

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

**LEA Name: The Family Place PCS**

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**LEA Type: Adult**

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### Background and Purpose

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

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

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

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

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

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

### **School Recovery Operations Plan**

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

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

TFPPCS has contracted with an outside vendor, DEM Cleaning and Sanitizing, to provide training to our in-house janitorial staff on best practices for cleaning/disinfecting to prevent the spread of COVID-19. Prior to bringing students and staff into the building, DEM Cleaning and Sanitizing will deep clean and do an Ozone treatment to sanitize the entire building. They will repeat the treatment as needed bimonthly or sooner if needed.

Our in-house cleaning team will conduct daily cleaning – multiple times per day -- when we have in-person instruction (Morning, Afternoon, and Evening). They will disinfect all adult education classrooms, common areas, bathrooms, and high-touch surface areas after each session following the guidance from the CDC, OSSE and DC Health. We will also provide all staff with wipes with at least 70% alcohol content in cleaning agent to comply with FDA and sanitization standards for them to disinfect their stations. Our new staff motto is “if you touch it you clean it”. Another company, A Cleaning Company, will also deep clean the building every weekend.

If and when we have in-person instruction, TFPPCS will coordinate with DC health officials when learning of a COVID-19 case of someone who has been in the school. TFPPCS will immediately notify local health officials and follow these protocols:

- TFPPCS will work in close collaboration and coordination with DC health officials to make dismissal cancellation decisions.
- Dismiss students and staff for 2-5 days. This initial dismissal allows time for DC health officials to understand the COVID-19 situation at TFPPCS and determine whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
- Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.
- Communicate with staff and students. Coordinate with DC health officials to communicate dismissal decisions and the possible COVID-19 exposure.
- Clean and disinfect affected areas thoroughly. DEM Cleaning and Sanitizing will report the ozone treatment. TFP in-house cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the affected persons, focusing especially on frequently touched surfaces.
- Close off areas used by the affected individuals and wait as long as practical before beginning to clean and disinfect to minimize potential exposure to respiratory droplets.
- Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning to clean and disinfect.

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

Signage for handwashing, mask requirements and social distancing have been installed throughout the facility. Social distancing floor decals have also been installed, and we have replaced all classroom furniture with individual desks to accommodate social distancing guidelines – 6 students per classroom.

We will install a sneeze guard around our reception and case management areas before resuming in-person instruction. Additional furniture (including benches, larger desks and tables) have been placed in storage in order to avoid students and staff working/sitting close to each other.

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

TFPPCS does not have central air ventilation. We have individual window units. We are replacing all of the older units and changing the filters regularly. We have purchased and installed four IQAir purifiers with HyperHEPA filtration technology for superior airborne particle removal on each of the floors in the building. Our windows were replaced within the last year, so we are able to open them to circulate air. We have ceiling fans installed in the first and second floor hallways to circulate air out of spaces and to the air purifiers. Once in-person classes resume we plan to keep doors and windows open as much as possible to circulate outside air throughout the building.

### **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>.*

TFPPCS will hold all classes virtually through the end of our first semester which ends on December 15, 2020. We will follow Mayor Bowser's guidance as to whether it will be safe for us to open in a hybrid model in January 2021. Once we begin classes in a hybrid posture, we will finalize a plan for staggered scheduling for students and staff. At that time, TFPPCS classes will still be limited to 6 students per class; as a result, we plan to stagger start and end times for each class by ten minutes in order to manage the arrive and dismissal of a small number of students at a time.

For the limited on-site activities (including pre-testing, enrollment, food give-away, etc.), held in the building, we will conduct mandatory temperature checks for all staff and students upon entry; this process will be managed by a member of TFPPCS's Management Team. If possible, activities will be held outside. Limited staff may work at the office on occasion, but a maximum of 10 people can be in the building at a time, and each staff member should work from a separate room as much as possible. Masks will be worn by at all times by everyone who is in the building.

We have purchased PPE including face shields, masks and gloves for all staff and students to be given out as needed. Students have already received masks as part of our food and supplies giveaways to families.

