

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

**LEA Name: Statesmen College Preparatory Academy for Boys PCS**

**LEA Contact: Shawn Hardnett**

**LEA Type: Elementary ; Middle School**

**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.

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

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

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

### School Recovery Operations Plan

#### 1. Describe the LEA's plan to keep buildings clean, including:

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

#### **Cleaning**

To ensure a safe and clean space, we have instructed our Day Porters (increased staffing from 1 to between 2 and 3 depending on building use) to provide enhanced cleaning on all high touch surfaces and high use areas:

- Door handles
- Doorknobs
- Door Push Bars
- Handrails/Stair rails
- Elevator keypads
- Public area sinks and kitchenettes
- Common area tables/desks
- Restroom surfaces
- Restroom door push plates
- Faucets
- Water fountains

Day porters will use transitions as a time to wipe down and disinfect classroom surfaces.

#### In restrooms

- cleaning staff has been directed to place paper products in an area where individuals can “grab and go”
- hand sanitizing stations have been installed and will be placed outside bathrooms and at the entrance and exit locations to food distributions spaces
- bathroom use will be scheduled, and Day Porters will clean them 2 to 5 times daily depending on occupancy and use, being sure to reclean after a major transition period

At night, the cleaning crew will focus on classroom and office spaces as well as deep cleaning restrooms. For all cleaning, CDC approved materials will be used.

Where an active case of COVID -19 is discovered and we can demonstrate that activity for the ill person was limited to specific areas, we will

- Close the classroom and the used areas for 24 hours
- Engage Busy Bee through BP to provide electrostatic cleaning of the designated classroom and the small areas surrounding it, for individuals whose path through the school cannot be traced, we offer a school-wide deep cleaning.

The building has remained in constant use even with students out of the building. Extensive work is being done to the building to make additional space available to the two school tenants of the building. The entire water system

will be flushed when this work is complete and when in-person building use resumes for students.

The following are protocols for cleaning and disinfecting environmental surfaces:

- All employees must wear proper Personal Protective Equipment (PPE)
- No dry dusting
- No alcohol used to disinfect large environmental surfaces
- Daily cleaning of all high-touch common surfaces
- Surfaces and objects that are visibly soiled will be immediately cleaned with a detergent based cleaner
- Damp/wet dusting surfaces to prevent contamination
- Microfiber cloths and mops are recommended for use
- Utilize EPA approved products for cleaning and disinfecting. Ensure products have not expired

The schedule for these new cleaning protocols and frequencies will be updated monthly and will be subject to change as occupancy and usage changes.

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

### **All Virtual Instruction**

Statesmen has made the decision to execute a completely virtual program until the Thanksgiving Holiday Break. We will use the three weeks prior to the break to determine if and how we will return to regular or hybrid use of the physical space. That said, we realize that whether it be December, February or out into the start of a new academic calendar year, we will like start with some version of a hybrid plan. The following narrative outlines how we intend to gradually resume use of the space. This plan has been deeply informed by our partnership with Building Pathways who manages the physical space.

### **Transition to Hybrid School**

When we transition to the hybrid model, we will use an adjusted A-Day/B-Day structure. Because we are still growing into the space that we have, we will serve 200 students and have approximately 20 spaces that can be used for classroom instruction. This will allow us to use Monday and Tuesday for full-day in-person instruction for all students, use Wednesday for asynchronous project engagement and online collaboration and use Thursday and Friday for whole school online synchronous instruction. We will engage a Static Pod system:

### **General Hygiene**

- **All students, staff and visitors will be required to utilize PPE every day and for the entire time that they are in the building**
  - **single-use cloth face-coverings issued daily**
    - **affixed over both mouth and nose**
    - **not traded or exchanged**
    - **not tampered with or touched**
    - **kept on unless eating**
    - **cleaned/disinfected daily if not disposable**
- **All students, staff and visitors will be advised to the following general hygiene practices (use additional handwashing and sanitizing stations set up in hallways and classrooms)**
  - proper handwashing (soap and water for at least 20 seconds)
  - frequent alcohol-based hand sanitizing (60 percent alcohol)
    - before and after eating

- after bathroom use
- before and after manipulating face coverings or touching your face
- after blowing your nose, coughing, or sneezing

## **Plan for Entering and Exiting the Building**

### **Students Entry**

- Entry Staggering will be used to support distance compliance (Statesmen has entry and exit access at one area of the building with other exits for emergency egress and loading only so staggering will be the primary strategy to reduce crowding)
  - students will be assigned an entry time that will remain consistent through the COVID-19 mitigation period
  - parents will be encouraged to use our no-entry dropoff process unless a meeting is scheduled
  - students will enter through four large the front doors on externally marked path
  - student cohorts (pods) will be assigned entry over an expanded entry period and staggered 2-5 minutes starting at 8:15am until the final group for the day arrives
  - students arrive along an adult monitored entrance to a receiving station in the front lobby
    - students will wash their hands at the handwashing station
    - students will have their temperature taken
    - students will complete a health screening interview
      - screening will be developed and trained through the school nurse, school counselor and Director of Student Life and be administered by the School Counselor, Director of Student Life, Operations staff and nurse when she is available
    - students will receive their PPE and instructional materials ration for the day
    - 
    - students will head directly to their assigned classroom

### **Student Exit**

- Exit Staggering will be used to support distance compliance
  - no entry pick-up for parents
  - pods assigned exit over an expanded entry period window and called for exit when guardian arrives
  - external adults will use walkie-talkies to alert pod lead inside the building for single student exit from building into waiting cars
  - students will exit through four large exit doors on marked path

### **Student Transitions**

- Transition Staggering will be used to support distance compliance
  - staggered pod transitions to bathroom and recess
  - student will receive a single ration of PPE and instructional materials each day to reduce the need for unnecessary transitions in and out of class
  - student makeup of pods will remain consistent with no transitions - 10 students with 1-2 adults
    - stationary class group - clustered in Pods for 8 to 10-week periods
    - stationary classroom - each Pod uses 1 classroom only
    - stationary setting - students use the same desk daily, remain in one area of the room where possible, use the same assigned technology, each student has a sterilizable bin for materials and daily PPE ration, instruction comes into the class through videotaped lessons and online lesson management where possible
    - physically distanced desks – our larger classrooms will accommodate 10 students per room with 6 to 10 feet of physical distancing
    - removal of all shared materials and furniture

### **Meals**

- pre-packaged meals with single use materials will be delivered to the classrooms,
- students will not be allowed to trade or share food and materials
- before and after eating, hygiene protocols will be engaged allowing students to practice sanitizing their spaces
- PE/recess will happen outside when possible and teacher will direct distance-compliant physical challenges with little or no contact

