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

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LEA Type: Pre-K ; Elementary
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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.

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[1]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.
[2]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.
[3]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)?**

   - Porters will have a detailedregular cleaning schedule

   - Porters will have a positive COVID-19 case cleaning schedule

   - Porters will routinely clean and disinfect surfaces and objects that are frequently touched.This includes cleaning objects/surfaces not ordinarily cleaned daily(e.g. doorknobs, light switches, classroom sink handles, countertops)

   - School daily porters will do routinely cleanbuilding and groundsthroughoutthe day. (e.g. playground equipmentwhen one cohort is finished, bathroom will becleanedthroughoutthe day, (e.g. after bathrooms breaks)

   - In addition to the daily cleaning, the school porter will do Electrostatic Disinfection on a weekly basis.

   - Porters will use Electrostatic disinfection when a positive COVID-19 case is suspected.

   - StokesSchool'sHealthScreeningStaff will clean and disinfect thermometers before and after each use per manufacturer instructions and CDC guidelines.

   - Students will have their own supplies in a labeled container

   - Students will not share items. If there is a circumstance, then the staff member will immediately sanitize the item(s) while wearing disposable gloves, the students will be directed to wash their hands and use hand sanitizer.

   - Students have their own labeled individual mat. Mats will be sanitized before and after each use.

   - Mats covers will be washed by families on a weekly basis. If a parent fails to wash mat, the school will provide a disposable temporary one.

   - Mats will be stacked after each use since they will be sanitized after the student uses it.

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

   - Front desk stations will have plexiglass

   - Portable air purifiers will be placed at the front desk stations

   - Students will have assigned seats throughout the day. They will face the same direction (rather than facing

each other) to reduce transmission from virus containing droplets (e.g., from talking, coughing, sneezing).

- Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.

- No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.

- Physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted.

- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.

- Hallways will be marked with one direction signs

- Social distancing signs will be placed in all areas of the building including playground areas

- Portable hand sanitizing stations will be placed throughout the building including playground areas

- Bathrooms will be limited to a small group of students

- Every other bathroom stall will be closed for the day to allow proper distancing.

- Students will be placed head to toe during nap time

- Students will eat in their classrooms

- The cafeteria will be closed to all with the exception of kitchen staff.

- Staff lounges will be limited to two staff members

- Isolation rooms will be available when positive COVID-19 case.

- Each classroom will hold up to12 students and one staff member

- Staff lounge will be occupied by no more than 2 staff members at a time.

- Staff members will sanitize the space they use, including table, chair, hand washing station and door knob as they exit.

- Hand washing will be required as: before eating, after eating, before and after using bathroom, after sneezing.

- Hand washing protocols will be displayed throughout the building including: every classroom, bathrooms, staff lounge, cafeteria as well as playground areas.

- Bradcorp our cleaning services vendor, will ensure to do deep cleaning, sanitation twice a week.

- Daily porters will do the daily cleaning/sanitation of all areas in the building including: bathrooms, classrooms, cafeteria, door knobs, playground equipment.

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

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**

- We have brought in two different vendors to assess our HVAC system

- We are considering UV lighting as part of the HVAC system in the areas we can't get MERV13 filters

- We are purchasing individual air purifiers for heavy transit areas (e.g. front desk, entrance to building)

- We are opening as many windows/doors as possible while maintaining the safety of students and school staff

procedures,plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to providemeals, 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.

- Student arrivals will be staggered from 8:00 –8:45 am. Students will have a designated arrival time, and a designated point of entrance. Students will have a COVID-19 health screening at their point of entrance. Health screeners will take and record students temperature, will complete the health screening questions through a google document or an online application. A staff member will accompany the students to their cohort classrooms.

- Students will be dismissed through the same point of entrance. Parents will pick up their students at a designated area (same as drop off area), while maintaining social distancing. Dismissal time will be between 3:00 – 3:30 pm.