Once hybrid classes resume, we will continue our partnership with DC Central Kitchen to provide individualized meals to students. Rather than serving them at the school, meals will be given to students to eat at home. Students will pick up their meal upon class dismissal. These meals may be cold or able to be reheated in an oven at home. We will purchase individually packaged snacks to distribute to students during class. We will have multiple hand sanitizing stations throughout the building – 4 wall-mounted and at least one station per classroom.

## **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.**

All TFPPCS instruction will be remote at least through our first semester which ends on December 15, 2020. We will provide synchronous learning via an online platform such as Zoom, Google Meet, WhatsApp Messenger, or other method of video calling. ESL and Foundations of Literacy students will follow an alternating A/B schedule and spend 2 days in synchronous learning environments and 2 days in asynchronous learning environments. Students will alternate instructional methods according to a Mon/Tues or Wed/Thurs schedule. Any students who cannot attend a synchronous session can participate in asynchronous instruction and can receive support from TFPPCS instructional staff.

CDA students will participate in synchronous classes on Fridays for 3 hours and complete the remaining 3 hours either via additional remote synchronous instruction or asynchronous instruction on another day of the week. Students who cannot attend a synchronous session can participate in asynchronous instruction and can receive support from TFPPCS instructional staff.

**Platforms:** TFPPCS will use Google Classroom to post content, monitor asynchronous participation and attendance, and assess progress on posted assignments.

**Materials:** TFPPCS will use a variety of materials to supplement instruction to ensure students have access to rigorous instruction both in synchronous and asynchronous learning environments. These resources include but are not limited to the following:

- textbooks
- teacher-generated materials
- online educational sites which may include Wakelet, Padlet, Quizlet, Readworks.org, Reading A-Z, USA Learns, EdPuzzle, Bookwidgets, goformative.com among others

### **Total Instructional Hours Per Day:**

ESL and Foundations of Literacy students will participate in 1.5 hours of instruction in a **synchronous in-person learning environment** and 1.5 hours of instruction in an **asynchronous distance learning environment**. We anticipate that students will spend fewer hours learning in an asynchronous environment due to distractions at home and/or requirements to assist or supervise children's academic learning.

CDA students will participate an average of 3 hours of synchronous instruction and 3 hours of asynchronous instruction each week.

### **Training and Professional Development**

- Teachers will continue to participate in monthly training provided by professional organizations such as ProLiteracy and COABE, which are focused on adult education, as well as organizations such as TESOL, WATESOL and INEA. (Instituto Nacional para la Educación de los Adultos), which provide more targeted training.
- TFPPCS will hold professional development sessions for the academic team before classes begin to ensure

that teachers know how to use Google Classroom and other online tools and hold monthly training thereafter.

### **Routine Monitoring and Adjustment of Plan**

- Summaries of student attendance and engagement data will be entered into a tracking spreadsheet. The Chief Academic Officer (CAO) and academic team will update the information weekly and provide access to Case Management and the Technology instructor to review the information. Once a week, the CAO will review the information with each teacher and make additional recommendations for referrals, support, or interventions.
- The CAO will also observe classes in remote synchronous environments to monitor delivery of instruction and provide teacher feedback and support.
- The CAO will meet with the academic team on a bi-weekly basis to discuss the effectiveness of the plan and adjust as needed. This information will also be used to plan upcoming professional development sessions.

## **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.**

Teachers may assess students who do not attend class in-person or participate frequently in distance learning with a variety of methods. These may include but are not limited to:

- assessments included in paper academic packets
- photos of completed assignments that are shared with the instructor via text, email, or Remind
- quizzes sent via Remind, Email, or WhatsApp
- assignments posted and submitted via Google Classroom
- direct questioning or critical thinking questions
- assessments available on online sites such as Readworks.org, Quizziz, Kahoot, goformative.com, etc.