## Staff and Program

- staff arrive early and will be assigned a 10-minute window within which to arrive and will be able to engage in Morning Staff Huddle virtually from their individual classrooms
- staff will receive a daily ration of PPE, be required to use masks and encouraged to use disposable single use cloth masks when possible
- where reasonable and possible, we will intentionally work to reduce unnecessary transitioning through and around the building and add hygiene protocols and materials where common usage cannot be avoided (and extra copier, several coffee stations, encourage and purchase coolers for classrooms)
- staff will be responsible for preparing and handling all materials for their classes and will be required to minimize the use of materials unless it is modeled for students to see or is disposable and can be thrown away after a single use
- support to the adult staff will be centralized to reduce the number of times someone comes into a classroom space
  - teachers will use email and text to inform operational support of what their needs are
  - we will establish a set of spaces where materials can be dropped off and picked up
- if Before and After Care provision is offered (undecided/unlikely), it will be an outside agency and we will require clear COVID protocols and evaluate their engagement in them
- we will transition all large group gatherings, celebrations, rituals and assemblies to a virtual townhall format
- we will cancel all classes and/or activities of classes that have performance elements to it

## Mitigation

- Daily Health Screenings – daily health screenings will be conducted with all students, staff and schedule visitors to reduce potential exposure to COVID-19
  - screenings will be developed and trained through the School Nurse, School Counselor and Director of Student Life and be administered by the School Counselor, Director of Student Life, Operations staff and School Nurse when she is available
  - adults conducting screenings will adhere to the following compliance procedures:
    - Wash hands before and after screenings
    - Use and change disposable gloves if physical contact occurs
    - Create and use physical barriers (glass or plastic window or partition) in conducting visual and physical screening
    - Use non-contact procedures for all aspects of screening
    - Clean/sterilize screening materials after each session or when examiner is being shifted (screening materials are non-contact)
  - staff and scheduled visitors may choose to use an online health screening submitted no earlier than the morning of their arrival at the physical site
  - screenings will happen at the receiving station in the open lobby of the building for students and at the outside entrance to the school for adults and scheduled visitors when possible
  - screening questions will ascertain recent experiences of:
    - physical appearance of general wellness and absence of COVID-19 symptoms
    - travel to an area where there is heightened incidence of the disease or a state listed as high-risk
    - contact with people known to have COVID-19 or showing symptoms of COVID-19
    - general feeling of wellness, fever, cough, sore throat, congestion, difficulty breathing, vomiting, nausea, bowel irregularity, fatigue, head and muscle aches, loss of taste, smell or dulling of sensory
- **Failing the Screen** - students, staff or visitors not meeting the criteria for general wellness or failing

(answering “Yes”) to any portion of the screen will not be permitted in the building and will be supported in contacting health officials to receive triage and health attention

- **Symptoms at School** - students and staff who report symptoms of COVID-19 or any illness or become ill over the course of the day will be placed in isolation in a safe-hold area until family can be notified, they can be picked up or are able to return home on their own and will transition to full-virtual programming until cleared
  - Isolate with supervision
    - unused classroom area with space for distancing as many as 10 people
    - PPE station, handwashing station
    - additional ventilation capacity added (high-density air purification and filtration device)
    - immediately cleaned/disinfected after each use
  - Re-administer PPE
  - Notify guardian
  - Support and guide medical attention
  - Physical space addressment (cleaning/disinfecting)

**Exclusion and Dismissal** – Students and staff who test positive or are awaiting the result of a COVID-19 test, fail the health screening and/or show or develop symptoms must be dismissed and can be excluded until such time as it is determined that they are no longer at risk of exposing others to the disease.

- Student and staff with pre-existing health conditions that present symptoms associated with the pre-existing condition and are not *new* symptoms will not be excluded
- excluded students and staff will be transitioned to the full-virtual option until they have been cleared
- **Re-entry** - Jessica Miser, the Operations Manager, will work with the school nurse to manage the communication with families and public agencies to support smooth and efficient identification, mitigation, response and clearance. They will follow DC Health Department’s public guidance on the process and secure clearance from DC Health before anyone is allowed to re-enter in-person programming
  - Determine need for testing
  - Assign action based on testing
    - Positive – treatment and quarantine, remain full-virtual until cleared or close contact is cleared
    - Negative – return to in-person programming
  - Determine need for quarantine
  - Assign action based on need
    - Contact with COVID-19 positive person – isolation from positive person, quarantine with positive person, quarantine after positive person is cleared
    - Contact with COVID-19 symptomatic person - isolation from symptomatic person, quarantine with symptomatic person, quarantine after symptomatic person is cleared
    - Travel to High Risk Area - quarantine period
- students with disabilities and students with a 504 Plan will continue to receive services least restrictive in environment, will continue to be provided, to the greatest extent possible, all of the special education accommodations and related services identified in their plans without being excluded from full participation in in-person activities associated with school
- although students and staff may meet the criteria for high-risk individuals, they will not automatically be excluded and those that decline in-person instruction will be transitioned to the all-virtual option until such time as they choose to return for in-person instruction or they are no longer in an at-risk category

All students are currently participating in an all-virtual program. That program will continue to be offered for the entire school year for parents who opt in and for students who may be ill or show symptoms of COVID-19. SWDs will be treated as indicated in the section of the application that specifically calls for our plan for special populations. Please refer to that section of the application for how students with IEPs or 504 plans will be supported in the virtual environment. That will be similar when in-person school resumes and a special populations student is required to revert to all-virtual schooling.

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

Air circulation continues to be impacted by CDC guidance, but the general consensus is that we need to be able to measure and make sure that ventilation is regular, with guidelines indicating that new air should exchange 6 times per hour. Because P.R. Harris is an older building, most classrooms have no windows and the exterior facing classrooms that do not have windows that open. As such, BP will engage the following on a monthly basis:

- Replace all filters with Merv-11 or 13 filters (depending on the size of each unit) to increase air-filtration
- To the best of each system's ability increase outside air intake (AAON roof top units) to the max fresh air exchange rate possible for the unit(s)
- For "boiler/chiller" combo systems allowing the dampers to remain open to allow as much fresh air as possible to feed into the Daikin systems (indoor units)
- Statesmen is also adding single unit in-room portable UV filtration systems to increase air purity (InvisiClean Claro 4in1 Air Purifier or similar)
- Monthly air and water flushes throughout the building
- Providing PPE for engineering and janitorial staff
- No longer allowing engineers or janitorial staff in occupied spaces to preform maintenance or cleaning (except emergencies)
- Manage all cleaning and chemical use to avoid student contact with chemicals

Building Hope will work with Busy Bee and their other contracted facilities service providers to prepare and distribute a service schedule outlining these responsibilities.

### 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>.*

#### Fully Virtual Program

In response to the growing nature of the pandemic in the region and local and national health guidance, the Mayor has announced that all schools should be fully virtual beginning in fall. With that, Statesmen College Preparatory Academy for Boys PCS will implement a fully virtual school program until the Thanksgiving Break of 2020. We will use the month of November to assess the possibility of in-person programming as student return from the break.

