not use cots for students. For nap mats, these will be cleaned daily after use.

KIPP DC students will have the opportunity to play outside during the limited in-person instructional time that is planned to occur once per week. Students will only play at the same time as their class, which will be limited to 12 or less people. Teachers will instruct students how to maintain six feet of distance between them while playing and will encourage and expect students to maintain this distance to the best of their ability. Students will not mix with other groups of students on the playground. Small toys and balls will be removed from the playground. If students will be playing with toys outside, each student will receive their own toy to play with, that will be brought outside and cleaned after each group use. Playgrounds will be cleaned and disinfected daily.

KIPP DC will clean and disinfect health suites daily. KIPP DC will also have a well-ventilated space on each campus to isolate sick individuals until they are able to leave school. We are also hiring a trained EMT to provide support for students who need to be evaluated for COVID-19 symptoms or who need to potentially be dismissed from school. Only one person will be isolated in this space at a time. This space will be cleaned after use and at least daily if not in use. For students receiving nebulized medication, this medication will be administered in an empty room or outside in order to limit the spread of aerosols.

Additional information about KIPP DC's efforts to maintain a safe learning environment can be found in the attached Safety and Support Playbook and in the attached COVID-19 Student and Parent Handbook Supplement.

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

KIPP DC will comply with all DC Department of Health guidelines regarding physical changes to spaces. KIPP DC will modify facilities to support an operating status across multiple phases of re-opening. Depending

on public health guidance, KIPP DC will limit the number of students who can enter a given building or classroom so that appropriate social distancing can be maintained. KIPP DC is modifying and upgrading ventilation, HVAC, and filtration systems. KIPP DC will use UV-C lights to kill viruses among other measures. In addition, ventilation systems will admit more air from the outside to increase ventilation and limit stale air within a room. KIPP DC has identified and is upgrading pull-out and resource spaces to accommodate students who would normally be together in an individual classroom. KIPP DC has designated an area for students, staff, or teachers who are exhibiting symptoms to be kept separate from others and from areas used for routine healthcare. At each campus, there is also a designated area for safe and secure storage of PPE. Communal-use spaces such as staff work rooms and the cafeteria will be closed or only to limited numbers of people at limited times.

As mentioned above, KIPP DC is planning to offer limited in-person instruction to groups of students who opt in for this instruction. This in-person instruction would take place once per week on Wednesdays for approximately four hours per day. Physical changes to classrooms have already been made in preparation for this in-person instruction. Desks are set up in classrooms to allow for a minimum of six feet of distance between students at each desk. Furniture has also been removed when necessary to space desks in this way. Desks have also been clearly labeled to ensure that teachers and other staff know where they should be placed in the classroom in case they are moved. There are directional arrows and social distance markers placed on the floor in classrooms. For classrooms that contain bathrooms, only one student will be permitted to use the bathroom at a time. For hallway bathrooms that are shared, every other bathroom stall, urinal, and sink is closed for use to allow for appropriate distance and to limit the number of students using the bathroom at any time. Sinks that have been closed have also been turned off. All sinks that will be in use will have touchless faucets. Hallway water fountains have been disabled and we are in the process of installing touchless water bottle filling stations.

Consistent with OSSE guidance, for indoor classes or activities, no more than 12 individuals will be in one group and no more than one group will be present in each classroom.

Consistent with OSSE's guidance, any person who has traveled to a high-risk state or country for non-essential activities will be required to quarantine for 14 days when returning to the District. KIPP DC will also include a question about travel to high-risk states or countries as part of the daily health screening.

All persons in KIPP DC buildings will be required to wear a face covering or mask when in the building. People will be permitted to remove masks at times and for reasons listed in OSSE's Health and Safety Guidance (e.g. when eating or drinking, by children during naptime, when a staff member is in an enclosed office and no one is permitted to enter, etc).

Additional information about KIPP DC's efforts to maintain a safe learning environment can be found in the attached Safety and Support Playbook.

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

Proper air filtration is the first line of defense against the circulation of microbes within our HVAC system. With the right conditions and proper installation, UV lights can be very effective at killing viruses, mold, and bacteria. KIPP DC is upgrading air filters to MERV 13 filters which will catch a substantial amount of small particles which can carry COVID-19. Main air handlers will be upgraded to include UV-C and bathrooms and janitor closes will be upgraded to include UV-C/HEPA Light Troffers. Additionally, KIPP DC is working closely with the The American Society of Heating, Refrigerating and Air-Conditioning Engineers and abiding by their recommendations related to COVID-19. Water systems will be flushed regularly to clear out stagnant water and minimize the risk of waterborne illnesses. Fire-rated doors will not be propped open.

Additional information about KIPP DC's efforts to maintain a safe learning environment can be found in the attached Safety and Support Playbook.

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>.

Arrival / Dismissal:

If students or members of a student's family believe they are experiencing symptoms of COVID-19, they should contact their health care provider for guidance on whether they should stay home from school. When schools are open to regular in-person instruction, students will enter school buildings in staggered blocks of time between 7:45am and 8:30am to limit student interaction. Each campus will have multiple entry and exit doors to avoid funneling all students through a single point of entry. We will create clear space delineations for student lines as students enter and exit school as well as within the school space to keep students 6 feet apart where possible (e.g., tags on the ground to identify appropriate distancing). We will have tents outside in case of inclement weather. KIPP DC will perform a daily health screen for all students entering the building including a temperature screen, questions regarding symptoms, and questions regarding close contact with individuals who have tested positive for COVID-19 or are awaiting a test. Throughout the day school staff will visually inspect students for signs of illness including flushed cheeks, rapid or difficult breathing, fatigue, or extreme fussiness (in younger children).