**In-person Testing** - TFPPCS will use in-person testing to administer CASAS or Foundations of Literacy tests if permitted in accordance with health guidelines issued by CDC, DC Health and OSSE. These tests will only be administered to small groups of students. All students will be screened upon entry to the building and follow all health procedures as outlined in other parts of this document. Testing groups will be limited to 4-6 students in a socially distanced classroom. All students will wear masks, sit at an individual desk, maintain a minimum of 6 feet between staff and other students, use their own materials, and not be allowed on other floors of the building. Students will exit the building immediately upon completion of the test. All surfaces and materials touched by the student will be cleaned and sanitized immediately upon departure of the student.

If in-person testing is precluded by DC Health and OSSE, TFPPCS will use remote-testing. For students assessed

remotely we will use the following modalities:

**1:1 or Multiple Test Takers on Chromebooks or iPads** — Remote testing will allow for proctoring up to 5 test taker(s) per proctor with the test taker(s) using Chromebooks or iPads and a web conferencing platform. This approach requires the use of kiosk mode on the Chromebook and Guided Access Mode for the iPad. We will use an approved web conferencing platform on another device to enable the proctor to watch and monitor the test taker(s) throughout the testing event. To ensure a secure test administration, we will follow the *CASAS Remote Testing Guidelines - 1:1 or Multiple Test Takers on Chromebooks or iPads*.

**1:2 Oral Responses** — TFPPCS will use this remote testing solution for 1:1 proctoring with the test taker using a variety of devices and a web conferencing platform. With this approach, the test is taken on the proctor's computer. The test taker sees the proctor's screen with screen sharing through the web conferencing platform. The test taker reads each question, verbally indicates his/her answer to the proctor, who then confirms the test taker's response using the script provided in the CASAS Remote Testing Guidelines, and clicks the applicable button that corresponds to the test taker's answer in CASAS eTests Online®. To ensure a secure test administration, we will follow the *CASAS Remote Testing Guidelines - 1:1 Oral Responses*.

TFPPCS will use a range of teacher generated formative assessments to measure student learning (and learning loss) at the start of SY 2020-21. Other teacher generated formative assessments will be used throughout the school year to monitor learning and adjust instruction. In addition, the school will use assessments as defined by TFPPCS's charter school agreement. These include CASAS Life and Work assessments for ESL students, Plaza Comunitaria Module assessments for Foundations of Literacy students, professional portfolios with resources and competency statements prepared by the Child Development Associate students, and CDA exams administered by the Council for Professional Recognition.

Pre-test for CASAS and Foundations of Literacy will be administered in the first month of virtual learning if not beforehand during registration. Teacher generated assessment will be carried out routinely throughout the school year to make sure that students are understanding and progressing. CASAS Post-tests will be administered after 70-100 hours of instruction. Foundations of Literacy post tests will be administered upon completion of each module of learning. CDA students will be evaluated on the completion of their professional portfolios and CDA exams administered by the Council for Professional Recognition after fulfilling the 480-hour practicum requirement.

## **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.**

TFPPCS is an adult school and does not use a student grading system. TFPPCS staff will assess students for placement and promotion at the appropriate proficiency levels based on their CASAS scores and ability level in their primary language as well as English. After completing an ESL class, students will be given an exit-level CASAS test to help instructors determine promotion. Foundations of Literacy Students will move to the next level of instruction each time they successfully complete a module.

- 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.**

NA

- 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?

TFPPCS will use Google Classroom to track asynchronous attendance as follows:

- Students will receive a daily email with a Google Form to report attendance.
- Students will enter their name and mark themselves “present” on days they participate in asynchronous learning; these forms generate a daily attendance spreadsheet with students’ names and times they completed the forms.
- In addition, students must access a learning module on Google Classroom and complete and submit an assignment for that day.

TFPPCS will use a Google Form to track synchronous attendance as follows:

- Teachers will track student attendance for synchronous classes on a video platform
- Students who log in and participate in the class will be marked “present” on the Google Form
- The Google Form generates an attendance spreadsheet with student names and can be shared with the Registrar

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?