In constant communication with our families and in observance of what worked and did not work for us at Statesmen and with our partners across the nation, we are continuing with the focus areas that we begin virtual programming with. We learned that high academic and behavioral expectation accomplished through deep and bonded relationships was most important. From that, parents insisted on structure and routine – a regular daily schedule, uniformed presence, structures for communication and support. The phased approach with an extensive relational focus including North Star Advisory and Virtual Lunch were also highly rated. These elements will continue. Additionally, the boys and the families wanted to see *a little* more than just Reading and Math. We will fuse limited elements of STEAM and Kings 101 into Virtual Lunch as a part of a program of electives.

#### Students

- staggered entry and exit - 2-5-minute intervals for 20 cohorts
- staggered transitions to bathroom and recess
- no entry drop-off
- student will receive a single ration of PPE for the day as they enter school each day and head directly to their

assigned classroom

- homogenous groupings with no transitions - 10 students and 1-2 adults
- stationary class group - clustered in Pods for 8 to 10-week periods
- stationary classroom - each Pod uses 1 classroom only
- stationary setting - students use the same desk daily, remain in one area of the room where possible, use the same assigned technology, each student has a sterilizable bin for materials and daily PPE ration, instruction comes into the class through videotaped lessons and online lesson management where possible
- physically distanced desks - using most recent CDC guidance, we have large rooms and can accommodate 10 students per room with 6 to 10 feet of physical distancing
- removal of all shared materials and furniture
- pre-packaged meals with single use materials will be delivered to the classrooms, no food trades or food and materials sharing will be allowed, before and after eating hygiene protocols will be engaged allowing students to practice sanitizing their spaces
- PE/recess will happen outside when possible and teacher will direct distance-compliant physical challenges with little or no contact

### Staff and Program

- staff arrive early and will be assigned a 10-minute window within which to arrive and will be able to engage in Morning Staff Huddle virtually from their individual classrooms
- staff will receive a daily ration of PPE and we will encourage that they use disposable single use masks when possible
- where reasonable and possible, we will intentionally work to reduce unnecessary transitioning through and around the building and add hygiene protocols and materials where common usage cannot be avoided (and extra copier, several coffee stations, encourage and purchase coolers for classrooms)
- staff will be responsible for preparing and handling all materials for their classes and will be required to minimize the use of materials unless it is modeled for students to see or is disposable and can be thrown away after a single use
- support to the adult staff will be centralized to reduce the number of times someone comes into a classroom space
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  - we will establish a set of spaces where materials can be dropped off and picked up
- if Before and After Care provision is offered (undecided/unlikely), it will be an outside agency and we will require clear COVID protocols and evaluate their engagement in them
- we will transition all large group gatherings, celebrations, rituals and assemblies to a virtual townhall format
- we will cancel all classes and/or activities of classes that have performance elements to it

### Staff and Student Schedule

**SCHOOL CALENDAR:** The school calendar, as published, will remain as follows:

- Start Date – August 24, 2020
- End Date – June 18, 2021
- Holidays:
  - **Labor Day** - Monday, September 7, 2020
  - **Columbus Day** - Monday, October 12, 2020
  - **Election Day** - Tuesday, November 3, 2020
  - **Veterans Day** - Wednesday, November 11, 2020
  - **Thanksgiving Break** - November 23-27, 2020
  - **Holiday Break/Religious Observances** - December 21, 2020 – January 1, 2021
  - **Martin Luther King** - Day Monday, January 18, 2021
  - **Winter Break/Presidents Day** - February 15 – 19, 2021
  - **Spring Break/Emancipation** - Day - April 12 – 16, 2021
  - **Memorial Day** - Monday, May 31, 2021
- Parent to Teacher Conference Days: no school for students



- Thursday, October 8, 2020
- Friday, October 9, 2020
- Thursday, March 4, 2021
- Friday, March 5, 2021
- Teacher Professional Development Early Release Days
  - Wednesdays (*while school programming is virtual*)
  - Fridays (when in-person programming resumes)

## Academic Program and Student Daily Schedule

Staten Academy partnered with the National Summer School Initiative (NSSI) this summer for implementation of a largely synchronous virtual school program. We engaged all of our staff and all of our Students with Disabilities, student designated as at-risk, struggling learners and opted in parents who wanted their child to have recovery programming and academic enrichment. We have partnered with NSSI (now Cadence) for a yearlong continuation of that engagement. The program for the school year comes with additional flexibilities that will allow for a largely synchronous day program with asynchronous elements as we choose. Cadence uses curriculum completely aligned to the program offerings of Statesmen in the areas where we will focus (Wit & Wisdom for Humanities and Eureka for Math). As such, materials required for engagement can be completely accessed online. As indicated in the schedule below, students will have a largely synchronous day of instruction, going from whole group to cohort level to small group to intervention group to one-on-one instruction where appropriate.

Aligned with our narrow crisis planning focus on the areas of relationships and academic loss mitigation to ELA and Math, during the course of each day, students will engage in approximately 90 minutes of relational activities, 90 minutes of Reading instruction and 90 minutes of Math instruction. The relational blocks – North Star Advisory, whole group meetings, virtual/elective lunch, check-in calls and optional office hours are 100% synchronous. Both of the 90-minute Instructional Blocks are 60-90 minutes synchronous depending on student needs. The block will start with a 30-minute block for cohort level Modeling. From there, 100% of students and accompanying staff will transition to a 30-minute small group instructional block for Guided Practice (approximately 10-12 students and 2 adults). From there, students will be released for a 30-minute block of Independent Practice where they will participate in 20 minutes of platform engagement (Math – ST Math, Dreambox, Reading – Reading Plus, Lexia) and complete a 10-minute teacher prepared exit ticket to close the block. We will also use that 30-minute Independent Practice block as an Intervention Block as well to make sure that SWDs and struggling learners get additional small group and one-on-one support. As many as half of our students will use the IP block in this manner. Much of the program is significantly supported by adults and the programming is administered through online platforms that have monitoring tools embedded. That, with the daily exit ticket closure and intermittent program assessments, will allow for a high level of monitoring for immediate program adjustments. The leadership team will use the adjusted schedule for asynchronous instruction on Wednesdays to analyze data with the entire teaching team and adjust our program where necessary. In this way, we will be able to immediately address the needs of every learner across the spectrum of students that we serve. A typical day will go as follows:

- School Daily Schedule (*while school programming is virtual*)
  - Monday, Tuesday, Thursday, and Friday
    - 8:45am – North Star Advisory
    - 9:15am – Sunrise Whole Group Meeting
    - 9:45am – ELA Block
    - 11:15am – Lunch/Virtual Elective
    - 12:45pm – Midday Whole Group Meeting
    - 1:00pm – Math Block
    - 2:30pm – Sunset Whole Group Meeting
    - 2:45pm – Homework Assignments
  - Wednesday
    - 8:45am – North Star Advisory
    - 9:15am – Sunrise Whole Group Meeting
    - 9:45am – Celebrations and Recognitions/Topic Engagement
    - 10:15am – Crew Engagement Breakouts

- 10:45am – Whole Group Closeout and Assignment Exposition
- 11:00am – Partial Dismissal, Intervention Support and Parent Check-ins
- 12:00pm – Full Dismissal to Platform Assignments
- 12:45pm – Staff PD

The Cadence program is both flexible and adaptable and can be immediately shifted to support in-person instruction when we are able to engage in a hybrid model with days of in-person instruction. With the in-person model described for transitioning back to regular programming, this will be critical.