When schools are open to regular in-person instruction, we will have staggered dismissal times (to limit student interaction) starting at 3:30pm and ending at 4:30pm - this will be communicated to parents by schools. While this will vary by school, as an example dismissal may occur in the following way to ensure distancing and sibling pickup:

- ○ 3:30 - Sibling pickups only [coordinated via family groupings, not just siblings]
- 3:50 - Walkers
- 4:10 - Parent pick ups

Students leaving with sibling(s) will coordinate dismissal times within sibling pickup windows. Each campus will identify a location where siblings can meet while maintaining distance. Parents will not be allowed in the building during dismissal. KIPP DC will work closely with partners at MPD and our security contractor to support efficient dismissal protocols and ensure minimal congregating.

When students must be excluded or dismissed from school consistent with OSSE's guidance, KIPP DC will follow exclusion and dismissal procedures provided to families in our COVID-19 Parent and Student Handbook Supplement which is attached to this application.

Plan for Distributing Materials:

Students will be able to pick up school supplies from their own school during the first week of instruction. After this initial week, students can pick up additional or replacement supplies at campuses distributing meals. When appropriate, KIPP DC will also mail materials directly to students homes. Students will be provided with the following supplies, at a minimum, depending on their grade level:

- Early Childhood (PK-3, PK-4, Kindergarten) - Pencils, pens, chart paper, sharpie markers, post-it notes, whiteboards, dry erase markers, scissors, tape, construction paper, markers.
- Elementary (1st - 4th) - Pencils, pens, chart paper, sharpie markers, post-it notes, whiteboards, dry erase markers, scissors, tape, construction paper, markers, loose leaf paper, spiral notebook, counters,

unifix cubes, number line, hundreds chart, place value cards, play money, dice, zip lock bags for sorting.

- Middle (5th - 8th) - Pencils, pens, chart paper, sharpie markers, post-it notes, whiteboards, dry erase markers, scissors, tape, construction paper, markers, composition book, calculator, folders, tracing paper, headphones, spiral notebooks, loose leaf paper,
- High School (9th - 12th) - Paper, pencils, pencil sharpener, pens, highlighter, colored pencils, post-its, protractor, paint, poster board, subject notebook, graphing notebook, whiteboard markers.

When in-person instruction begins, KIPP DC students will use their own materials whenever possible. In all grades, students will have individualized materials that will be stored in an individual container with that student's name on it. Only that student will use those materials. In ECE classrooms, students may need to share materials as part of pretend play. When students are sharing materials in this way, toys and materials will be stored in a separate bin after play and those items will be cleaned and sanitized daily. We do not expect students to share materials in other grade bands.

Before / After Care and Extracurriculars:

We currently expect that licensed before and aftercare providers (i.e., AlphaBest and YMCA) will be able to operate at KIPP DC schools in SY20-21 when school returns to a regular, in-person schedule. We are working closely with these partners and other afterschool programming partners on what this will look like to ensure a safe and accessible program.

This includes:

- Updating MOUs/partnership agreements to include language regarding PPE usage and following OSSE and DOH guidelines.
- Sharing the list of cleaning products used by KIPP DC and requesting the same products be used.
- Ensuring KIPP DC is informed of potential exposure and actual COVID-19 cases.
- Before/aftercare will occur in large spaces such as the cafeteria, multipurpose room, gyms, if the spaces are available. Should DOH and OSSE guidance not permit more than 11 students to be supervised in large spaces, classrooms may need to be used.
- While OSSE is the agency responsible for monitoring licensed vendors, the Director of Shared Services and Enrichment will continue to monitor the licensed vendors and non-licensed after school program vendors onsite and remotely.

KIPP DC students are not participating in in-person extracurricular activities at this time. Whenever possible, we will look to partner with external providers or own staff to provide extracurricular activities to students in a virtual setting. We expect some virtual extracurricular activities to begin in mid-September. KIPP DC will continue to monitor public health guidance to determine if and when it is appropriate for in-person extracurricular programming to begin.

For athletics, KIPP DC will not engage in in-person training or athletics during our first trimester. Coaches are permitted to engage in virtual training currently. We will re-evaluated our approach by October 23rd, consistent with guidance from OSSE and the Department of Health. If training and conditioning do begin on October 23rd, social distancing guidelines will be followed, students will be required to complete a daily checklist and health screening, and the those checklists and screenings will be reviewed by KIPP DC regional staff. Should students return to school for the second trimester, KIPP DC expects athletics to resume with full practices beginning no earlier than December 14th.

Instructional Delivery Plan

Meals:

All students who attend learning in person and on campus will be served breakfast, lunch and snacks in classrooms. Students will not be served food in common spaces. Meals will be delivered to each classroom for consumption. Students will receive unitized packaged meals with plastic utensils. Students will wash hands before and after eating and will not share any materials. Staff will also wash hands before and after preparing food and after helping children eat. All trash will be disposed of in trash cans in the classroom. For students who are learning off-campus, meals will be available to pick up. Students will be able to receive up to five days of meals at three KIPP DC campuses.

PPE:

We understand that the city is considering centralizing the procurement and distribution of reliable and cost-effective PPE and cleaning supplies for all public schools – including charters and private early childhood providers – at the citywide level in order to take advantage of economies of scale. That said, KIPP DC has already paid for and received a very large PPE and cleaning supply order containing at least 4 months of supplies, including:

- 106,000 disposable masks
- 25,000 disposable clear masks
- 10,300 reusable masks for staff / students
- 200 contactless thermometers
- 2,004 gallons of disinfectant spray
- 2,085 boxes of disposable rags
- 302 gallons of soap
- 2,700 tubs of disinfectant wipes
- 1,553 gallons of pump hand sanitizer
- 263 hand sanitizer stations
- 564 gallons of hand sanitizer to refill stations
- 4,870 boxes of gloves
- 1,019 face shields
- 2,700 boxes of tissues

Staff and students will have access to PPE throughout the year, as needed, and the Operations team will safely store, inventory, disperse, and replenish PPE as needed. The team will monitor inventory levels within a reorder point of 25%.

