

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

LEA Name: Maya Angelou PCS
LEA Contact: Clarisse Mendoza Davis
LEA Type: High School ; Adult
Date Generated: 10/06/2020

Background and Purpose

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

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

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

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)?

MAPCS intraday, daily and weekly cleaning activities have been developed to promote the most sanitized environment for teaching and learning. A keen focus has been given to heavy traffic areas and spaces deemed "hot spots" for the spread of COVID-19 such as bathrooms. In order to execute this plan, we have hired additional cleaning staff and procured items intended to maximize fresh air circulation and enhance air filtration.

The below listed activities outline our COVID-19 responsive cleaning schedule. They serve as **additional** measures of cleanliness and not replacements of our existing building cleaning tasks.

- Weekly
 - Inspect classroom furniture setup for proper social distance between desks
 - Inspect HVAC system for proper operation
 - Inspect and monitor classrooms and offices for proper air quality
- Daily
 - Routine day and evening cleaning
 - Empty trash
 - Disinfect horizontal touch surfaces in common areas and restrooms after each use
 - Use visitor log to concentrate disinfecting efforts in areas where
- Multiple Times/ day
 - Disinfect horizontal touch surfaces in common areas and restrooms after each use
 - Clean entry screening devices such as laptops/ tablets

In the unfortunate event that a member of our school community tests positive for COVID-19, we will implement our Emergency Cleaning Plan. This plan was developed based on the advice of our custodial vendor, Bradcorp, who specializes in deep cleaning of environments subject to infectious diseases. Components of this emergency response include, immediate closure of the building for 48 hours, deep cleaning and air quality checks before students and staff are cleared to return.

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

In an effort to align with social distancing protocols, we have upgraded fixtures, removed excess furniture and outfitted classrooms and offices with plexiglass barriers. This was done with careful attention to features necessary to support academic programming.

- Furniture
 - Student desks are arranged 6 feet apart with no more than 10 desks in a given classroom

- PPE
 - All staff and visitors must wear protective face covering at all times while inside building
 - Masks and gloves are available at the security desks of each entrance
 - Each student and staff member will have access to disposable and reusable masks, gloves, hand sanitizer and face shields.
- Plexiglass
 - Offices and Teacher desks have been outfitted with plexiglass barriers
 - Cases of plexiglass cleaner have been ordered and given to custodial service for daily cleaning
- Contactless Fixtures
 - Toilets, soap dispensers, faucets and paper towel dispenser have been upgraded for contactless use
- Water Bottle Fillers
 - Water bottle fillers with cooling features have been installed replacing existing water fountains

Re-opening and reentry:

Students travel to and from school by three ways:

- Metro bus/subway - Student use their Kids Ride Free cards and should follow COVID rules set by Metro
- Walking - students live in the neighborhood and will walk to school. Student should follow COVID rules set by DC (wearing mask while on the streets of DC)
- Car - students are transported to school by their parents via personal car

Entering/ Exiting the school building:

- Student will enter our designated Student Entry Post to be checked in one by one and observing the 6 feet apart as directed by floor signage
- Students will undergo a health screening questionnaire (CAASS system) before entering the building
- Once in the building, students are directed to secure their belongings in lockers and will proceed to their designated classrooms
- Students will exit the building via the designated Student Exit Doors

Directional signage(arrows) are posted in the hallways and stairways.

Grouping

- Students will be separated by grade level.
- Each grade level will be divided into cohorts of 10.
- Cohorts will remain on their designated floors in the building throughout the school day

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

Furthermore, we recognize that air circulation and filtration are critical components of our campaign to bolster air quality throughout the building. As a result, we have calibrated our existing systems to maximize fresh air intake. By setting our HVAC units to “constant run” we ensure that our system remains purged of air impurities. Additionally, each classroom and office is outfitted with independent Variable Air Volume (VAV) systems to manage proper airflow within respective spaces.

Lastly, the results of our air filtration audit revealed that we needed to replace and disinfect existing HVAC filters

and procure air purifiers for occupied rooms. All bathrooms, offices and classrooms in use during distance learning have been outfitted with True HEPA filters that trap allergens and particles 0.1 microns in size at over 99% efficiency.