- Stokes School will distribute educational materials either by pick up from the school, or home delivery. We will send out to families a date, time and schedule for contactless distribution. Families will drive up to parking lot, will remain in car and will display their student's name through window and open their car trunk. A staff member will place the bag with materials in the trunk of car, and parents will exit parking lot.

- Stokes School will not have before/after care. Stokes School cohort staff member/teacher will supervise students in their classroom while they eat breakfast or do independent reading while waiting for class to begin at 9:00 am.

- Stokes School will serve breakfast, snacks and lunch in their classroom. Meals will be packed individually, using disposable biodegradable containers/utensils. A kitchen staff member will bring a rolling cart with the meals, and set it outside the classroom. The staff/teacher will retrieve the cart and distribute meals to their students. Classroom doors will remain opened during meal times. A trash can will be placed outside the classroom door(s) for students to discard their containers/utensils. The daily porters will retrieve trash cans after meal times.

- Stokes School will provide disposable children's masks to students on a daily basis. Students grades PK3-K will also have face shields. Staff/teachers will receive a combination of disposable/reusable masks including KN95, clear face masks (when appropriate) safety protective glasses, disposable gloves, face covering shield, gowns (when needed), and hand sanitizer.

Instructional Delivery Plan

5. **Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21 school year.**
   - **Identify the instructional methods(e.g., 100 percent synchronous instruction, student-guided instruction, etc.),and platforms (e.g., the product name if using a learning management system (LMS)),and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
   - **Explain the total instructional hours per day for the typical student participating in your distance**

learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learningenvironment (independent learning that takes place without real-time input from the teacher);

- **Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and**
- **Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.**

PURPOSE or PLAN STATEMENT:

This plan describes how Elsie Whitlow Stokes Community Freedom PCS will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent in learning opportunity as in a traditional school year through a distance learning program that combines synchronous and asynchronous remote learning opportunities.

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

The plan may change throughout the school year based on factors, such as family and staff responses to surveys and DC's reopening guidance. Dictating how decisions to move from remote to on-site should be included.

DESCRIPTION:

Instruction at Stokes School will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

Stokes School will begin the 2020-2021 School Year providing 100% distance learning for all of our scholars. A cohort of educationally at-risk students will be invited to be supervised in the school buildings while engaging in distance learning once the health indicators allow for relatively safe in-person instruction, but not before the beginning of our second trimester of instruction starting on December 1st, 2020.

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Remote: Combination of Synchronous & Asynchronous

The majority of Stokes' students will not be attending school in-person until health conditions improve. Stokes School will be delivering instruction through a combination of synchronous live lessons, asynchronous pre-recorded lessons and activities, and online adaptive programs five days per week. The instructional methods will support the implementation of our dual language model and IB program. Distance Learning live classes will be held on Zoom and other assignments will be coordinated through Google Classroom. School culture will be maintained by using both responsive classroom goals as well as restorative justice practices. Stokes will provide small group instruction through both live and prerecorded lessons to accommodate working parents. Teachers will also hold office hours to support families and students. The platforms for distance learning include Google Classroom, Zoom meetings, Zearn, Lalilo, Garbanzo, Scholastic Literacy Pro, Seesaw, Flipgrid, and Padlet.