All persons in KIPP DC buildings will be required to wear a face covering or mask when in the building. People will be permitted to remove masks at times and for reasons listed in OSSE's Health and Safety Guidance (e.g. when eating or drinking, by children during naptime, when a staff member is in an enclosed office and no one is permitted to enter, etc).

Additional information about KIPP DC's efforts to maintain a safe learning environment can be found in the attached Safety and Support Playbook.

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

KIPP DC will deliver instruction through a mix of synchronous and asynchronous methods. The amount of synchronous instruction will be higher for older students than for younger students. KIPP DC will use a number of different learning management systems and online platforms to deliver instruction. Below are more details on the methods and platforms to be used at each grade level:

- **Early Childhood (PK-3, PK-4, Kindergarten)**
 - **Platforms:** Seesaw, Zoom, EPIC, Raz Kids, ST Math, Lexia, Waterford
 - **Instructional Methods:** Our Tools of the mind curriculum is being modified for virtual and hybrid use. We also will teach foundational literacy skills directly and through our balanced literacy model.
- **Elementary (1st - 4th)**
 - **Platforms:** Nearpod, Seesaw, Zoom, EPIC, Raz Kids, ST Math, Lexia, Libby, Google Classroom
 - **Instructional Methods:** We also will teach foundational literacy skills directly and through our balanced literacy model, which includes close reading. We will teach mathematics directly using our KIPP DC common-core aligned curriculum. Students will have lessons in science, social studies and the electives.
- **Middle (5th - 8th)**
 - **Platforms:** Nearpod, Zoom, EPIC, Raz Kids, Lexia, Libby, Google Classroom, Read 180, iReady
 - **Instructional Methods:** We will teach literacy through our balanced literacy model which includes close reading. We will teach math using OUR and our own supplemental curriculum. Students will have lessons in science, social studies and the electives.
- **High School (9th - 12th)**
 - **Platforms:** Nearpod, Zoom, Google Classroom, EPIC, Achieve 3000, Libby
 - **Instructional Methods:** High school curriculum is a combination of codified curriculum (i.e. CPM for mathematics) and teacher-created curriculum. Curriculum is aligned to the CCSS and CCRS standards.

KIPP DC will deliver instruction through a mix of synchronous and asynchronous methods. The amount of synchronous instruction will be higher for older students than for younger students. The amount of time

students spend in synchronous learning activities will vary by developmental level within a grade band and will also increase over the time to meet a student's academic and developmental needs. At the beginning of the year, synchronous learning activities will emphasize individualized relationship building and support for individual students and families. Below are more details on the amount of time students will participate in distance learning by grade level each day:

- **Early Childhood (PreK3, PreK4, Kindergarten)**
 - **Synchronous: 1-2 hours**
 - **Asynchronous: 1-1.5 hours**
- **Elementary (1st - 4th)**
 - **Synchronous: 2-3 hours**
 - **Asynchronous: 1-1.5 hours**
- **Middle (5th - 8th)**
 - **Synchronous: 3-4 hours**
 - **Asynchronous: 3-4 hours**
- **High School (9th - 12th)**
 - **Synchronous: 4-4.5 hours**
 - **Asynchronous: 1.5-2.5 hours**

Teachers will spend time in training before the year begins. Training for KIPP DC staff began with a day of virtual kick-off events on July 23rd and continued through August 7th. Generally speaking, teachers were engaged in approximately four hours of synchronous training and completed four hours of asynchronous assignments. These assignments included self-reflection, reading, collaboration with colleagues, and outreach to families. KIPP DC will train all school staff in six key strands to support effective implementation of our instructional plan this year. The six strands are: (1) Culturally Responsive Practices, (2) Family & Student Engagement, (3) Teaching for Excellence, (4) Trauma-Informed Teaching Practices, (5) COVID: Strong & Safe Practices for Healthy Schools, and (6) Tech Tools for Excellent Teaching & Engagement.

Teachers will reflect on their own identities to develop self-awareness and strengthen their relationships with families and students. This skillset is especially important in a remote setting since teachers will not have consistent opportunities to see students in person. KIPP DC is partnering with the Flamboyan Foundation this year. All teachers received training in late July on how to hold affirming welcome back conversations virtually with families and students to start the year off strong. All KIPP DC teachers, as in years past, will receive training on ELA and Math content to ensure they incorporate best practices when teaching in a remote setting. Training sessions varied depending on the age of the students being served. For example, teachers in 3rd and 4th grade participated in a session on close reading for meaning and the three-day reading cycle on July 31st. KIPP DC is working closely with the Wendt Center for Loss and Healing this year to ensure that all teachers are engaging in trauma-informed practices when working closely with students. Specifically, staff participated in a training session in July on their own resilience and learned strategies to cope with their own feelings of grief, loss, or anxiety related to COVID-19 or other concerns. In order for staff members to appropriately support students, they need to be able to feel supported themselves and have tools to support their own resilience. In order to ensure safe and strong practices for all schools, teachers received training on the use of Zoom, Remind, and other technology tools to engage students in a safe and appropriate way. During the school year, teachers will participate in staff meetings and training weekly on Wednesdays.

KIPP DC is committed to providing the absolute best remote learning experience possible for students. We

are exploring and planning for a limited on-site option for students. This option will be provided to students and staff who opt in to the program and will not be mandatory. In addition to this option, KIPP DC is taking a number of steps to monitor and adjust our instructional plan. Our Instructional Leadership team meets bi-weekly to address components of our academic plan. Our school leaders meet at least twice a week in grade level bands and in whole group sessions to address components of our plan. Coaches meet with teachers weekly in content team meetings to discuss student engagement and performance. School leaders meet with their school teams and individually to evaluate, analyze, reflect, and modify instruction and student engagement. Campus directors and mental health practitioners meet weekly with leaders to ensure that the needs of students with IEPs are being met. We will continue to monitor guidance from DC Health periodically and will offer more in-person support as conditions allow. We will always follow public health guidelines to prioritize the health and safety of our staff and students.