TFPPCS use the following methods for one-to-one student contact:

- Phone conversations or virtual meeting one-on-one with instructional staff or instructional aide to discuss, practice, and review content and work for submission.
- Direct ‘face-to-face’ online contact through class Zoom, Skype, Google Hangout, google classroom, WhatsApp, etc.
- Completed assignments will be accepted via email, cell phone, pictures, Google docs from daily activity and teacher assignments (>50% complete will be considered present, regardless of accuracy).

**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?**

**1. REMOTE OR DISTANCE LEARNING ATTENDANCE**

Students will be marked present or absent using a new code for Distance Learning per updated regulations for a distance learning attendance type. Students will be marked “present” for each day they participate actively from

home regardless of schedule type.

2. Active engagement includes logging into Google Classroom or other computer or cell phone application to access learning modules, participating in a video call with a teacher, submitting homework online or via cell phone, or speaking personally with a teacher, instructional aide, or other TFPPCS staff person. If none of those occurs, students will be marked “absent.”

### 3. ATTENDANCE MONITORING AND REPORTING

TFPPCS will take the following steps to track student attendance:

- Teachers responsible for daily attendance for students on-site will follow existing attendance protocols. Teachers will provide original attendance tracking rosters to the Registrar for data entry in the LEA SIS (eSchoolPLUS) for reporting.
- Teachers are responsible for remote learning of students and will follow protocols using touchpoints discussed above. Teachers will provide original attendance tracking rosters to the registrar for data entry in the LEA SIS (eSchoolPLUS) for reporting.
- The registrar will keep a binder of all original attendance rosters provided by all teachers in a safe place to furnish to OSSE in the event of an audit of attendance records and for teachers in the event they need to review student historic attendance data.

### 4. TARDINESS AND ABSENCE POLICIES

TFPPCS will take the following actions to address absences and tardiness:

- If the student continues to miss on-site attendance or fails to maintain remote engagement and/or does not make or follow the attendance plan, the student will be reminded of the attendance policy and he/she will be informed of their consideration for dismissal from the school.
- If a student needs to be absent remotely because of a work schedule, they should discuss making up missed classwork and if possible, adding a remote learning opportunity for those days.
- If they miss eight consecutive days or more of class due to travel or a medical emergency, they may be put on a waiting list to re-enter.
- For those students who have not engaged with distance learning at all, TFPPCS enlists the help of all members of our team. Instructors, Case Management, and other TFPPCS staff will continue to try to call or contact these students and determine the reason for the lack of engagement. Some students may have been ill and unable to work on academic materials.
- If a student has not met goals within a specified period, he/she will be unenrolled by the CAO.

The following are excused absences only when documentation is provided as proof:

- Personal emergencies (e.g., accidents, death in the family, hospitalizations)
- Emergency work schedule conflict
- Personal illness or illness of family member they are caring for – documentation provided proof from doctor’s office appointment card, prescription or medication refill)
- Moving residence - provide proof of residency (e.g., lease, letter, bill, ID, etc.)

## **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.**

### **B. Behavior**



The Family Place recognizes that without meeting these basic needs, students have a difficult time participating in the classes offered at our center. By helping meet these needs, participants can reach their full potential as parents and educators for their children and be more active members of the community.

- The Family Place PCS offers a wide range of case management services to ensure an individual's or a family's well-being and stability. TFP staff takes the time to assist participants in basic, everyday needs such as setting up doctor's appointments or understanding a letter from their child's school. TFP staff and volunteers are also available for more in-depth case management with participants, such as finding transitional housing opportunities, child support, custody, or civil protection orders, or applying for public benefits like food stamps, health insurance, and unemployment.
- TFPPCS in partnership with The Family Place, Inc also provides parent support groups and individual follow-ups to assist adult students with their personal and emotional stress. The parent support sessions focus on topics relevant to students' lives and interests. TFP also refers students to other community-based organizations to meet student's needs. As many participants may not understand where to find services, TFP staff may accompany participants in order to provide language assistance, support and confidence in obtaining necessary services. The Family Place recognizes that without meeting these basic needs, students have a difficult time participating in the classes offered at our center.
- Early Childhood support is offered for children of parents at TFPPCS when classes are in person. While classes are virtual, ECE staff will continue to support families with young children by providing daily circle time via Zoom as well as virtual homework support for children 5-12 as needed.
- Virtual Home Visits: The home visiting program is accredited by Home Instruction for Parents of Preschool Youngsters (HIPPI) USA. Staff conducts weekly home visits with families of children ages 2-4 in order to create stronger school-family relationships. During home visits, teachers communicate about educational activities with the family, as well as answer any questions that the student might have regarding the class, their children's progress, and other topics. The home visit is a valuable opportunity to strengthen relationships and partner on approaches, services, and strategies that may be of assistance to the family.