On-site Supervision

A small cohort of educationally at-risk students will be invited to engage in the distance learning program while being supervised in the school building by Stokes staff members five days per week once health indicators allow for it, but not before December 1st, 2020. A multidisciplinary team with representation from both campuses consisting of the Deans of Students, SST Coordinators, Director of Data and Compliance, Special Education Coordinator, Special Education Director and Chief Academic Officer, developed a weighted system and looked at a set of criteria to establish the cohort recommendations. Criteria considered included: Special Education Students, At-Risk Students (whose families receive TANF, SNAP, are homeless or are in foster care) English Language Learners, Low NWEA Reading scores, Low NWEA Math scores, students who struggled with distance learning in the Spring, those who identified by Student Support Team as needing additional support, students with 504 Plans, those who have no supervision at home, siblings of other identified students, and other factors. In addition, the team incorporated teacher overall engagement anecdotal notes from the spring distance learning session as well as individual Special Education analysis case by case basis to ensure that the school is in compliance with federal IDEA mandates that dedicate LRE Least Restrictive Environment mandates. During our initial analysis, approximately 15% of our student population qualified for an invitation to in-school supervision. Additional analysis will be done as the school year progresses, and families who qualify for an in-school invitation will be given a minimum of one week to decide if they will accept the invitation for in-school supervision. Additional or recurring invitations will be given on a six-week basis, based on availability. Families may choose to return to all-remote learning at any time, but will only be able to switch to in-person learning every six weeks.

Instruction

During the Spring, teachers piloted different models of delivering instruction and assigning work with the needs of their students in mind. The Stokes School Leadership team and Instructional Leadership team did a thorough analysis of both family and staff surveys to inform our planning for the 2020-2021 School Year. We analyzed family, teacher, and student data by class and by grade, as well as reviewed individual student engagement

information. We made adjustments based on this feedback in order to create a more robust program for all grades. In our overall analysis of engagement, we focused on classes that had high engagement and created consistent structures to ensure best practices in all classes. In addition, we investigated additional digital platforms that have embedded assessments and more engaging activities using a distance platform. We have developed grade band schedules that will adhere to our language immersion/IB model and will be standardized across campuses and grade levels, adjusted for developmental expectations. We have also contracted with a new IT company that will assist in strategic planning, support and maintenance. We will continue to provide IT support and training for Stokes School staff and families to facilitate the navigation of different platforms.

The total instructional hours per day for the typical student participating in our distance learning program will be five hours starting from 9am for a morning meeting to 3pm, including an hour break for lunch and recess time. The anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) is approximately 3 hours and the time spent in an asynchronous learning environment (independent learning that takes place without real-time input from the teacher) is approximately 2 hours.

Below, please see a sample 2nd grade teaching schedule. The times listed are guidelines, and assumes the student will be engaging in the asynchronous activities during the typical school day hours, however students could engage in the work at other times if necessary.

2nd Grade Teacher Schedule French Classroom					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LIVE MORNING MEETING 9 - 9:30	English	English	French	French	Alternate teachers
MATHEMATICS 9:30 - 10	Independent Adaptive Math	Independent Adaptive Math	Independent Adaptive Math	Independent Adaptive Math	Whole Class UOI Share 9:30-10:30
MATH SMALL GROUPS 10 - 10:30	English Group A	English Group C	French Group A	French Group C	
MATH SMALL GROUPS 10:30 - 11	English Group B	English Group D	French Group B	French Group D	Whole Class Writing Share 10:30-11:30
SPECIALS	Art/Music	Art/Music	Art/Music	Art/Music	

10:30 - 11	(alternates weekly)	(alternates weekly)	(alternates weekly)	(alternates weekly)	
SPECIALS 11 - 11:30	PE	PE	PE	PE	
LANGUAGE ARTS 11:30 - 12:30	English Pre-recorded lesson and independent work	English Pre-recorded lesson and independent work	French Pre-recorded lesson and independent work	French Pre-recorded lesson and independent work	Open Sessions 11:45 - 12:15
LANGUAGE ARTS SMALL GROUPS 11:30 - 12	English Group 1	English Group 3	French Group 1	French Group 3	Music (whoever had classes that week) Art (whoever had classes that week) PE
LANGUAGE ARTS SMALL GROUPS 12 - 12:30	English Group 2	English Group 4	French Group 2	French Group 4	
Lunch/Recess 12:30 - 1:30					
WRITING 1:30 - 2:15 Language alternates every 6 weeks	Pre-Recorded lesson and activity (30 min independent work)	Pre-Recorded lesson and activity (30 min independent work)	Pre-Recorded lesson and activity (30 min independent work)	Pre-Recorded lesson and activity (30 min independent work)	
WRITING SMALL GROUPS 1:30 - 2:15	Group 1	Group 2	Group 3	Group 4	
UNITS OF INQUIRY (UOI) 2:15 - 2:45	Pre-recorded video and independent work		Pre-recorded video and independent work		
OFFICE HOURS					