Assessment and Promotion Policy

A. Assessment

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

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

i-Ready-Curriculum Associates ; Reading Inventory (RI) ; Other (identify vendor)

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

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

KIPP DC is continuously evaluating and meaningfully adjusting assessment plans for the 2020-21 school year as we begin the year with students engaged in remote learning outside of the school building. While we hope to return to in person instruction in October, this return date is uncertain and we are therefore considering methods of assessment that balance the need for a valid description of a student's independent skill level with the realities of remote learning. We expect that students will have access to classmates, family members, and the Internet, books, and other resources while at home. Therefore, whenever possible, we are using assessments that make allowances for this access, rather than trying to recreate a testing environment at home akin to one found in the classroom.

As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. Students who are learning on online platforms will complete assessments within those programs and KIPP DC staff will use this assessment data to plan instruction and intervention.

All students will be assessed on progress toward unit goals using unit assessments aligned with Common Core standards created in Edulastic. These assessments will occur at least five times per year. Additionally, all students will be assessed using exit tickets and quizzes on a regular basis. At the beginning of the year, all students will participate in "read to me conferences" before formal assessments begin. These conferences will

provide teachers with meaningful data to guide instruction and determine next steps. For students who demonstrate difficulty with reading relative to grade level expectations or demonstrate learning loss from the last six months, teachers will use this data to design effective interventions for those students.

Students in our early childhood classrooms will complete formative assessments created with resources provided by the Tools of the Mind curriculum. Students will also complete skill level assessments in Lexia at the end of each lesson and be assessed three times per year using the Fountas and Pinnell reading assessments to determine independent reading level. Early childhood students will also use the Waterford Early Learning system remotely so teachers will also access student-level usage and assessment data from that platform when planning instruction.

Students in our elementary classrooms will also complete skill level assessments in Lexia and be assessed using Fountas and Pinnell reading assessments three times per year. Teachers will create summative performance assessments in Edulastic to assess reading skill that students will complete every 6-8 weeks and complete two additional assessments per unit aligned to this summative assessment.

Middle school students will complete HMH Reading Inventory assessments four times per year and will complete iReady assessments three times per year as well. These assessments are in addition to teacher-created exit tickets and regionally created summative unit assessments.

High school teachers will use the Scholastic Reading Inventory assessment to measure student progress toward reading goals.

B. Promotion and Graduation

- 7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.**

A copy of our high school graduation and credit recovery policy is [attached](#).

For students in grades PK-3 - 12th, grading policies are outlined below.

- **Early Childhood (PK-3 - Kindergarten) - Grading and promotion policies will be unchanged. As in years past, student report cards will explain student progress through comments rather than grades.**
- **Elementary (1st - 4th) - Grading policies are not changing in light of distance learning. Students grades will be determined 65% by effort and 35% by mastery. Effort will be evaluated by classwork (50%) like daily do now assignments or exit tickets and participation (15%). Student mastery (35%) will be assessed using quizzes, tests, and other assessments.**
- **Middle (5th - 8th) - Grading policies will be modified slightly to weigh participation more heavily. Grades will be calculated in the following way - 40% classwork, 20% tests/quizzes/assessments, 20% independent assignments, and 20% participation. Classwork will include assignments completed during synchronous Zoom instruction. Tests, quizzes, and assessments will be completed during synchronous Zoom instruction or during asynchronous time. Independent assignments will be completed outside of synchronous Zoom instruction but students can access teachers for assistance as needed. Participation grades will be assessed based on student participation, discussion, and question-**

answering during synchronous instruction.

- **High School (9th - 12th) - The high school team reviewed its grading policies at the end of last year and implemented some changes. For students in 9th and 10th grade, grades will be calculated from practice (60%) and performance (40%). For students in 11th and 12th grade, grades will be calculated from practice (40%) and performance (60%). Practice grades will be calculated through a combination of classwork, in-class participation, and homework. Performance grades will be calculated through a combination of tests, papers, projects, and larger tasks.**

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.

This is not applicable to KIPP DC.

9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:

- **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
- **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

Option A: The LEA is using a learning management system (LMS) for distance learning.

- How is the student's presence authenticated daily using the LMS?
- What constitutes sufficient engagement in the LMS for the student to be marked present?

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

All grades will use Clever, a Learning Management System, to access at least some element of their remote learning experience. In order for Clever to authenticate a student's presence for the day, the student must log in through their Clever portal and complete a morning activity.

What constitutes sufficient engagement in the LMS for the student to be marked present?

For a student to be marked present, that student must complete their morning activity in Clever.

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

- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
- What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
- What constitutes evidence of education engagement daily for the student to be marked present?

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

What is the complete listing of acceptable methods for making one-on-one contact with the student to authenticate a student’s presence?

For students who are not using the LMS, the school can make one-on-one contact with the student to authenticate their presence in the following ways:

- One-on-one phone call between student and teacher.
- Student participation in live Zoom classes.
- Student participation in asynchronous online instruction using one of KIPP DC’s prescribed personalized learning programs (e.g. Lexia, Seesaw, Waterford, etc).

What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student’s presence?

For students who are not able to log on to Clever, teachers can contact students one-on-one, not their presence during a live Zoom class, or note their progress in one of KIPP DC’s personalized learning programs.

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

Students who attend a live Zoom class, complete daily assignments in KIPP DC’s personalized learning programs, or participate in a one-on-one phone call with their teacher will be marked present for the day.

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

Student absences from remote learning will be marked unexcused, unless and until the parent demonstrates that the absence was excusable. For this year only, parents will be able to submit ten notes to excuse a medical/health-related absence. After 10 notes, a doctor’s note will be required to excuse a medical absence. Students may also be excused from virtual learning if they are struggling to access technology, have broken technology, or the adult charged with supporting their online learning is ill. These absences will be excused using the “Admin Excused” code. This attendance data will be stored in our student information system (DeansList) in a similar fashion to its current storage and OSSE should expect KIPP DC to furnish similar student-level data to years past in the event of an audit of attendance records. KIPP DC’s attendance coordinators will track unexcused absences and conduct attendance intervention outreach in accordance with truancy regulations. Office managers will be responsible for outreach to students who are absent each day.