**TFPPCS will identify and provide academic intervention to our adult learners who have lost the most learning during COVID by following these procedures:**

- 1. Intake: Collect demographics, goals and needs data to identify strengths and weaknesses**
- 2. Screen: Washington State LD Screen for learning disabilities**
- 3. Locator/Appraisal: Administer to determine appropriate class level using CASAS pre-test**
- 4. Pre-test: CASAS ESL Life and Work Reading**
- 5. Performance competency: Run CASAS Individual Competency Profile to determine instructional focus, needs and weaknesses.**
- 6. Individual plan: Develop academic and career pathway as road map for learning**
- 7. Placement: place in appropriate academic, work preparation and training program**
- 8. Monitor progress: Conduct regularly scheduled formative assessments (portfolios, quizzes, chapter and unit tests), Post-test, Core Outcomes and education completion**
- 9. Reporting: Checking End of year Outcome and Goal completion**

**Teachers may assess students who do not participate frequently in synchronous distance learning with a variety of methods. These may include but are not limited to:**

- **assessments included in paper academic packets**
- **photos of completed assignments that are shared with the instructor via text , email, or Remind**
- **quizzes sent via Remind, Email, or WhatsApp**
- **assignments posted and submitted via Google Classroom**
- **direct questioning or critical thinking questions**

**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.*

In general, as an adult school we do not face the same disciplinary issues that K-12 schools experience. TFPPCS student issues deal more with life circumstances and responsibilities that may preclude students from fully participating in virtual classes. TFPPCS will follow the protocols outlined in our discipline policy in the Student and Family Handbook as well as provide additional support to students as possible.

- Teachers will try to embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Case managers and support staff will conference with families and if necessary, refer students to mental health services for students displaying needs for support.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- Teachers and support staff will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Teachers will communicate concerns with families by phone, email, and text.

The Family Place Public Charter School will implement disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students that are age-appropriate and consistent with applicable law including, but not limited to, IDEA, Section 504 and the Americans with Disabilities Act. If TFPPCS disciplines an adult learner 18 years or older who is eligible as a student with disabilities, we will ensure IDEA requirements governing the discipline and placement of students with disabilities are followed. We will conduct a Manifestation Determination Review during the disciplinary process if such a review would result in a change of placement.

The Chief Academic Officer is the responsible administrative officer for ensuring staff's compliance and training in the use of the Code of Conduct and Discipline Policy. Infractions leading to suspension and/or expulsion at TFPPCS.

The following are a description of infractions leading to out-of-school suspension. Some of the applicable infractions includes:

- **BULLYING IN THE BUILDING OR REMOTELY** - Bullying is behavior that is repetitive and intended to harass, frighten, insult, threaten an individual psychologically or physically. This includes verbal, written, and physical abuse. Written abuse, or "cyber-bullying," can include emails, and online insults. In addition, unwanted sharing of embarrassing pictures or videos, maintaining an online presence while pretending to be the victim, unsolicited surveillance, and invasion of privacy, such as reading private emails or text messages, are all considered bullying behaviors.
- **DISORDERLY CONDUCT ONSITE or VIRTUALLY** - Disorderly conduct includes indecent or obscene behavior in which it is an obstruction or disruption of TFPPCS sponsored activities.
- **FORGERY** - Alteration or misuse of TFPPCS documents, records, or identification whether done virtually or

in-person.