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>.

- a. All students will have safe access to instruction through our distance learning instructional model. This includes access to virtual instruction via:
 - i. Google classroom
 - ii. Zoom classrooms
 - iii. Edgenuity
 - iv. Individual tutoring and instructional sessions
- b. Students and staff will engage in distance learning and will attend classes according to the virtual master schedule. Teachers are assigned to deliver instruction virtually each day via one of the modes mentioned above. Students are required to attend classes and remain engaged throughout each session.
- c. Students will attend outdoor orientation on Aug 22nd to pick up instructional materials including laptops, hotspots and other necessary items to ensure that students can engage in remote learning effectively.
- d. During orientation, all students and families will remain outside and move from station to station to collect necessary supplies and materials. Parents and students will be given a copy of the school handbook, student schedules and access to all online learning resources.

Distribution of Meals (Breakfast & Lunch) Meals are individually wrapped.

- Breakfast will be delivered to each classroom and to each student. Students will eat their meals at their assigned desk. Upon completion of meals, students, one by one, will be allowed to discard their meal containers and any food not consumed into a dedicated trash receptacle.
- Lunch will follow the procedure described above.
- If students are dismissed a half day, students will receive their lunch (Grab-n-Go) as they exit the building.

Dismissal Procedures:

- Students will be dismissed according to a staggered dismissal procedure (by floor and by classroom) to ensure that cohorts remain separated while on campus.

Daily Health Screening

- All students must undergo daily health screening in accordance with CDC guidelines.
- These responses will be collected upon entry and logged into our existing Comprehensive Attendance, Administration and Security System (CAASS) for ease of recordation.

Student & Staff Schedules

- The Master Schedule provided as a redacted attachment.

Instructional Delivery Plan

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

- **Identify the instructional methods (e.g., 100 percent synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
 - **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);**
 - **Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and**
 - **Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.**
- Maya Angelou schools will begin the 20/21 school year in distance learning mode with 100% of our instruction being delivered in a synchronous manner. Students and teachers will utilize Google Classroom and Zoom sessions for daily delivery of instructions. Instructional materials include
 - teacher-generated resources,
 - computer based programming such as Edmentiy,
 - A3K,
 - Khan Academy,
 - iXL Math and;
 - and school based curriculum.
 - Students will engage in a full day of synchronous instruction for a total of 6.5hrs per day.
 - Maya Angelou schools will engage in three weeks of virtual in-service professional development and training led by district instructional leaders, campus administration and external facilitators with a specific focus on distance learning. Teachers and instructional support staff will be trained on our curriculum, distance learning protocols and in our new instructional model to ensure effective delivery of instruction.
 - The interim Chief of Schools and team of network leaders will monitor virtual classes by observing distance learning lessons in real time. As change to the master schedule and academic adjustments are needed, the LEA will support schools with making changes. Daily virtual observations by school leaders will support the effective implementation of distance learning. Leaders will meet with their teams weekly and survey teachers to determine Supporting the learning needs for all students is critical. For those exceptional learners who are in need of one-on-one academic support, tutoring and in-person sessions will be made available on site at MAPCS campus.

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?**

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.**

All assessments will be administered in a hybrid fashion. Students will have the opportunity to attend school during the specified assessment period in order to complete the assessments. Students who are unable to attend school, will have the option to take the assessment remotely. In an effort to ensure all students are assessed, students will have the option to be assessed at-home, via on-line proctoring or in person via entering the school building. These options will be offered to all testing students in grades 9-12 at the high school.

We will administer fall, winter, and spring, per our standard schedule. Assessments included: Performance Series (BOY/EOY) and PARCC (Spring 2021).

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.**

Course Manual, Grading Policy and Promotion policies have not been altered in light of distance learning. Please find the existing manual/policy as an attachment to this application. The SY20-21 version has not yet been posted to our website.