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.

Students will continue to have access to a robust system of mental health and social-emotional supports. KIPP DC uses a multi-tiered system of support (MTSS) approach to identify students in need of academic, social and emotional intervention. Students who are not meeting academic or social-emotional learning goals will be provided interventions or strategies beyond Tier 1 instruction. KIPP DC’s plans for assessing students are detailed above. Teachers will use all assessment data, including summative unit assessments to inform planning for instruction and planning for supports for students who demonstrate learning difficulties or loss

due to COVID-19.

School teams can develop student success plans through the Kid Talk/Tier 2 protocol. If students are making insufficient progress toward learning goals with Tier 2 supports or if a student is in dire need of additional support beyond the Tier 1 learning environment, school teams can develop individualized success plans at the Tier 3 level. When a student is receiving support through a Tier 3 plan, mental health practitioners, clinical psychologists, and community-based organization staff will be available to provide support. School-based mental health practitioners and clinical psychologists are available to provide counseling services to students with special needs as well as those without. KIPP DC has the capability to provide these services virtually using a telehealth model. KIPP DC is also partnering with Georgetown WISE to provide clinical services for students.

Specifically, students will complete beginning of year assessments as outlined above. Teachers, principals, and regional instructional staff will work together to analyze this data for trends across classrooms, within grade levels, and across grade levels. Teachers will also have time to analyze individual student assessment data. School teams, including classroom teachers, will then use this assessment data to adjust instruction and provide interventions. For example, students who are demonstrating learning loss with respect to reading may participate in additional reading groups, may have additional asynchronous assignments provided, or parents may be provided with additional strategies to assist students with asynchronous assignments. These specific next steps will depend on a student's grade level and the specific learning goals for that student. Although students did not complete PARCC and certain other assessments in the spring, teachers did use unit and other summative assessments to determine students' reading levels and progress toward learning goals in the spring. With students participating in fall assessments as outlined above, teachers will have access to student-level assessment data to compare to this spring data and will be able to adjust instruction and provide interventions to students as needed. For students engaged in Lexia and other online learning programs, teachers can and will expect students to restart lessons, units, and modules when they do not demonstrate mastery of a specific concept.

KIPP DC staff, WISE clinical psychologists, and clinicians from community-based organizations will collaborate to provide parent workshops on managing student stress, supporting the social-emotional needs of students, and managing adult stress. KIPP DC expects to advertise these workshops during initial communications with families in August. The mental health team at KIPP DC and the larger student support team will utilize equity-based parent engagement strategies provided by Teaching For Change. Strategies will be given to teams during July PD and during a follow-up session in August.

KIPP DC will partner with the Wendt Center for Loss and Healing to provide sessions to schools on "Traversing Trauma in Uncertain Times". This session focuses on giving educators the tools to recognize how COVID-19 impacts students in the classroom, how it impacts themselves as educators, and provides strategies for self-care as they continue in their work. All KIPP DC staff will receive training on mandated reporting guidelines as well as how to respond to student crises. In spring 2019, KIPP DC initiated teacher processing groups, providing teachers who participated a chance to discuss strategies for effectively managing their own mental health. KIPP DC may offer these groups again if there is a demonstrated need.

B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:
- A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
 - The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
 - The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.

KIPP DC complies with all applicable local and federal laws related to exclusionary discipline. We strive to minimize the use of exclusionary discipline. Students are subject to exclusionary discipline as a last resort. KIPP DC makes every effort to use restorative justice practices instead of exclusionary discipline whenever appropriate. Broadly speaking, students are only subject to exclusionary discipline for behaviors that seriously impact another student's ability to access their education or put students or staff in danger. The list of behaviors that could result in a student being excluded from distance learning is below. While these behaviors could result in an exclusion, they will not always result in one.

- **Willfully threatening to cause bodily injury or emotional distress**
- **Willfully attempting to cause bodily injury or emotional distress**
- **Willfully causing bodily injury or emotional distress**
- **Assault/physical attack on staff or students**
- **Bullying including cyberbullying**
- **Harassment**
- **Retaliation**
- **Sexual harassment**
- **Lewd or indecent public behavior that is detrimental to a student's ability to access their education or is detrimental to the distance learning environment.**
- **Verbal, written, physical threat or intimidation**
- **Possession, use, or threatened use of a weapon or lookalike.**
- **A violation of KIPP DCs Technology Acceptable Use Policy and Internet Safety that results in emotional distress.**
- **Fighting that occurs off school grounds but is detrimental to a student's ability to access their education.**

If a student is subject to exclusionary discipline, KIPP DC will communicate with families through the typical mechanisms and processes which are phone, email, and mail. When a student is excluded from distance learning KIPP DC staff will immediately contact the parent/guardian via phone and issue notice letters via email. During the exclusion time, students will still have access to office hours and one-on-one check in times with their teachers via Google classroom/Zoom. KIPP DC staff will continue to utilize distance learning applications such as Google classroom to upload and review assignments. Students will have access to recorded live classes, pre-recorded classes, and asynchronous learning opportunities. The students would not engage in synchronous virtual learning with their peers, but will still have access to digital class materials and staff.

Special Populations

13. Describe the LEA's plan to serve students with disabilities, including:

14. Describe the LEA's plan to serve ELs, 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](#).

KIPP DC will implement a free appropriate public education to all students with disabilities to the greatest extent possible and appropriate as schools gradually reopen from closure. We will follow all OSSE and DC State Guidelines for reopening procedures. Special Education Teachers, Student Support Staff and School Teams will partner with parents and families to ensure communications are clear and student needs are met. At the beginning of the school year we will consult with parents regarding the appropriateness of their student's accommodations and determine the most appropriate accommodations to be utilized during remote learning (for example, frequent check-ins or extended time on assignments may remain an appropriate accommodation during distance learning, while preferential seating may not).