Same time for both teachers (Mon-Thurs, 30 minutes)					
TEAM MEETING					
COACHING MEETING					

Professional Development

Stokes School has developed a rigorous differentiated professional development summer program. New teachers will attend new teacher orientation from August 10-14th and then returning teachers will join the SPDI (Summer Professional Development Institute) from August 17th-24th. The workshops have similar aspects in terms of best practices from the previous year that are based school pedagogy, mission, and vision. However, based on the current needs we have front loaded platform training, social emotional wellness, responsive classrooms, COVID health safety, IB, language acquisition, and new safety protocols. In addition, we will be providing additional training on new adaptive programs that will support language acquisition and the new math curriculum Zearn. During the second week of SPDI the staff will be divided into two tracks – one for those facilitating general ed Distance Learning and one for those providing Special Education services through distance learning. The tracks will provide more individualized training to pertinent areas.

Throughout the school year, teachers will also receive weekly professional development or collaborative planning sessions on Friday afternoons. They will continue to receive weekly coaching and supported planning on best practices from instructional coaches. Teachers will participate in weekly team planning meetings that include leadership, Special Education teachers, Student Support Team Coordinator, and the ELL Coordinator.

Additionally, formal instruction will end each day by 2:45pm and the teacher's work day will end at 4pm. Each day, teachers and community leaders will have access to the IT department, behavioral support specialist, support staff, instructional coaches, and other instructional staff to troubleshoot issues that occur both on-site and remotely.

Timely Intervention

The Student Support Team (SST) Coordinator at each campus attends weekly team planning meetings in order to provide teachers with strategies to intervene if students are struggling with distance learning. The team will also have support staff in place to provide individualized supports (wake-up calls, one-on-one tutoring and check-ins, etc.) for students who are in need of additional interventions. Stokes has identified new Tier 1 and 2 Interventions to support struggling students. See the Whole Student Support section and Assessment and Promotion Policy for additional details.

Continuous Improvement

Stokes School will be in operation for 180 days. The schedule will be based on a trimester schedule to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned trimester start date except when there is an emergency reason to move from on-site to remote learning.

Once a month on Fridays, the school will engage in a school-wide data analysis of student performance on formative assessments. The analysis will control for other variables (e.g. housing instability, special education status) to determine the effectiveness of instructional strategies across subgroups. Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Students who have shown the least engagement whether by attendance or work product, will be evaluated through a student support team weekly. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. Depending on the results, the team will implement interventions.

Across campuses, we will continue to review schedules, protocols, formatting, and rigor of observations and feedback. Cross campus planning infrastructure will ensure equity at the leadership level as well as continued grade level planning. In addition, the Student Support Team, Special Education Team, Family Engagement Coordinator and Director of Language Acquisition will be addressing equity resources and interventions. We have a multidisciplinary COVID task force that will continue to address a range of health and safety related matters including: communication with students, staff and families, reopening the school buildings, physical (social) distancing, daily health screenings, non-medical face coverings/masks, hygiene, cleaning/disinfection/sanitation, protecting high risk individuals, food service, exclusion and dismissal criteria, exposure notification and reporting. We will fortify our communication with our stakeholders and continue to share information and updates both in newsletters to families and on our website. We will continue to send additional surveys and will reach out to families by phone to discuss individual needs relating to child care in order to establish a schedule that is conducive to our community's needs while also meeting our facility and health and safety mandates.