- FRAUD - Knowingly furnishing false information to the TFPPCS staff.
- HARASSING CONDUCT - Conduct includes verbal or written actions that are abusive to any person while in the building or during remote interaction, which threatens or endangers the physical, emotional health, or safety of any person.
- NON-COMPLIANCE - Non-compliance is the failure to comply with directions of TFPPCS staff.

Depending on the nature of the infraction and the student's past performance, any of the following may be applied.

- Student warning, oral or written: Immediate resolution of the problem or issue is expected. Any faculty or staff member may give a warning.
- Participation in Instructional Program: A student may be expected to attend a course such as anger management, conflict resolution, peer mediation or stress reduction; participate in-group or individual counseling or attend other programs.
- Written reprimands will be issued by the Chief Academic Officer for violations

**Under the District compulsory attendance law (DC Official Code § 38-202(a), TFPPCS adult learners are pass the age of 18 and therefore not required to attend school. However, TFPPCS takes seriously the importance of regular attendance and respect for students and staff.**

**We implement restorative justice practices to deal with adult students in the event there is a disciplinary problem.**

**If in the unlikely event a student is suspended and cannot attend class or cannot access virtual classes, we routinely provide learning packets that students can pick up or we can mail to them.**

## **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](#).*

**Sheltered instruction: Our teachers explicitly use English for instruction of life and work skills, but because nearly all of our adult learners are native Spanish speakers, our bilingual teachers may use Spanish to supplement.**

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

**English is taught through the life and work instructional content areas. Our teachers have strong receptive skills in our students' first language and have a bilingual or ESL teaching background. The teacher's use of our students' first language is limited primarily to clarification of English instruction.**

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TFPPCS is an adult school and has opted out of IDEA. That being said, we still do our best to meet the individual needs of students. TFPPCS serves one of the most vulnerable populations in the District—newly arrived, non-English speaking immigrants, many of whom had interrupted formal education in their home country and today are low income and not eligible for most federal safety-net programs.

Although we screen for learning disabilities and make instructional and assessment accommodations, many of our adult learners have not attended US schools; therefore, these students may have undiagnosed special needs and are highly vulnerable to the coronavirus. Twenty-nine percent of our students are ages 50 plus years old and in the high-risk group. Most are currently employed and work in essential occupations such as childcare, food servers and handlers, grocery clerks and construction. Many of these adults are worried that they may not have a job in the future because they are on the bottom of the skills ladder. Approximately, 60 percent have school aged children and now have to deal with childcare, remote learning, and working every day.

- **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.**

**Integrated English Literacy, Civics Education and Training will be provided for students to gain literacy skills at the ESL levels – 1 to 6 in reading. English Literacy reading, and civics instruction will be concurrently and contextually implemented with workforce preparation activities and training for childcare occupations. All instruction will be remote. Limited in person technology support will be given to students who have trouble connecting to the virtual classes. All safety protocols are in place and will be followed.**

**TFPPCS will provide synchronous learning via an online platform such as Zoom, Google Meet, WhatsApp Messenger, or other method of video calling. ESL and Foundations of Literacy students will follow an alternating A/B schedule and spend 2 days in synchronous learning environments and 2 days in asynchronous learning environments. Students will alternate instructional methods according to a Mon/Tues or Wed/Thurs schedule. Any students who cannot attend a synchronous session can participate in asynchronous instruction and can receive support from TFPPCS instructional staff.**

To ensure equity and to mitigate these risks to our ESL students, TFPPCS will post and explain the expectations, provide clear assignment directions (compliance with section 508), a detailed program of study with due dates for assignments and schedules. The ESL learning objectives will be aligned to the CASAS skill competency needs of each student and be reinforced by relevant and authentic instructional material and teacher feedback. We have hired a digital literacy specialist to train both students and teachers on how to use online technology. We will provide digital literacy training to every student throughout the school year. During orientation, students will complete a digital literacy skills survey. Students who have basic to no digital literacy and do not know how to use a technology

device can schedule in-person tutoring sessions (either individual or socially distanced small groups) with the digital literacy instructor. The digital literacy instructor will provide instruction for all students in the use of online technology and provide support to instructional staff if needed. Lastly, with the focus on life and work skills, our students will be able to make the real-world connections of their learning.