- 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.**

The LEA will not waive any graduation requires for SY2020-21

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

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

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

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

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

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

A

- Participation in virtual classes facilitated by teacher
- Participation in onsite testing or tutoring
- Participation in remote testing (benchmark assessments and TABE)
- Completion of teacher created projects and work packets
- Completion of assignments in Edgenuity, Achieve 3k and various web based assignments assigned by teacher

B

- Attendance taken during virtual class sessions via Zoom and Google Classroom
- Phone calls to parents
- Student phone calls/check-ins
- Home visits if needed
- Verification of completion of work in Edgenuity and Achieve 3k

C

- Participation in virtual classes facilitated by teacher
- Participation in onsite testing or tutoring
- Participation in remote testing (benchmark assessments and TABE)
- Completion of teacher created projects and work packets
- Completion of assignments in Edgenuity, Achieve 3k and various web based assignments assigned by teacher
- Student contact with teacher or staff member
- Parent contact with teacher or staff member

Maya Angelou Public Charter School's (MAPCS) virtual learning coursework will require the same level of period-level attendance tracking as the non-virtual learning environment. Coursework will be delivered through synchronous and asynchronous learning. In both methods of delivery, student participation will be authenticated through the use of course activities such as instructional roll calls, exit tickets and in-class assignments. These completed activities will be saved by teachers and added to a shared folder in GoogleDocs.

To authenticate contact during synchronous learning, MAPCS staff will do the following for each respective platform:

- Zoom - a download of the Participant Usage Report which indicates Student Name, User E-mail, Join Time, Leave Time and Duration of Participation
- GoogleMeets - A download of the Google Meet audit log from the administrative portal of GSuite.

To further facilitate one-on-one contact, MAPCS will utilize our Student Development Specialists and Culture Team staff. These key staff will join synchronous learning sessions and will chat with students one-on-one to verify student presence. Zoom Breakout rooms will be utilized to facilitate one-on-ones. When GoogleMeets is in use, Student Development Specialists and/or Culture Team members will chat with the student to ensure the student is present and attentive. These engagements will be documented using GoogleDocs. Contact for asynchronous learning will occur using telephone, text messaging, or socially distant home visits. MAPCS adopted this technique in Spring 2020 and found it to be useful and important for maintaining student engagement and maintaining a pulse on the school community. These

methods of communication will be documented using GoogleDocs.

Educational engagement will be determined by virtual presence and completion of instructional roll call, warm-up, exit tickets and in-class assignments for synchronous distance learning. Educational engagement will be determined by assignment/activity completion AND response to Student Development Specialist and/or Culture Team outreach for asynchronous distance learning.

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

MAPCS teachers will remain responsible for period-level attendance entry in PowerSchool. These attendance values will then be verified by Student Development Specialists using the participation reports and entry/exit tickets or daily communication logs for each student. The final daily attendance value will be stored in PowerSchool using the following criteria:

- Educational engagement will be determined by virtual presence and completion of roll call, warm-up, exit tickets and in-class assignments for synchronous distance learning. Educational engagement will be determined by assignment/activity completion AND response to Student Development Specialist and/or Culture Team outreach for asynchronous distance learning.

All student level work and assignments will be stored in student folders on GoogleDoc, making it easy to access data for verification of attendance.

Monthly, the Performance Management and Accountability Team will audit the attendance records and will select a sample size of students to audit for supporting documentation. Any updates needed to daily attendance values will be made during the Performance Management and Accountability Team's audit.

In the event of an audit, OSSE will receive:

- A copy of the student's PowerSchool record; and
- Roll call; or
- Warm-up; or
- Exit Tickets;
- In-class assignments; or
- Communication log for the day(s) in question.

All attendance will be recorded in PowerSchool for SY20-21 for each class. All staff will receive attendance training during the August professional development sessions. PowerSchool attendance will go through the PMAT bi-weekly attendance validation process. The Student Development Managers will have an opportunity to review and/or follow-up on attendance discrepancies prior to the start of the attendance validation process. Attendance will be based on student participation in virtual classes, online learning platform and the completion of projects and teacher created work packets.