### **Programmatic Phases**

While we have the experience of both Spring and Summer to support a faster progression of implementation phasing, we also know that students who begin with the program new this year will have missed a very important set of relational activities that deeply bond our staff and families. With that, and in light to the fact that some technology may not arrive in a timely fashion, we will implement a staged approach to full implementation.

#### **Phase I:** Relationship Building and Technology Integration

- Reconnect with scholars and families
- Establish the forms and frequency of communication
- Restart North Star Advisory Small Groups
- Finalize technology (devices and connectivity)
- Socialize new academic program components
- Establish and reset online norms, protocols, processes, procedures and routines

#### **Phase II:** Full Implementation

- Identify, assign and engage accountability measures
- Identify and engage metrics to measure program success

We will continue to use Zoom as the instructional platform for live streaming lessons. We have transitioned from SeeSaw to Google Classroom as the assignment management platform. All scholars will have a school email account for the purpose of engaging both. As a program, we will extend the NSSI program that we used this summer into the school year. We will flex their platform, but we have selected this program because it is aligned to both the ELA and Math curricula that they school has chosen. Online instructional platform engagements will include, but may not be limited to:

Reading:

- Wit & Wisdom, Reading Plus, Lexia

Math:

- Eureka Math, Zearn Math ST Math, Dreambox, Khan Academy

Discipline Specific and Enrichment:

- The Smithsonian Institute, Virtual Science Lab, PhET, National Geographic Kids, OER Project, Crash Course US History, TCI,

### **Pedagogy**

We will again engage in some combination of the following structure based on the needs of each scholar:

- **Direct Whole Group Instruction** by a teacher to the whole scholar body in Zoom
- **Indirect Whole Group Instruction** by a teacher or a video of instruction assigned for view to the whole scholar body
- **Small Group Instruction** to heterogeneous or homogeneous groups as appropriate to the assignment or the

need

- **Individual Instruction** in Zoom or by phone
- **Independent Work** will be assigned throughout the course of the day for scholars to engage
- When appropriate, we will offer and engage **In-Person Onsite Small Group Tutorial** and instruction for both ELA and Math (we will practice all physical distancing protocols)

## **Materials**

To support this, all materials necessary for the engagement in a fully virtual program at the standard that we have established will be purchased, sanitized, packaged and either picked up by families or delivered to their homes.

Students may receive some or all of the following based on family responses to material needs surveys:

- Chromebook
- Technology Supplies - Chromebook case, noise canceling headset, screen cleaning wipes, space dividers, etc.
- Connectivity - support with a Comcast or Verizon internet essential package, hotspot
- Uniforms - 5 sets twice each year
- Instructional Supplies - binder, paper, pencils, etc.
- Discipline Specific Supplies - calculator, notebooks, compass, books, readings, art materials

All of these materials have been provided to parents and are now in their possession. We regularly publish a schedule for parents to select pick-up times and have staff who deliver materials when that is necessary.

Each month, the Operations Manager works with the Leadership Team to outline all of the materials that students will need to engage in instruction. From there, an implementation map outlining actions, owners and timetables. Parents are contacted and informed through North Star Advisors, bi-weekly Townhalls and newsletters that they should sign up to pick up necessary materials. Parents who cannot pick up materials will work through the North Star Advisor to set up a time for home delivery.

## **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.**

## **Fully Virtual Program**

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  - **Veterans Day** - Wednesday, November 11, 2020
  - **Thanksgiving Break** - November 23-27, 2020
  - **Holiday Break/Religious Observances** - December 21, 2020 – January 1, 2021
  - **Martin Luther King** - Day Monday, January 18, 2021
  - **Winter Break/Presidents Day** - February 15 – 19, 2021
  - **Spring Break/Emancipation** - Day - April 12 – 16, 2021
  - **Memorial Day** - Monday, May 31, 2021
- Parent to Teacher Conference Days: no school for students
  - Thursday, October 8, 2020
  - Friday, October 9, 2020
  - Thursday, March 4, 2021
  - Friday, March 5, 2021
- Teacher Professional Development Early Release Days
  - Wednesdays (*while school programming is virtual*)
  - Fridays (when in-person programming resumes)

### **Academic Program and Student Daily Schedule**

Statesmen Academy partnered with the National Summer School Initiative (NSSI) this summer for implementation of a largely synchronous virtual school program. We engaged all of our staff and all of our Students with Disabilities, student designated as at-risk, struggling learners and opted in parents who wanted their child to have recovery programming and academic enrichment. We have partnered with NSSI for a yearlong continuation of that engagement. The program for the school year comes with additional flexibilities that will allow for a largely synchronous day program with asynchronous elements as we choose. The NSSI uses curriculum completely aligned to the program offerings of Statesmen in the areas where we will focus (Wit & Wisdom for Humanities and Eureka for Math). As such, materials required for engagement can be completely accessed online. As indicated in the schedule below, students will have a largely synchronous day of instruction, going from whole group to cohort level to small group to intervention group to one-on-one instruction where appropriate.

Aligned with our narrow crisis planning focus on the areas of relationships and academic loss mitigation to ELA and Math, during the course of each day, students will engage in approximately 90 minutes of relational activities, 90 minutes of Reading instruction and 90 minutes of Math instruction. The relational blocks – North Star Advisory, whole group meetings, virtual/elective lunch, check-in calls and optional office hours are 100% synchronous. Both of the 90-minute Instructional Blocks are 60-90 minutes synchronous depending on student needs. The block will start with a 30-minute block for cohort level Modeling. From there, 100% of students and accompanying staff will transition to a 30-minute small group instructional block for Guided Practice (approximately 10-12 students and 2 adults). From there, students will be released for a 30-minute block of Independent Practice where they will participate in 20 minutes of platform engagement (Math – ST Math, Dreambox, Reading – Reading Plus, Lexia) and complete a 10-minute teacher prepared exit ticket to close the block. We will also use that 30-minute Independent Practice block as an Intervention Block as well to make sure that SWDs and struggling learners get additional small group and one-on-one support. As many as half of our students will use the IP block in this manner. Much of the program is significantly supported by adults and the programming is administered through online platforms that have monitoring tools embedded. That, with the daily exit ticket closure and intermittent program assessments, will allow for a high level of monitoring for immediate program adjustments. The leadership team will use the adjusted schedule for asynchronous instruction on Wednesdays to analyze data with the entire teaching team and adjust our program where necessary. In this way, we will be able to immediately address the needs of every learner across the spectrum of students that we serve. A typical day will go as follows:

- School Daily Schedule (*while school programming is virtual*)
  - Monday, Tuesday, Thursday, and Friday
    - 8:45am – North Star Advisory
    - 9:15am – Sunrise Whole Group Meeting
    - 9:45am – ELA Block
    - 11:15am – Lunch/Virtual Elective
    - 12:45pm – Midday Whole Group Meeting
    - 1:00pm – Math Block
    - 2:30pm – Sunset Whole Group Meeting
    - 2:45pm – Homework Assignments
  - Wednesday
    - 8:45am – North Star Advisory
    - 9:15am – Sunrise Whole Group Meeting
    - 9:45am – Celebrations and Recognitions/Topic Engagement
    - 10:15am – Crew Engagement Breakouts
    - 10:45am – Whole Group Closeout and Assignment Exposition
    - 11:00am – Partial Dismissal, Intervention Support and Parent Check-ins
    - 12:00pm – Full Dismissal to Platform Assignments
    - 12:45pm – Staff PD

The NSSI program is both flexible and adaptable and can be immediately shifted to support in-person instruction when we are able to engage in a hybrid model with days of in-person instruction. With the in-person model described above, this is critical.

## **Professional Development**

Statesmen partnered with the NSSI program for our summer learning program for extended year learning, recovery and enrichment. Because we were fully staffed as the program started, we placed the entire team in on the NSSI platform. All staff started with a full week of synchronous online professional development on the platforms, content and pedagogy of the NSSI program. Each day for the next 5 weeks, the entire staff started each day with 2-hours of pre-service training led by the Statesmen leadership team with a focus on Relationship Building, Team Building, the Statesmen Core and the Statesmen Instructional Approach. From there, teachers started their instructional day with

students while Administrators, School Support Staff, Lead Teachers, Instructional Aides and Dedicated Aides trading in and out as lead for the class for various blocks of instruction. Teachers participated in a co-planning session led by Master Teachers from the NSSI program where they engaged in intellectual preparation to master the content, observed a video of a model class to master the instructional approach and had optional office hours for additional prep support. The entire staff reported that it was some of the best development that they have ever received. The adult leading instruction received daily feedback from the team members in their class and twice weekly from an administrator. The staff will participate in a week of asynchronous PD led by NSSI and will continue with the daily planning support as it is built into the NSSI model. Wednesdays are a day of largely asynchronous platform engagement for students. They will have 2 hours of relational engagement led by the staff and engage pre-arranged platform tasks, assignments and assessments for the remainder of the day. For the rest of the day, Statesmen staff will participate in a day of synchronous PD led by the Statesmen leadership team, again focused on Relationship Building, Team Building and the Statesmen Core and Instruction Approach as well as Data Deep Dives.

### **Programmatic Phases**

While we have the experience of both Spring and Summer to support a faster progression of implementation phasing, we also know that students who begin with the program new this year will have missed a very important set of relational activities that deeply bond our staff and families. With that, and in light to the fact that some technology may not arrive in a timely fashion, we will implement a staged approach to full implementation.

#### **Phase I:** Relationship Building and Technology Integration

- Reconnect with scholars and families
- Establish the forms and frequency of communication
- Restart North Star Advisory Small Groups
- Finalize technology (devices and connectivity)
- Socialize new academic program components
- Establish and reset online norms, protocols, processes, procedures and routines

#### **Phase II:** Full Implementation

- Identify, assign and engage accountability measures
- Identify and engage metrics to measure program success

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We will continue to use Zoom as the instructional platform for live streaming lessons. We have transitioned from SeeSaw to Google Classroom as the assignment management platform. All scholars will have a school email account for the purpose of engaging both. As a program, we will extend the NSSI program that we used this summer into the school year. We will flex their platform, but we have selected this program because it is aligned to both the ELA and Math curricula that they school has chosen. Online instructional platform engagements will include, but may not be limited to:

Reading:

- Wit & Wisdom, Reading Plus, Lexia

Math:

- Eureka Math, Zearn Math ST Math, Dreambox, Khan Academy

Discipline Specific and Enrichment:

- The Smithsonian Institute, Virtual Science Lab, PhET, National Geographic Kids, OER Project, Crash Course US History, TCI,

## **Pedagogy**

We will again engage in some combination of the following structure based on the needs of each scholar:

- **Direct Whole Group Instruction** by a teacher to the whole scholar body in Zoom
- **Indirect Whole Group Instruction** by a teacher or a video of instruction assigned for view to the whole scholar body
- **Small Group Instruction** to heterogeneous or homogeneous groups as appropriate to the assignment or the need
- **Individual Instruction** in Zoom or by phone
- **Independent Work** will be assigned throughout the course of the day for scholars to engage
- When appropriate, we will offer and engage **In-Person Onsite Small Group Tutorial** and instruction for both ELA and Math (we will practice all physical distancing protocols)

## **Materials**

To support this, all materials necessary for the engagement in a fully virtual program at the standard that we have established will be purchased, sanitized, packaged and either picked up by families or delivered to their homes.

Students may receive some or all of the following based on family responses to material needs surveys:

- Chromebook
- Technology Supplies - Chromebook case, noise canceling headset, screen cleaning wipes, etc.
- Connectivity - support with a Comcast or Verizon internet essential package, hotspot
- Uniforms - 5 sets twice each year
- Instructional Supplies - binder, paper, pencils, etc.
- Discipline Specific Supplies - calculator, notebooks, compass, books, readings, art materials

## **Assessment and Promotion Policy**

### **A. Assessment**

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

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

NWEA-MAP

**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.**

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At Statesmen, we fully believe that while formal and summative assessments are a completely inappropriate evaluative tool against schools as they traverse a community of learners through a crisis of national and international proportion, it is absolutely essential that we engage a measured number of formative and summative assessments to come to know what students know, what they do not know, where they have grown, where they have fallen behind and finally what impact our programming is having on the goal of mitigating academic loss. We have promised our families that we will keep testing to a minimum and use metrics that assess the areas of focus. These criteria are the foundation for why the assessments below are being used – a focus on relationships and mitigation of academic losses to both Reading and Math. As such, we intend to participate in the following:

#### Students SEL, Mental Health and School Culture

- **Panorama Assessment of School Climate**
  - Student survey that assesses student perceptions of 14 elements of school climate
  - We have participated in two rounds of surveys each year
  - We will participate in two rounds again (one MOY with last spring's EOY as a baseline, and one EOY)
  - This will be administered remotely with a digital proctoring approach
- **NWEA MAP**
  - Norm-referenced measure of growth in ELA and Math
  - We have participated in two rounds of assessments each year
  - We will participate in two rounds again (one MOY with last spring's EOY as a baseline, and one EOY)
  - We may also assess a small random group of students to gauge the impact of the NSSI engagement against learning loss
  - This will be administered in-person in small groups
- **PARCC (still no final decision made)**
  - Criterion-based State assessment of college readiness content
  - We have participated in one round of assessment each year
  - We are leaning towards taking PARCC if it is administered. If we do, this will be administered in-person in small groups and we will participate in one round again (one EOY with no baseline)

For new entrant's, we will first try to ascertain the performance on these measures if they participated at another school. If the program was not offered (likely not with Panorama) or the scores cannot be found, we will create a rotation of baseline administrations to guarantee that we have a baseline for all students. We did administer NWEA MAP at the end of the Spring semester and had almost all students participate, save a small number of students who engaged in all virtual programming but were in a different state. While we will prefer in-person assessment, we know that two of the assessments that we use will offer a remote option for testing. In that way, we can guarantee some level of assessment engagement for all scholars. We do know that some small number of our students will need additional support to complete the testing. We did offer distance-compliant in-home proctoring on a few occasions and will engage this tactic for assessment for that small group if necessary. We will certainly offer car service to and from school for onsite assessment as well. The data that we will use for formative content assessment will largely come from program embedded assessment and teacher created exit ticket analysis.