KIPP DC school-based mental health and student support teams will continue to provide services to students with IEPs in accordance with District regulations and Federal law. Team members will communicate with parents to confirm service delivery either through an Individualized Contingency Learning Plan (for students with IEPs) or through direct contact and agreement with parents (for students in general education). Families are encouraged to contact their teacher, school leader, or mental health practitioner if they are in need of mental health services or are in crisis and in need of other support.

For each student who has identified special needs, KIPP DC is creating Individualized Contingency Learning Plans (ICLPs) that will outline the services that will be provided to our students during extended school closures and partial closures as a result of the COVID-19 public health emergency. ICLPs will serve as our "roadmap" of instruction, services and accommodations while we are not in the building full time and provide clarity to families and staff on the services and supports our students are receiving during distance learning. The ICLP will include the following:

- frequency/duration of related service & specialized instruction, supplemental aids & services, accommodations & modifications & goals
- modality of remote instruction
- schedule of support services

All members of a student's IEP Team will participate in the collaboration & creation of the ICLP and (to the extent possible) participate in the meeting with families to introduce and finalize individual plans. This document does not serve as a replacement to the IEP, but as an overview to the services and supports each KIPP DC student will receive while school buildings remain fully or partially closed during the pandemic. Upon return to normal school operations, special education and related services will be provided in accordance with student's IEP, including transportation services. Prior to the beginning of school, KIPP DC

staff will be trained on the methods for creating ICLPs and implementing them. As we launch our remote learning model, teachers and related service providers should use these meetings to emphasize relationship building and connection with their peers, teachers, and parents.

To the greatest extent possible, KIPP DC is maintaining current timelines for all IDEA-related meetings. For meetings that cannot be held during the procedural timeline, KIPP DC will work with parents to reach an agreement regarding an extension of the procedural timeline. In some instances, a re-evaluation of a student may not be possible due to public health guidance related to COVID-19. In those cases, KIPP DC will communicate with families directly to explain the steps that the school recommends be taken. All decisions will be made as a multi-disciplinary team in accordance with Federal law and District regulations. KIPP DC will document all delivered services in SEDS through service logs. KIPP DC will also work with families to ensure that we are being as flexible as possible with regard to time, method, and the platform for scheduling meetings. We understand that given the public health emergency, families will have different needs and schedules and may not be able to discuss plans and evaluations at standardized times.

All related services will be provided to the greatest extent possible during remote learning. Related service providers will provide services remotely as appropriate and necessary. In collaboration with families, related service providers will create a plan of delivery through an Individualized Contingency Learning Plan. The parent and the provider will plan for the day, time, and method of delivery (ie Zoom, phone calls). We will make sure that parents have a written schedule of service delivery. Related service providers will also send home progress reports to communicate how students are progressing on their goals. External partners and contracted providers will work with school teams and Campus Directors to develop a service delivery schedule. Until students return to in-person schooling, the majority of these partner services will be provided remotely. Related service providers will document services in SEDS and DeansList via service logs and will log communication with families (or attempts) in SEDS.

Related service providers will check in with families prior to delivering the service so that they can answer any of the parents's questions and share strategies and at home work that families can do. Related service providers will make sure that parents have necessary technology available and will ensure that families have technical assistance to address any technology failures. KIPP DC will provide students with all needed supplies for services. For students who are receiving services in-person, KIPP DC will ensure that staff, students, and families have the necessary personal protective equipment.

We will hold meetings to review each student's data to determine if recovery services are necessary and appropriate for the individual student. If recovery services are necessary, KIPP DC will include these services in a student's ICLP. The need for such services and the method of delivery will be communicated to families during meetings to review and approve the ICLP. Student data will consistently be reviewed and IEP team meetings to discuss student needs can be convened at any time by election of the school team or the guardian.

KIPP DC is currently evaluating assessment plans for the 2020-21 school year as we begin the year with students engaged in remote learning outside of the school building. At a minimum, all students will be assessed using class-based assessments (exit tickets, quizzes, unit tests). All assessments are and will be based on Common Core Standards and will be derived from the research-based curriculums that KIPP DC uses. For students with special needs, KIPP DC will additionally use iReady, First in Math, and Lexia Power Up to assess student learning. For students with IEPs, KIPP DC will continue to regularly monitor students' progress toward learning goals in accordance with the student's IEP.

We are committed to identifying students in the care of the District of Columbia and students experiencing homelessness as early and efficiently as possible. This will primarily occur in conjunction with parent teacher conferences and service plan meetings. The process of identifying and enrolling students in these support groups will remain the same during remote learning. Intake form completion will continue to take place by MHPs in schools with families. Special consideration for students experiencing homelessness will be prioritized in terms of receiving supports--ideally prior to the start of the school year. Emergency Assistance Funds will be available for students and families experiencing significant hardships. Students in the care of the District of Columbia and experiencing homelessness will be eligible to receive additional school supplies,

uniforms, counseling services, and can also be connected to community-based organizations and KIPP DC partner organizations for support.

- 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.

Based on OSSE's Guiding Principles for Continuous Education Section 2.C, ELL teachers will communicate with each student's family the plan for when and where ELL service delivery will occur within the first two weeks of school. Within the first 30 days of school, newly enrolled at KIPP DC students who are identified as potential English Language Learners as determined by their Home Language Survey will be screened to determine eligibility for ELL services. This screener may be delivered remotely or in-person. Additionally, within the first 30 days of school, ELL teachers will create ELL learning plans for each active ELL student and share those plans with each student's parent or guardian. When necessary, Service Delivery plans will be translated into the student's home language.

During distance learning, students are provided with their weekly services aligned to their individual goals within the four language domains virtually by ELL teachers. ELL instruction will be very similar to in-person instruction and consist of a combination of virtual co-teaching with students' general education teachers as well as virtual individual or small group instruction. The virtual co-teaching, individual and small group instructional models will mimic in-person instruction so that there will be a seamless transition between in-person, distance and hybrid learning environments. When we return to full in-person instruction or a hybrid model, in-person ELL instruction will be provided on the days of students' in-person attendance. For students who may continue distance learning, the aforementioned instruction will continue virtually.