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.

- We have structured our daily and weekly school schedules so that our Clinical Team can continue to provide individual and group mental health counseling via virtual sessions. We intentionally utilize the Doxy.me or Google Meets virtual platforms for these sessions in order to maintain HIPPA compliance. It is important to note that each student is automatically assigned a clinical counselor for the school year; depending on a student's needs, determined from an intake session during initial enrollment, the counselor will create the student's individual mental health support plan.
- In addition to a Clinical Counselor, we assign every student an entire team of adults - their Student Support Team - which includes an Academic Dean and a Student Development Managers, as well as a Residential Counselor (if applicable), Special Education Case Manager (if applicable), and a College and Career Counselor (11th and 12th grade only). This team coordinates with teachers and other staff to meet the student's academic, engagement (attendance and behavior), socio-emotional, and college-career needs. Our Student Support Teams will continue to execute their regular check-ins with students, as well as sponsor workshops, exposure trips, and incentive activities, the majority of which will be virtual.
- This team also works with the school's SST Coordinator to determine if and what type of additional academic and behavioral interventions are needed.
- It is important to note that even though we are implementing distance learning on a full-time basis through mid-fall, our school will still be physically open five days a week during normal school hours. As such, Student Support Teams will be planning to bring those students in need of intensive academic support to the building in small groups at regular intervals. We will use the data from our Scantron Performance Series Fall administration as the basis for these decisions, as well as previous academic data we have on hand in each student's file from the 2019-2020 school year. Intervention will also continue virtually through Achieve3000, Edgenuity MyPath, and other platforms that our students and teachers are already familiar with and that have historically helped produce student academic growth via individual intervention.

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.

- We have structured our distance learning discipline policy to mirror our standard, in-person policy. Our Assistant Principal of Culture and/or Dean, in conjunction with the appropriate support staff (i.e., Culture Coordinators), are responsible for proactively monitoring student conduct by pushing into virtual classrooms

at regular intervals throughout the school day and week. This team of adults is also responsible for the following:

- **Administering Consequences for Tier 1, 2, and 3 Infractions:** Tier 1 and 2 infractions often result in a conference with the Discipline Team and/or one or more periods of in-school-suspension. We plan to operate ISS virtually and have students report to these “spaces” in lieu of their regular class schedule. Such infractions include but are not limited to insubordination, verbal altercations with an adult or peer, and inappropriate use of technology on virtual platforms (i.e., displaying inappropriate images, using profanity, etc.). In the case of Tier 3 infractions, most of which are not applicable given distance learning operations, the Discipline Team reserves the right to exclude a student from online learning for a given period of time. The team also plans to continue executing our restorative practices virtually, as well.
- **Notifying Parents/Guardians:** In all cases (conference, ISS, exclusion), the Discipline Team will notify parents via phone, email, and if needed, postal mail of student behaviors that warrant the aforementioned consequences.
- **Continuing Education During Exclusion:** The Discipline Team collaborates with Student Development Managers to ensure that all students have their academic assignments, PowerPoint presentations, etc., for any classes missed due to ISS or exclusion from online sessions.

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](#).

- The LEA will be using a hybrid model, to assist families during this time. Students will receive school work by Google classroom and Zoom. When this isn’t available then work will be delivered and picked up by supporting staff. We continue to conduct meetings virtually and are able to deliver needed documents to families via mail, email, phone and in person if necessary to maintain timelines. Services are documented via Powerschool, google docs, and in SEDS.
- The families have been given Chromebooks that have been enabled with software to:
 - Hear text read aloud. You can hear full pages read aloud with Chromebook’s built-in screen reader or hear parts of a page, including specific words, read aloud with Select-to-speak.
- Students will receive related services virtually with some in person if necessary using our hybrid model. Related services providers will be able to participate in class as well as have breakout rooms for individual sessions.