## B. Promotion and Graduation

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

### Promotion and Graduation

It is our belief that this plan is a response to a national and international crisis. It is a crisis plan. While we want to offer a program that is comprehensive, we want more than anything to support the health and wellbeing of our students and families as they traverse this crisis and offer the greatest possible mitigation to academic losses to the areas the will most impact their academic progression beyond the pandemic. That, with our analysis of the clear failure of expansive programs to achieve their goals, led us to once again focus our offerings. That focus has impacted the program that we put in place.

Only ELA and Math will receive a grade. All students will be graded on a Pass/Fail system.

A student will have Passed the class if:

- he has maintained 90% or greater *in-seat* attendance as Statesmen has defined it
- he has submitted 75% or greater of the exit tickets that they teacher has assigned
- he has received a Pass on 75% of the exit tickets that the teacher has evaluated

It is our contention that if a student had been scheduled to progress to the next grade before the pandemic struck, then any failure that we see during the pandemic is pandemic-specific failure and that it would be undue cruelty to fail a child before the pandemic ends and a period of intense recovery has been applied.

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.**

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.

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

- 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?

## **Attendance**

We have continued to register relatively high engagement in our virtual programming. We have and will continue to report daily attendance to OSSE using standard protocols. While we will be using NSSI as a learning management system and Google Classroom as an assignment management system, we will not be using these systems to authenticate presence in program. We are implementing a largely synchronous program and will physically authenticate presence via observed engagement in synchronous online programming each day. A student may be authenticated as present if either of the following is true:

- He is observed as present for both his ELA and Math block in the same day
- He has completed the exit ticket associated with the ELA and Math block in the same day and engaged in a phone or Zoom check-in with a Statesmen team member
- He has engaged in Small Group, Intervention Group or One-on-One instruction for both ELA and Math in the same day
- He has missed some portion of the ELA or Math block, but was otherwise present for the other elements of the day and engaged in a phone or Zoom check-in with a Statesmen team member
- He has an excused absence for some portion of the day and engaged in a phone or Zoom check-in with a Statesmen team member

**that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?**

## **Attendance Process**

- North Star Advisors make the first contact with families if he is not present for North Star Advisory and reports this to the Attendance Team if the initial outreach does not result in immediate presence
- Morning meeting is the second round of physical attendance observation
- Students who were present for 3 - North Star Advisory, Sunrise Morning Gathering, ELA (first instructional block) – can be tentatively marked as present
- The Attendance Team works with virtual classroom leads all day to verify and record attendance and immediately address truancy in the virtual space with parents (they will submit attendance and adjust the attendance from the day before based on shifts throughout the 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.**

### **Student Support**

At Statesmen Academy for Boys, our primary core value is Relationships – “*I am my brother’s keeper.*” and as such we continue practice distance compliance as we engage the work of building, maintaining and leveraging relationships to impact outcomes for the young male scholars that we serve.

The surveying and interviewing that we did with our families before, during and after COVID-19 school closure started deeply informed our program. Mental Health, emotional wellness and relational connection were all at the top of the list for parents and students. There was a great concern that the deep connections that the students had to their teachers would be lost. Using the Panorama data, which indicates that our students rank in the top 10% of schools across the nation when it comes to connectedness to their teachers, we instituted North Star Advisories to support in maintaining strong relationships. Each student’s picture was placed on the wall and the entire staff did a gallery walk leaving post-it notes on the faces of students that they felt a special bond with. We found that every Statesmen was more than covered. We used that data to create 5 student pods that would be anchored by each staff member.

- North Star Advisories meet in a Zoom Check-in every morning and engage in 5 of 20 different relational activities each day
- North Star Advisories create their own path of engagement each day and have members of the pod lead various activities
- North Star Advisors execute a one-on-one call or recorded Zoom check-in with each member of the group each day
- Student receive between 2 and 5 personal outreach contacts from their advisor or other Statesmen team member each day
- Parents receive 2 to 5 personal outreach contacts from their advisor or other Statesmen team member each week
- Each day, students will participate in a series of whole group gatherings to support on-time engagement in classes, bring positive energy into the day, engage in team building and mindfulness activities and celebrate the success that students have had in the day before
  - Sunrise Whole Group Gathering
  - Virtual Lunch/Electives
  - Midday Whole Group Gathering
  - Sunset Whole Group Gathering
- Wednesday Mornings are an extended Sunrise session where more of the relational activities can be engaged in both the whole space, breakout rooms and when they break into their relational Crews
- Again, students may also choose to engage in Office Hours that will be available each day
- Each day, at the Sunrise session, students engage in a series of queries regarding their emotional level and teachers use these self-reported levels to connect with students to create opportunities for them to process their emotions and connect students in seeming emotional distress with the School Counselor

### **Just-In-Time Recovery**

The program as it is designed has demonstrated an ability to support every kind of learner. The MAP results at the end of Spring were not what we wanted, but certainly more than would have been expected. We are doubling down on what worked. Students who are demonstrating the slowest growth and greatest loss will be targeted for support during the times when students are released to independent work. These students will receive one-on-one and small group support in completing assignments. Additionally, SWDs and struggling learners will be a part of a pilot of Read 180, a partnership that we are enrolled in through a SOAR grant given to the Special Education Collaborative. This program will provide additional recovery for students with the slowest growth and greatest losses. We engage Acute Academic Intervention and will more deliberately implement this methodology in the virtual space as well:

- Exit tickets analyzed
- Students grouped by misconception
- 15 to 30-minute skill specific instruction provided

- Exit ticket administered again

A structure like this has been a part of the general academic program at Statesmen, showing particular effectiveness for SWDs and struggling learners.

## **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.*

### **High Behavioral and Academic Expectation**

At Statesmen, the young men who helped design the school developed a definition of High Expectations that we have found unique and of great value. What we learned is that unaligned behavior is a function of an uncommunicated and unmet need or and unclear expectation. Those young men helped us to formulate the formula for High Expectations, as they define it.