## **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.**

**TFPPCS will provide learning packets to our student who do not have access or the knowledge/skills to successfully use a device. Teachers and teacher aids are connecting with these students via phone. TFPPCS has ordered 80 Chromebooks and 50 hotspots to loan to students so they can gain access to the internet and a device. We are still waiting to receive many of them but are in the process of identifying which students still need devices and lending them out.**

TFPPCS wants to ensure that every student has access to technology, connectivity to the internet and digital training to be successful in a virtual instructional environment. At this time, we have not yet developed a technology policy for virtual learning but we plan to undertake the following strategy to develop it:

1. Survey students and Staff about their needs, skills, and knowledge about the use of online technology. We will conduct follow up "Pulse" surveys regularly to get feedback and assess progress in implementing virtual learning.
2. The Digital Literacy and Distance Learning Instructor is responsible for instructing students in computer literacy and remote learning fundamentals. This instructor will collaborate with the academic team to create and plan digital literacy lessons and assignments to support academic curricula and ensure student success in a distance learning environment. The digital literacy instructor will also coach teachers on the best ways to deliver online services. This person would be the project lead for developing the technology policy.
3. All students will have access to technology such as Chromebooks or computers during in-person synchronous classes at TFPPCS.
4. In addition, students will receive training on how to use these devices and receive training in digital literacy skills including keyboarding, email, internet, use of Google Suite products Google Classroom.
5. Rules and responsibilities. Students who do not have access to a device may borrow a device from the school to support their instruction at home. Students will be required to read and sign a Technology Loan agreement at the time they borrow the device and when they return the device to the school. This agreement will cover how and for what purpose the technology may be used at home. The checkout of these devices will be tracked in a spreadsheet.
6. If a student does not have to access a device and lacks the digital literacy skills to use a borrowed device effectively, the Digital Literacy and Distance Learning instructor will provide targeted intervention to that student to improve the student's digital literacy skills.
7. TFPPCS will repair or replace devices as needed provided that students alert the school to the damage in a timely manner. Damage or loss that is not disclosed to TFPPCS on a timely basis will be the sole responsibility of the student.

8. During Orientation, all TFPPCS students will receive information and training on the purpose and proper use of their school-provided email addresses. This will address the types of emails that are appropriate and inappropriate for students to send using their student account. In addition, students will learn why and how to safeguard their personal information when accessing the internet at home. Students will acknowledge the receipt and understanding of this information in their orientation packet.
9. Students will only be allowed to use TFPPCS devices for their personal educational use. Students will only be allowed to share the device with another family member if that family member is also a student at TFPPCS. TFPPCS will review the list of acceptable sites students may access during orientation. These limitations will be reviewed during orientation and included in the Technology Loan agreement.

**TFPPC will have pre-installed software, google education, that prevents students from accessing prohibited sites on school devices and allows school personnel to remotely login to the device, update its software or disable the device entirely.**

Procedures and expectations for technology use:

- Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms, private/public chat windows, and discussion boards.
- Students must follow all classroom and school expectations for using audio and video during classroom meeting times.
- Students must mute their microphones when they are not speaking and while others are speaking.
- Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.
- Students must refrain from any forms of cyberbullying - harassing, threatening, or abusing others within the school community while online.
- Students must report all instances of cyberbullying to school staff immediately.
- Students must keep their username and passwords in a safe place and must not share them with other students.
- Students must log into the class using their own login information.
- Students must log in to their scheduled class, for announcements and to submit assignments.
- Students must treat all school and personal electronic devices with care.
- Students must keep food and drinks away from the equipment.
- Students must keep devices out of extremely cold or hot areas.
- Students must hold and carry computers properly.
- Students must report any damage to school equipment as soon as possible.