- Parent training will be done virtually and in person if needed. We will hold virtual parent groups, with the SEL and SPED team on a continued basis.
- We will set up times and let families know when and where the services will be delivered (tutoring, counseling, etc.)
- The LEA will be using Scantron Performance Series Math and Reading and MI Write during hybrid learning to assess students. Upon return to school these assessments will be given again to determine any gains or losses during this time.
- The LEA has a full-time homeless liaison and she has the support of the SEL team, Student Support Coordinators, (mental health needs) and Culture and Climate team to help assist with caring for those who have been identified as experiencing homelessness and for those who may become homeless during the pandemic
- Immediate enrollment of new students experiencing homelessness
- Continued enrollment of students experiencing homelessness
- Students experiencing homelessness are able to participate fully in school activities
- Students experiencing homelessness get priority access to laptops and hotspots
- We cover the cost of completion of health forms for students experiencing homelessness is covered by the LEA
- Emergency assistance is available for;
 - transportation (metro cards for students who are experiencing homelessness outside of the DC area and for their parents)
 - food
 - clothes (uniforms, coats, etc.)
 - toiletries, etc.
- Students will receive school ID cards & Kids Ride Free (cards will be delivered to students just like the rest of the school population)
- Students will receive school work by Google classroom and Zoom. When this isn't available then work will be delivered and picked up by supporting staff listed above.
- Prepaid cell phones will be made available (to keep in contact with student & their family)
- Information about the LEA's MKV program will be posted on our website with the name of our MKV Liaison.
- Title 1, Part A funds were adjusted to meet needs of students experiencing homelessness.
- In addition, other funds were set aside to meet students experiencing homelessness and those who may become homeless during the pandemic.
- Housing resources will be made available (housing for unaccompanied youth is difficult in DC due a lack of unaccompanied youth housing).

The LEA should respond to parts 2 (supports for parents with disabilities) and 5 (recovery services.)

- Students with IEPs will continue to receive all services required by their IEP via in-person or virtual.
- In the event that student with IEPs need recovery services, the Sped Department will make provisions for services to be offered onsite with the appropriate clinician, assessor or academic support professional.
- Office hours for families and students with IEPs have been established two days a week to ensure that parents and students can connect with school based staff to ensure that all academic and socioemotional needs of the student are being met (in person or virtually).
- Parents will be contacted by the Director of SPED or another SPED staff member on a regular basis to receive information and updates about their students progress.
- Students with disabilities have an open invitation to attend office hours on site to receiving tutoring services, academic support and other services as mandated by their IEP.
- Maya Angelou Schools will continue to offer online credit recovery options to students in need of course recovery via Edgenuity. Students are automatically scheduled into the courses and informed of the recovery opportunity.

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

- **A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;**
 - **The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;**
 - **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and**
 - **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**
- In the last five years, we have had up to two ELs on our roster at any given time. Our Assistant Principal of Instruction (official EL coordinator for our school), as well as our Academic Deans have worked with our Intervention Teacher and general education teachers to administer the appropriate assessments, as well as design and implement each EL's Individual Learning Plan (ILP). ILPs include push-in/pull-out support, as well as structured intervention during our after-school enrichment period. We plan to implement this same model and are confident that we will be able to do so virtually.
 - As mentioned above, we will use the designated EL assessments (WIDA, etc.), as well as our own assessments (Scantron Performance Series, MI Writing, baseline data from Achieve300) to set these goals.
 - As mentioned above, we will execute the following virtually: push-in/pull-out support during a student's regular schedule of classes, after-school enrichment, modifying curriculum/lessons/projects to align to a student's ILP goals, and regular progress monitoring (usually monthly intervals).
 - The aforementioned staff and teachers work together to modify curriculum, lessons, and projects in order to make them accessible to our ELs. Our staff is already trained to adapt any online platforms (Achieve3000, Edgenuity, etc.) for EL accessibility.

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.**
- Chromebooks are issued to students on a 1:1 basis. Instructional staff are trained in Google G Suite and provide support to students.
 - Surveys were sent to families to determine technology needs. School procured the necessary quantity to support student needs.
 - Students without access to internet in their homes are provided with broadband hotspots.
 - Families are expected to notify school if devices need to be repaired or replaced. The school reserves adequate inventory on campus to swap out defective devices on demand.
 - Students are advised not to use personally identifiable information on school devices. Web content filter protects against most phishing schemes that request personal information.
 - Every Chromebook deployed is protected by a cloud-based web content filter capable of filtering content throughout all three layers of the network architecture.
 - Technology policy does not differ by grade level.