We believe that the foundational elements of our Disciplinary Policy (available in our published Student and Family Handbook) are transferrable to the virtual space. The tenets of that policy and what it means about how we treat one another do not change in the virtual space and that policy will remain active with considerations where virtual learning can be applied.

### **Virtual Etiquette**

To support clarity regarding expectations in the virtual space, we created a Virtual Etiquette Guidance document and included highlights in the updated and published Student and Family Handbook as a part of the Technology Use Policy. The Technology Use Policy clearly outlines how technology can and should be used. Additionally, the first phase of the DL rollout will include daily practice of appropriate virtual expectations for academic engagement and virtual presence. Because our school uses a highly effectual Crew Focused PBIS program, students earn points, recognition and prizes for themselves and for their teams for practicing these principles.

We have learned over the course of the Spring virtual engagement that our boys have benefitted from additional structures to support smooth engagement in the virtual environment. While many of the functionalities of the streaming platforms are very helpful to create excitement and engagement, if not structured, they can be used for bullying and much worse.

- Student devices and accounts are monitored through an outside provider so that inappropriate site engagement is flagged for parent contact
- Students earn immediate point for their Crew when appropriate online behavior is observed, and parents are immediately contacted if prompts are not immediately responded to
- Students use North Star Advisory to celebrate the engagement of their peers, set goals for the day and hold each other accountable
- Students are not in breakout rooms without an adult to actively let them into the space and facilitate engagement
- North Star Advisors serve as the first line of contact and provide a weekly update on student engagement in the virtual space – academically and behaviorally
- Chat engagement is controlled and enabled when it is appropriate to the activity
- Use of other technology for offline communication is monitored
- Screen sharing is a powerful way to engage and needs to be limited to the individual sharing
- Chalkboard and other public display engagements lead to distractions and are disengaged
- File sharing is not necessary and is disengaged
- Teachers can mute engagement or remove a student from the room when necessary
- We will continue to conduct student and/or parent “Warm Swarms” where the student or a parent participates in a Zoom processing session with several teachers and administrator to address the continued presence of unaligned behavior OR to celebrate that a persistent unaligned behavior has changed.

### Exclusion

At no time during the entire period of school closure was a student excluded from the virtual environment or learning. On occasion, a parent who was struggling to have students engage was allowed to have a student report to Statesmen for a day to engage in virtual school from the campus. This usually resolved any issues.

It is our general policy and expectation that no student be excluded. We have used the North Star Advisory system, the Crew System of PBIS and the general relational strategy of the school to create an environment where students have not had to leave the space.

- When behavior becomes a concern students will be immediately contacted via private chat, text, phone call and Parent at the Ready when necessary. From there, a series of strategies will be engaged to support appropriate behavior in the online environment.
- If it becomes necessary for some reason that a student be excluded, it will be for no more than a class period and an advisor will immediately be in contact with that student and family until such time as the issue is resolved and they are returned to the session. Any missing assignments will be address immediately with the advisor through video recorded lesson or asynchronous platform assignments.

## 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**

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

- **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](#).*

## **Students With Disabilities**

As a school serving black and brown boys primarily from Wards 7 and 8, Statesmen Academy has always had Special Education participation rates at 2 to 3 times that average of the vast majority of schools in DC. Black and brown boys are disproportionately selected for special education support and many parents choose Statesmen in order to see if our environment will help their child. And it does. For the last two year, Students with Disabilities have had growth at the level of our general education population and in a couple of areas more growth. That was significantly challenged in the virtual space. Statesmen has committed to and will continue to commit to, *to the greatest extent possible*, meeting all of the established goals of the existing IEP or 504 plan.

- We kept the entire Special Education team intact and grew the team for the upcoming year.
- We have a Special Education Coordinator and a Student Support Services team all focused on resetting the service provided to each SWD aligned with our virtual program offering.
- Every related service was kept in place and offered as many of these services are virtual compatible. Hours offered and hours received were tracked by the Special Education Coordinator in coordination with the service provider. Those hours were reported as normal.
- Related Service Providers worked in conjunction with the Student Support Services team to prepare and provide training to parents and teachers on how related services will be provided virtually. In most cases, the service translates.
- The Student Support Services team communicates with the families of SWDs each week to understand service receipt. All compliance obligations were met, and hours are tracked and reported as normal.
- The families of SWDs received greater contact than any other group in the program – from leads on the Student Support Services team, from the North Star Advisor and from administration. Each contact was tracked.
- 100% of our Students with Disabilities were enrolled in the summer learning program through NSSI for 5 weeks. The design of this program was to extend the provision of educational and related services, jumpstart the academic recovery against academic loss and offer academic enrichment. This was to further mitigate additional and negative learning loss impact. For SWDs, they will essentially have had no break in instruction. Like all students, SWDs will participate in a universal screener (NWEA MAP) as a way to measure the size of any academic loss. We will use the first 45 days to review the profile and data of each SWD and determine if we need to make changes to their educational benefits and meet with parents and the Student Support Services team make any necessary shifts to program. SWDs will also receive pre-recovery services during the execution of the pandemic plan with additional support from one-on-one tutoring during the evening through Zoom conferencing where parents can work with the Student Support Services team to coordinate execution.
- Students who have been impacted by residency transitioning have received the general ration of instructional materials, uniforms and school supplies. In addition to this, homeless or residency transitioning students receive a portable hotspot, transportation assistance, extra uniform items, open access to school counseling and coordinated support where basic needs are concerned – food and financial assistance where appropriate and possible. Upon request or when observed to be necessary, we may connect and coordinate community-based services to address the many issues that serve as barriers to academic and social/emotional wellbeing for these young men. They may occasionally use the school as an impromptu Learning Hub for a period of time.

- **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.**

## **English Learners**

Statesmen College Preparatory Academy for Boys PCS is located at the bottom of Ward 8 and serves Ward 7 and 8 as an area of focus. While we are an open enrollment school prepared to serve students from every part of the city, we currently serve a population of students with no English Learners and are scheduled to serve a similar population in the coming year. As such and in light of the fact that we are submitting a Crisis Plan of action, in the unlikely case that we suddenly receive an influx of students requiring services specific to English Learners, we will immediately build and submit an addendum to the crisis plan to address those needs. It will generally follow the plan submitted in the school charter. Considerations for the COVID-19 crisis include the following:

- It is still our plan that English Learners be fully included in classical instruction and receive support within classical instruction settings and be pulled for specific support. That support will likely be in a virtual setting.
- Engage the Student Support Services Coordinator and Student Support Services team to examine plans of incoming English Learners and reset the service provided to each EL aligned with our virtual program offering.
- Engage the Student Support Services Coordinator to outline and procure specific supports to the new group of English Learners who may not be receiving services.
- Hours of services offered and hours of services received will be tracked by the Student Support Services Coordinator in coordination with the service provider. Those hours will be reported as prescribed.
- Related Service Providers will work in conjunction with the Student Support Services team to prepare and provide training to parents and teachers on how related services will be provided virtually.
- The Student Support Services team will communicate with the families of English Learners each week to understand service receipt. All compliance obligations were met, translated documents prepared and provided.
- Like all students in special categories, families of English Learners will receive greater contact than any other group in the program – from leads on the Student Support Services team, from the North Star Advisor and from administration. Each contact will be tracked.
- Like all students and SWDs, English Learners will participate in a universal screener (NWEA MAP) as a way to measure the size of any academic loss. Additionally, they will be administered WIDA ACCESS to solidify their service requirements if that is not already established. This will be used to set language goals across the four domains and assign specific support.