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 ; 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.**

PURPOSE STATEMENT:

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

DESCRIPTION:

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

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

Assessment Integrity

Stokes School has adopted an assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. All families will participate in a virtual workshop on the purposes of assessment and sign a test integrity agreement that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments. We will utilize a variety of assessment methods to assess student learning in order to get an accurate picture of student progress, including collecting anecdotal records during live small group lessons over Zoom, assessments built into the adaptive curriculums, projects, teacher created exit tickets, and assessment published from vendors.

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed	Interventions and supports
PK	GOLD: Literacy & Math	Continual data collection and finalized GOLD levels once per trimester	Students will be assessed individually over Zoom and through family submission of documentation (photos, videos, work samples, etc.)	SST Coordinator will use the data to identify students in need of Tier 2 interventions.

PK-5	Formative teacher created assessments (language arts, math, units of inquiry)	Weekly	Students will be assessed anecdotally over Zoom and through submission of documentation (photos, videos, work samples, projects, essays, etc.)	Teachers will use the data collected through the assessments to plan differentiated small group lessons
K-5	Formative assessments built into adaptive programs in English and Target Language reading and math	Weekly	Students complete assessments through the online programs as they complete activities	Teachers will use the data collected through the platforms to plan differentiated small group lessons in language arts and math.
K-5	NWEA MAP	Once per trimester	Students will be assessed remotely while being monitored over Zoom for technological support. Families will be encouraged to observe and proctor the assessment.	SST Coordinator will use the data to identify students in need of Tier 2 interventions.

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.**

Grading Policy:

Due to instruction being delivered through a distance learning format, Stokes School will be simplifying our

standards-based report card goals. Students will receive a "Meeting Expectations," "Not Meeting Expectations," or "Not Assessed" on each goal on the Progress Report once per trimester. Teachers will be asked to write a narrative comment if students are not meeting expectations on the goals in order to better illuminate the reason for the grade. Families will also be provided with the reports that are generated by the online adaptive programs that students will be using for more detailed analysis on their progress on applicable standards.

Promotion Policy:

Stokes School' s promotion protocol will remain in place.

The school will retain a student only if there is strong evidence that this is essential in the student's academic success. Retention determinations require team members' input. The Director of Teaching and Learning at each campus finalizes retention decisions.

Protocols:

- SST Process with at least two rounds of RTI supports are in place with at least three SST meetings with parents completed by the third Monday in February.
- SST explicitly discusses retention as one possible intervention with parents at an SST meeting by the third Monday in February. Team has discussed and documented answers to the following questions:
    - What are the normal classroom strategies to address the student's challenge?
    - What additional strategies did teachers use to target and support the student's areas of challenge?
    - What can parents do in addition to the strategies school is implementing?
    - What goals that must the student meet in order to move to the next grade?
    - What are our timelines for achieving these goals (by second report card)?
    - How will teachers and parents communicate and coordinate for academic and behavioral targets?
    - When will teachers and parents meet next to discuss progress (at the upcoming Parent / Teacher Conference)?

Students who School CAN retain (one or more of the following):

- Not Yet Meeting Expectations in Language Arts and/or Math
- Challenges are NOT solely due to ELL.
- Challenges are NOT solely due to disability.
- 20 or more unexcused absences.
- Age is less than 18 months over the youngest child's age in their future class.
- School has met all SST protocols.
- Benefit of retention outweighs potential setbacks

Students who school CANNOT retain:

- Don't meet any of above criteria
- Students with Individualized Education Plans (IEPs) whose parents do not agree to retention. (Arrange an MDT meeting.)

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?

PURPOSE or POLICY STATEMENT:

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

DESCRIPTION:

Stokes School selects both of the following option(s):

- Option A: Those with a Learning Management System (LMS) may use this format with the existing LEA policy.

- Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.