ELL teachers will utilize ACCESS proficiency scores for students who completed their ACCESS testing in the spring prior to distance learning to design goals in each of the four domains. Because this applies to a limited number of students, teachers will also utilize progress monitoring data, exit tickets, blended learning data and student work samples to design goals within the four language domains.

ELL teachers are working closely with teachers at all grade levels to best understand their instructional model and ELL students' general education schedules. ELL teachers will design instruction both aligned to their student's individual language proficiency and domain goals as well as grade level content standards so that students are continuing to make progress in all areas. ELL teachers will provide this instruction remotely through a combination of co-teaching and small group instruction for all grade levels that their students attend.

ELL students will continue to attend their general education classes with their grade level peers during distance, hybrid and in-person instruction. ELL teachers will collaborate with general education teachers in order to ensure that instruction is designed around each student's individual language proficiency. Additionally, ELL teachers will provide supplemental support when necessary to enable each students' access to the general education curriculum and determined by their language proficiency.

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.

During the spring of 2020 and over the summer, KIPP DC conducted surveys and individual outreach to families to assess technology needs. Beginning when schools started remote learning this past spring and ongoing throughout the public health emergency, KIPP DC is committed to ensuring that all students have access to a device and Internet access at home. This device and access is in addition to any devices or Internet access that students may avail themselves of while engaged in in-person learning at school. Students were mailed tablets or Chromebooks in the Spring and this year, all students will have a Chromebook and headphones for use at home. KIPP DC will coordinate device pickup in August with families through virtual parent-teacher conferences. For families that do not pick up a device from one of our pickup locations, KIPP DC will mail devices to student homes. KIPP DC is also working closely with the Deputy Mayor for Education and the District government (including the Office of the Chief Technology Officer) to advertise and connect families to opportunities, discounts, and programs that help families access the Internet at low or no cost. KIPP DC has also purchased Internet hotspots for students who need them.

Families with technology support needs can email familysupport@kipfdc.org and tech support will promptly reach out. This email address can be used to request devices, troubleshoot Internet access issues, or report a broken or missing device. Our family engagement team is also supporting families by helping to connect them to programs that provide low or no cost Internet access. To support remote learning for staff, KIPP DC is committed to providing teachers with the devices they need to be successful when educating students while at home. KIPP DC provides all staff with a laptop and will provide drawing tablets and document cameras to staff as needed.

KIPP DC publishes a Technology Acceptable Use and Internet Safety Policy annually in our student handbook. We adhere to the Federal requirements and guidelines stipulated under Title XVII - Children's Internet Protection Act (CIPA). As part of initial conversations with students and families this year, KIPP DC staff will educate students and families about acceptable uses for technology and the Internet. KIPP DC's Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. Students are expected to not use KIPP DC's network for entertainment purposes unless we explicitly designate time for students to do so. Students will receive education about the following:

- Maintaining safety and security while using the Internet.
- The inherent dangers associated with disclosing personally identifiable information when online.
- The consequences for students who engage in other unlawful and/or inappropriate activities online.

Principal/designees are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. KIPP DC expects that staff members will provide guidance and instruction to students on the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents/guardians if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

The following uses of the KIPP DC Internet system are considered unacceptable:

- **Providing Personal Information:** Students shall not post personal contact information about themselves. Personal contact information includes, but is not limited to, home address, telephone number, and school address. This information may not be provided to an individual, organization, or company, including through email, websites
- that solicit personal information, social networking websites, or internet chat rooms. Students shall not agree to meet with someone they meet online. Students shall promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable or unsafe, including any instances of cyberbullying.
- **Illegal Activities:** Students shall not attempt to gain unauthorized access to the KIPP DC network or to any other computer system through the network or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. Students shall not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. Students shall not use the network to engage in any other illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.
- **System Security Violations:** Students are responsible for their individual account and must take all reasonable precautions to prevent others from being able to use their account. Under no condition should students provide their password to another person. Students shall immediately notify a teacher or the system administrator if they have identified a possible security problem. Students shall not go looking for security problems, because this may be construed as an illegal attempt to gain access. Students shall avoid the inadvertent spread of computer viruses by following the virus protection procedures. No software is to be downloaded on the computer systems at any time without the explicit consent of the system administrator.
- **Inappropriate Online Behavior:** Students shall not use obscene, profane, lewd, vulgar, rude inflammatory, threatening, or disrespectful language while on any websites online. Students shall not post information on any websites that could cause damage or a danger of disruption. Students shall not engage in personal attacks or cyberbullying, including prejudicial or discriminatory attacks. Students shall not harass another person. Harassment is unwelcome conduct based on a person's actual or perceived race, color religion, national origin, sex (including sexual harassment, and discrimination based on pregnancy, childbirth, related medical conditions, breastfeeding, and reproductive health decisions), age, marital status, personal appearance (including body type/size), sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or credit information . If a student is told by a person to stop sending them messages, that student must stop immediately. Students shall not knowingly or recklessly post false or defamatory information about a person or organization on any websites. Restrictions against inappropriate online behavior apply to all public messages, private messages, and material posted through e-mail or on all websites, including, but not limited to, social networking websites and internet chat rooms.
- **Privacy Violations:** Students shall not transmit via e-mail or re-post on any website a message that was sent to them privately without permission of the person who sent them the message. Students shall not transmit or post private information, including personal contact information, about another person through e-mail or on any websites.
- **Excessive Use:** Students shall use the internet system for educational and career development activities and limited, high-quality, self-discovery activities only. Students shall not download large files to the computer desktop. Students shall not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people. Students shall check their email frequently, and delete unwanted messages promptly. Students shall subscribe to high-quality discussion group mailing lists that are relevant to their education or career development only.