## **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.**

### **One to One Technology School**

Statesmen Academy is a 1:1 device school and was able to immediately transition to a virtual program of continuous learning as students were able to take their device home upon school closure. Technology and device use have become the lifeblood of continuous education and warranted that we develop and distribute an enhanced technology use policy. We added the Technology Policy to our updated Student and Family Handbook. The foundational tenets of that policy still apply.

- The Technology Policy will be attached as a part of this submission
- We survey each family regularly to determine what their technology and connectivity needs are. From there, we provide support based on need. Because we regularly survey and communicate with parents, we are able to immediately respond when a need arises and mitigate losses to instructional time.
- Statesmen maintains a minimal operations staff each day at the physical site. This is to make sure that parents and families can quickly trade out devices that malfunction or are damaged. When necessary, we will deliver a device to the home.

Statesmen will safeguard the personally identifiable information of our students during remote learning.

- All staff and families have received a copy of the Technology Policy which outlines expectations and base level protections.
- Staff and families have been trained on safeguards and protections necessary to guard personal information. Staff have received several trainings regarding online space management and safeguarding.
- Statesmen has established through all of its virtual school partners that the LEA is the sole owner of all information pertaining to the students, staff and families of the school and that no information regarding either group can be held or shared.
- All sessions on Zoom with students will be recorded. The recording come directly to the school and are not accessible to anyone outside those with specific permissions.
- Students and staff have a school-provided email address as the only way to engage in virtual programming and platforms.
- Students enter virtual school through invitation-only portals and have usernames and passwords specific to their use.
- While students have signed a media release, images of their presence online are not shared unless they are generally grouped and identifying information is not seen and it is for educational/internal use only.
- All virtual school functionalities are permission-engaged only and are on when in immediate use and disengaged when not in use. Teachers are assigned guard duties with protocols for how students and families enter the space. Video camera on is a mandate as we constantly scan for appropriate attendance.
- Each electronic device that we issue has protective programming built-in (Securely) which blocks inappropriate sites, send alerts to us when an inappropriate site engagement is attempted, provides data on program usage, machine time, and general website engagement, etc.
- Parents have the right to opt out of any online programming or platform if they can justify vulnerability.
- As a part of our Technology Policy and our Bullying Policy, we have provided specific training on behavioral expectations of engagement online and how this will be addressed.
- Online streaming and Assignment management are handled through separate platforms and grades are distributed through a secure portal.

### **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).**

## **Engagement**

Consistent with our unwavering commitment to the primary value of Relationships, we have used the pandemic as an opportunity to strengthen relationships with our parents. Throughout this plan, there are constant references to the specific work that we did and do to not only communicate with our students and families, but to actively engage them in the process of building the response to COVID-19 that directly addresses their needs.

- At Statesmen, communication has always been important. The pandemic has warranted that we engage a literal suite of communication medium to make sure that information is given, received and responded to in an efficient manner. While it is impossible to perfectly attend to the preferences of any 2 families, it is certainly out of reach with hundreds of them. That said, our families have reported that they are very satisfied with the communication that we have maintained and the frequency with which they are being engaged. The North Star Advisory system means that parents receive 2-5 voice-to-voice contacts in each week depending on the status of their child. Additionally, parent receive 1-2 newsletter updates from the school each week. Parents may receive any number of email messages as several of the online programs that we use have parent emails and provide information regarding engagement. Parents are required to submit 1-2 surveys each week regarding program progression, satisfaction with the level of communication and needs assessment related to engagement. There is also a weekly Virtual Townhall where program updates are provided and questions from parents are directly addressed. As otherwise indicated in this plan, we have also conducted regular Zoom conferenced *face-to-face* convenings with parents. On several occasions, it was necessary that we conduct distance-compliant home visits to provide direct technical assistant or related service support. Finally, we do have an active Parent Association and have a PAC member representative for each of the classrooms. There is a PAC messaging system that we can engage that allows for each PAC class rep to message all of the parents in their group.
- The North Star Advisor is the first line of communication for parents. Those advisors have the most contact with parents. When a concern is raised or a need surfaced, they immediately report that to the leadership team and someone reaches out to the parent. With the weekly surveys that students, teachers and parents take and the initial interviews, student and family input and engagement continues to impact how we execute the program and make shifts.
- We used the townhalls and surveys to poll our parents regarding school closure at the midpoint of the year, again regarding the decision to finish the entire year as opposed to ending early and still again regarding a model for opening in-person or all virtual. We use the methods described above (North Star Advisors, virtual townhalls, parent and student surveys, school newsletters, email, text messaging, PAC engagement) to communicate regularly and to ready parents for anticipated and unanticipated shifts to the program. These same methods have been useful for providing information regarding training, to communicate shifts to any policy and to provide general updates and resource offerings. Especially when technology integration phase of the plan is happening and technical issues persist, we have and will execute several distance-compliant home visits to offer direct technical support in the home.
- We are deeply concerned about how to engage new families so that they feel the same connection to the school that our returning families do. We have held a series of forums for new parents where they have had opportunities to meet the teachers and the staff while learning about the uniqueness of the Statesmen program. We use those as opportunities to support new parents in speaking up, sharing their thoughts and concerns and starting the process of building relationship with other parents. We have and will create

opportunities for new parents to meet us at the school in small distance-compliant groups where they have toured the building and asked questions about the schools. We also have a Scholar to Scholar webinar where returning students lead an orientation for new families. As a part of that, returning students host a panel where new families can meet and ask questions of staff. Those happened as many as 3 times per day during summer as new families came on board. New families are a part of a buddy system with returning students so that their progression into the program is supported. New families will also have a series of townhalls, forums and small group engagements that we are designing as a virtual summer bridge program to increase relational engagement with incoming students and families.

- We are using Google Classroom as an assignment management platform and eSchool Plus as a system for formal grade reporting. Our grading system has changed to reflect crisis planning. We used our communications suite to communicate this shift and will use it again as we begin the orientation townhalls so parent fully know what to expect. As a part of these orientations, parents will again be informed of how grades will be recorded and how they can regularly access the child's formal grades, how the assignment management system will be used for students to submit assignments, receive feedback on those assignments and then resubmit them with the feedback incorporated for a final grade. The temporary grading system will be explained again. Additionally, the entire Continuous Learning Plan will be forwarded to parents in addition to a series of separate discreet policy documents, grading being one of them.

## 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:**

**LEA Leader Name:**

**Date:** 10-05-2020 04:25 PM