***A cloud-based web content filtering agent is installed on every device issued to students. The agent is pushed out to student devices through Google G Suite Admin Portal. This web content filter spans content across all seven layers of the Open Systems Interconnection (OSI) model enabling granular management of social media, video games, and other secure web traffic. The web content filter is managed remotely by school technology team in a manner compliant with CIPA.**

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).**
- Families can expect weekly alerts, text and emails using our Brightarrow system. Also families will receive the Maya app which will allow families daily information. A monthly letter will be sent to families as well.
 - A survey was sent to families in March asking their opinions on distance learning. Letters were sent about opening school with 100% distance learning. Families are welcome to call the Office of Family and Community engagement with questions, concerns and suggestions. Quarterly surveys will be sent to families as well.
 - Unanticipated facility closures and the health/safety concerns will be communicated to families with the use of our Bright Arrow system. They will receive alert calls, texts and emails as well as being alerted through the Mapp app (emergency notifications). In cases concerning health/safety concerns, a letter will follow the initially alert call, text message and email communication.
 - Expectations for family participation in their student's learning is included in the 2020/2021 Family/Student handbook that will be distributed during the Orientations(see below). Also, the handbook will be posted on our website. Training for technology initially will be provided to families by way of an onsite socially distancing event called Parent/Guardian Help Workshops held outside under tents. Moving forward this event will take place quarterly, weather permitting, outside, in a large room(socially distant apart) or by zoom. First session is Friday, September 4th from 5:00 - 6:30 PM. All participants will be required to wear masks. If held in the building temperature checks and health screening will take place before allowing entrance to the building and access will be limited to a specific area.
 - The school has a schedule Back to School Orientation that will allow introductions to;
 - Leadership
 - Teachers and staff
 - Programs and supports
 - 2020/2021 Family & Student Handbook with an additional insert, Virtual Distance Learning Expectations & Guidelines
 - During Back to School Orientation, students will receive;
 - Staff contact listing
 - Maya app information (how to use it & its purpose)
 - Information about Title I-What you need to know
 - Kids Ride Free Cards and student ID information
 - Student supply pack (calculators, protractors, paper, markers, pens, composition books, dry erase

- markers and boards, etc.)
- Chromebooks and or Hotspots (if needed)
- Back to School Orientation is divided by grades at a socially distance outdoors event.
 - Monday, August 24, 2020, from 5:00 pm - 6:30 pm is the 9th-grade orientation
 - Tuesday, August 25, 2020, from 5:00 pm – 6:30 pm is 10th and 11th-grade orientation
 - Wednesday, August 26, 2020, from 5:00 pm – 6:30 pm is the 12th-grade orientation
- Social Distancing will be observed. Masks will be required and provided. Each family will be limited to two people only, grouped together and seated six feet apart. Event is limited to a total of 50 people. Outside hand washing/hand sanitizing stations will be rented as well as portable bathrooms (handicap accessible). Materials will be prepackaged. Staff volunteers will wear masks and gloves to sign in families and distribute Chromebooks, etc.
- Formal feedback (report cards and progress reports) will be mailed to homes. Announcement of these items to be mail will be communicated in advance by alert call, texts, emails and Maya app. Informal routine feedback (graded work, comments, etc.) will be with the use of:
 - Google classroom (used for students to submit work, used for students and family to receive or leave notes, comments)
 - Zoom (used for live instructions and meetings with teachers, counselors, other support staff).
 - Routine calls will be made by teachers, counselors, support staff, etc.
- Family temperature checks (inquiring about how families are faring, needs, etc.) will be performed by the school's Office of Family and Community Engagement.

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: Maya Angelou Public Charter School

LEA Leader Name:

Date: 10-05-2020 10:28 AM