**We will limit use of equipment for only school purposes and only by the student by the use of signed written agreement with our adult learners. We are also going to install Google Education which allows us to freeze and track the Chromebooks when needed.**

### **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).**

**Students will hear from their teachers at least 4 times a week synchronously and asynchronously. Case Managers and other support staff will reach out to students via phone if they do not attend class or communicate with their teachers. We will provide information to our adult students and families via Facebook, Instagram, Remind, phone calls, etc. weekly.**

**If and when we return to in-person instruction, TFPPCS will coordinate with DC health officials when learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. We will follow these protocols:**

- **Students and families will be immediately notified of the emergency in English and their home language via email and Remind.**
- **Dismiss students and most staff for 2-5 days. This initial dismissal allows time for DC health officials to understand the COVID-19 situation at TFPPCS and whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.**
- **Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.**
- **Communicate with staff, parents, and students. Coordinate with DC health officials to communicate dismissal decisions and the possible COVID-19 exposure.**
- **Clean and disinfect affected areas thoroughly. Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.**
- **Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets.**
- **Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.**
- **During school dismissals (after cleaning and disinfection), child care program may stay open for staff members (unless ill) while students stay home.**
- **TFPPCS will work in close collaboration and coordination with DC health officials to make dismissal cancellation decisions**

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TFPPCS's Instructional Delivery Plan in section F provides equitable access to learning for students as they navigate returning to school. We will engage our adult learners and families in this process by providing training, opportunities to provide feedback, and resources on how to support their learning at home and at school.

**Trainings:** At the beginning of the school year, TFPPCS will provide virtual and in-person training to support our adult learners and families understand and use online technology for remote learning. These trainings will include, but are not limited to:

- troubleshooting your device at home
- accessing TFPPCS's distance learning platform and materials; and
- navigating the Google Classroom.

**Feedback and Improvement:** At the conclusion of each learning interval and at the time of progress reports, TFPPCS will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

**Teachers and Instructional Coaches will review homework, assignments, pictures, emails sent to them by students and provide feedback. Instructional coaches and teachers will reach out to students on asynchronous**

learning days to see if they need further support or have questions about assignments.

**Formal and informal feedback may include but are not limited to:**

- **assessments included in paper academic packets**
- **photos of completed assignments that are shared with the instructor via text , email, or Remind**
- **quizzes sent via Remind, Email, or WhatsApp**
- **assignments posted and submitted via Google Classroom**
- **direct questioning or critical thinking questions**
- **assessments available on online sites such as Readworks.org, Quizziz, Kahoot, goformative.com, etc.**

## **CORONAVIRUS PREVENTION COMMUNICATION**

As outlined in the School Recovery Operations Plan Section E, we will stay well informed and prepared for various scenarios by continually collecting information and being ready for course correction as needed. Although we don't anticipate a resurgence or outbreak at the school, we have built a contingency plan to work with DC health officials to keep our students, families and staff healthy and well.

**Sharing Coronavirus Prevention Information:** As an essential part of our educational program students will learn, practice and demonstrate their understanding and skills in preventing, detecting and reporting potential coronavirus cases. This will include using material from CDC and elsewhere. We will use translated videos on YouTube, in English and Spanish that demonstrate coronavirus prevention; post CDC infographics in the classroom and other places; and other DC health resources.

**Health Checking and Reporting:** To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact, Ms. Ana Acevedo =, within 24 hours of the household member's diagnosis.

**Training:** To prevent the spread of coronavirus, TFPPCS will offer training for students, staff, and families. Topics may include:

- How to safely return to school: a training detailing all in-school processes for students, families, and staff)
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

**We have conducted orientation of all staff, including new teachers as to policy and procedures about remote instruction, use of technology by students and staff, privacy requirements and special populations. We plan to institute several follow up sessions. The first 2-3 weeks of class will be used to orient the students to virtual synchronous instruction as was as asynchronous work. Other management and support staff members will be scheduled to join each class to introduce themselves to students via zoom. Emphasis will be placed on creating community as much as possible in the virtual environment.**

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



## 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:** The Family Place Public Charter School

**LEA Leader Name:** Haley Wiggins

**Date:** 09-16-2020 04:21 PM