Touchpoints that Stokes School will use, include the following methods:

- Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- Direct 'face-to-face' online contact through class Zoom, Skype, Google Hangout, etc.
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as Zearn that provides demonstration of similar completion of work
- Completed assignments or activities (videos, photos, work samples, etc.) uploaded to Google Classroom or other documentation platforms (Seesaw, Padlet, etc.) from daily activity

Attendance Monitoring and Reporting

Stokes School will take the following steps to track student attendance:

- Teachers responsible for daily attendance for students on-site will follow existing attendance protocols once students return to the building.
- Teachers responsible for daily attendance for remote learning students will follow protocols as follows:
  - Complete daily attendance by 9am the following morning, after analysis of touchpoints from the previous day

Stokes School will take the following actions to address absences:

- Teachers and SST staff will be assigned cohorts of students for follow-up from the primary building attendance administrator.
- Teachers and Administrative Support Staff will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.
- Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

Attendance Policy

Attendance will be compulsory for grades K-5 this school year. Students can show that they are meeting the **daily** attendance requirements by attending live sessions, submitting assignments through various platforms, or engaging in the adaptive online programs provided by the school. If a student engages in one or more of these ways during the day, they will be marked "Present" for the day. For all grades, teachers will be tracking daily attendance, and families will receive follow-up phone calls the next day if students do not show engagement in virtual learning the previous day. If students will not be attending or engaging in any learning activities for the day, families are asked to email the teachers and administrative support staff with the reason for the absence.

Absences will be excused for the following reasons:

-Illness of the scholar (A doctor's notice is required if a scholar is absent for three consecutive days.)

-A family emergency

-Death in the immediate family

-Observance of religious holidays

-A lack of access to technology, broken technology, or the illness of a family member charged with helping them access education

-Other absences approved by the Campus Director or Director of Teaching and Learning. Requests must be received for approval 2-weeks prior to the requested date.

If families do not notify the school about a student's absence within 5 days upon the student's return to school, or if the absence is for a reason not listed above, the absence will be considered "unexcused". Each time a student has one (1) unexcused absence, the school will attempt to contact the parent or guardian by 4:00pm of the following day. The law requires that the school contact The DC Child and Family Services Agency after the accrual of ten (10) unexcused absences. After twenty (20) consecutive days of unexcused absences, the scholar will be removed from the school roster and parents/guardians will be required to complete the re-enrollment process.

Stokes School encourages families to make their best attempts to support their children to access all aspects of the educational programming (live sessions, pre-recorded lessons and activities, and online adaptive programming), but we do recognize that due to current circumstances, this may not always be possible. If families find that there are barriers to their child's ability to engage in the programming, they are encouraged to reach out to teachers and Stokes School administration for support in overcoming the barriers

and helping the student access as much programming as possible or to get help to prioritize what is most essential for the student. Stokes School administration and teachers will support families with technology struggles, scheduling conflicts, and any other barriers they face. If a student is absent, families are also encouraged to review any missed learning opportunities through Google Classroom.

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

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

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

Collecting and Reporting System

The school will log all contacts with a student and family using the notes section of the daily attendance section in the SIS. For students who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification. Stokes School will be able to provide daily attendance records and parent contact notes in the case of an attendance audit, and well as access to the submission of assignments in Google Classroom or adaptive online programs and records of attendance on Zoom.

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.**

Stokes School continues to support scholars' social-emotional wellbeing and mental health needs through effective classroom and school-wide practices. We believe that fostering relationships with scholars and promoting a positive classroom and community culture is essential to creating an environment of achievement, respect, and non-violence. Our school accomplishes this mission by embedding these practices into our curriculum and core founding principles. To prepare for distance learning in the fall, our staff will be trained in Responsive Classroom in addition to our mindfulness SEL curriculum, Peace of Mind and Restorative Justice (approach) practices.

Responsive Classroom is an evidence-based approach to education that focuses on the strong relationship between

academic success and social-emotional learning. The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all scholars have a sense of belonging and feel significant.