- **Plagiarism:** Students shall not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- **Copyright Infringement:** Students shall respect the rights of copyright owners. Copyright infringement occurs when a student inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students shall follow the expressed requirements. If a student is unsure whether or not they can use a work, they should request permission from the copyright owner. If a student has questions, they should ask a teacher.
- **Inappropriate Access to Material:** Students shall not access material that is designated for adults only or is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). If students mistakenly access inappropriate information, they should immediately tell their teacher. This will protect students against a claim that they have intentionally violated this Policy. Students' parents/guardians shall instruct students if there is additional material that they think it would be inappropriate for students to access. The school fully expects that students shall follow parent/guardian instructions in this matter
- **KIPP DC computers and classroom technology shall be used for academic purposes only.** Students shall not engage in any of the unacceptable use activities outlined in the Unacceptable Use Policy found in this Student and Parent Handbook. Each student shall be responsible for taking care of their computer during the school day. KIPP DC students may be assigned a KIPP DC computer to be used during the school day. Each student shall also be responsible for any material that is either sent from their account and/or from the KIPP DC computer assigned to them. Students shall report any computer damage or malfunction to their teacher immediately. KIPP DC reserves the right to restrict or deny a student access to a KIPP DC computer during the school day for violations of KIPP DC's Discipline Policy.

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).

KIPP DC schools will communicate weekly with families through a variety of methods including virtual town halls, the Remind mobile app, emails, robo-calls, and social media posts. KIPP DC currently maintains and will continue to maintain a centralized and updated website with all information regarding KIPP DC operations at www.kippdc.org. Parents will have a 1-1 conference with their child's teacher/advisor each week throughout the fall. Parents should expect to hear from KIPP DC's network office or their child's principal weekly with logistical updates, resources, and other important information. School leaders and mental health practitioners are also hosting office hours for families to meet in more informal ways and deepen their relationships. All KIPP DC teachers and school leaders distribute their phone numbers and emails to students

and families to get quick help outside the normal planned communication.

To support clear communication with students, staff and families, KIPP DC will post signs in highly visible locations (e.g., facility entrances, restrooms, classrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).

Teachers will communicate directly with families via Zoom calls, the Remind mobile app, and classroom Instagram accounts. Since schools closed their physical locations in March, KIPP DC has conducted four surveys of families to solicit input and assess needs. We will continue to survey families to solicit input and feedback. We expect to provide a survey in September to assess our initial continuous learning program. Teachers regularly solicit student input as part of our regular teaching practices and have provided that feedback to our leadership and central teams via eight all-staff surveys that we have distributed since mid-March. All teachers received training this summer on holding conversations with families at the beginning of the year in order to build strong relationships.

We will communicate unanticipated facility closures and time-sensitive information about the health/safety of the school community through KIPP DC social media accounts, and via KIPP DC robo-calls, and our School Messenger email platform. We will follow the set protocol in our emergency operations handbook that centralizes this approach so parents with students at multiple KIPP DC campuses can access timely and accurate information.

To ensure that families are clear on expectations for participation and have sufficient training for using technology, we will hold virtual town halls with families, distribute parent newsletters, hold 1-1 parent-teacher conferences for each student virtually or in person and maintain a centralized hub of academic and technology information at www.kippdc.org. New teacher introductions were made 1-1 during virtual conferences held before the first day of classes. KIPP DC teachers contacted families during the week of August 3rd to set up these virtual conferences, which were held between August 6th and August 14th. These conferences were an opportunity for families and teachers to discuss remote learning plans and ensure that parents and students had their questions answered. Additionally, lesson plans for the first weeks of school are designed to create a sense of community and introduce peers to each other. Whole school Zoom sessions have also been created to allow for a broader school community to virtually gather in addition to a student's small class group.

KIPP DC teachers will provide feedback through our Learning Management Systems including Google Classroom, Edulastic, the Clever Family Portal, and Seesaw. Teachers will also use the Remind mobile application as well as phone calls and Zoom meetings to provide parents with frequent updates about student learning and progress. Teachers will hold office hours that students and parents can join to discuss academic progress.

For early childhood schools, teachers will speak weekly with students and families to provide feedback on student learning. Specifically, teachers will provide feedback on activities that students complete in Seesaw during these conversations in addition to providing feedback to students directly through the Seesaw application. Teachers will meet after each term with families to discuss progress as part of parent-teacher conferences where report cards will be reviewed.

For elementary schools, teachers will provide feedback to students weekly in live Zoom classes, via ClassDojo, and in Seesaw and other online programs that students access through the Clever portal. Parents can also access student level data through these instructional programs. At least every two weeks, teachers and parents will discuss a student's progress toward mastery of learning goals and the standards for that unit. These conversations will provide parents an overview of what is being taught, an explanation of a student's performance, data to contextualize and explain that performance, and any trends the teacher has noticed with respect to asynchronous work.

For middle schools, parents can access student assignments and comments from teachers on their writing via the Clever portal for parents. Teachers can also post exit ticket grades in Google Classroom for students and parents to see. Students and parents will receive a weekly report through the DeansList parent portal on the

positive behavior intervention and support system in use in each classroom. This report will show data on student engagement and participation in each of their classes for the week. Teachers will hold office hours once a week for students. Parents are invited to join if they have questions. Conferences will occur midway through each trimester to discuss student grades and progress.

For high schools, advisors will hold learning partnership meetings every Wednesday. During these meetings, advisors will update students and parents regarding attendance, academic progress, and merits earned. Teachers will provide academic feedback to students in Google Classroom in real time. Families will also have the opportunity to access all of their child's work through the student portal in Clever. At the mid-term of each quarter, teachers will hold academic concern meetings for any students not on track to pass a course. At the meeting, the teacher, student, and parent will put in place a four week plan to improve the student's grade and ensure that they pass the class before the end of the term.

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: KIPP DC

LEA Leader Name: Susan Schaeffler

Date: 09-25-2020 12:52 PM