Peace of Mind is an innovative mindfulness-based Social Emotional Learning program for Early Childhood through Sixth Grade. *Peace of Mind* recognizes mindfulness and brain science as essential to scholars' acquisition and mastery of social and emotional skills and conflict resolution tools. The curriculum teaches scholars how to: notice and manage their emotions, focus their attention, empathize, and connect with others, and resolve conflicts peacefully.

Restorative Practices are a framework for schools and communities that focus on the creation of strong communities through the mechanism of proactive, preventative, and responsive circle processes. They are ideally a community-building framework used by everyone in the school community. Restorative practices rest on core assumptions about human beings and these core assumptions guide our interactions with adults and children.

Guided by the International Baccalaureate Learner Profile, social emotional learning is woven into the fabric of the curriculum as well as taught explicitly. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB Learner Profile articulates traits that define IB scholars: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes go beyond intellectual development and academic success they "represent a purposeful commitment to the scholars' social-emotional well-being."

SEL supports and interventions:

1. The mental health team will provide scholars with weekly SEL videos and lessons in google classroom or during morning meetings and attend teacher planning meetings to support the integration of social-emotional learning into the daily routine
2. The mental health team will collaborate with parents, teachers, and staff to identify scholars in need of social-emotional supports
3. The mental health team will coordinate or deliver training on trauma to staff, teachers and parents to ensure they can identify trauma symptoms when they appear and make appropriate referrals.
4. The mental health team will offer telehealth options for scholars and families to schedule sessions with the school counselor or social worker or make external referrals
5. This year we will begin tiered implementation of a universal screening tool approach of using brief and efficient measures to identify scholars at risk for future difficulties. Data will be used to help connect scholars with appropriate mental health supports.
6. Teachers will use principles from responsive classroom to build relationships with scholars
7. Teachers will use brief, mindful moments, to improve emotional regulation and reduce student anxiety.
8. The mental health team will form partnerships with external organizations to ensure that in the event of a crisis additional resources to support scholars and staff will be readily available.
9. Scholars will participate in daily community building circles which will serve the dual purpose of building a positive community culture and providing scholars an opportunity for emotional check-in
10. Scholars will participate in Peace Of mind 2 times a week to promote emotional regulation, increased attention span, and improved student relationships and conflict resolution skills.

The Student Support Team tracked student progress during distance learning last spring. Subsequently, Stokes School identified students who have the greatest academic needs and will be invited to receive in-person supervision in the school building once the health situation is safe.

All students will be assessed using NWEA at the beginning of the school year. Those who show a need for Tier 2

support in reading or math will be enrolled in an online intervention, and will be tracked by the Student Support Team. Our math and reading curriculums have been adjusted to account for skills that may not have been obtained during the switch from in-person to distance learning in the fall.

Additionally, the Student Support Team will attend weekly grade level meetings to stay up to date on student progress and to meet challenges as they arise.

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.

During distance learning, Stokes School scholars are expected to continue following our Three School Rules:

-I will take care of myself

-I will take care of others

-I will take care of my community

Virtual Classroom Rules:

- Scholars are expected to come to virtual learning sessions fully clothed in appropriate attire. This means that they should not wear items that they wouldn't wear to school.
- Scholars are expected to focus and do their best work.
- Scholars are expected to be respectful of others' ideas and to share their thoughts and ideas in kind and considerate ways.
- Scholars are expected to remain seated throughout their live sessions. If they wish to stand up, walk around, etc., their camera should be turned off so they can do so in the least disruptive way.

Protocol for Teachers:

- Scholars receive a warning, if their behavior violates any of the virtual classroom rules on camera. After a second warning, a scholars' camera will be turned off for 10 minutes, but s/he will still be allowed in the "classroom" and will continue to receive instruction. Teachers will follow up with parents if a student's camera has to be turned off during a lesson.
- Teachers are expected to deactivate the following settings to address student behavior:
- Disable screen annotation

- Mute all scholars and un-mute as necessary
- Disable the chat function
- If there is a repeated concern with a student's behavior during a class session, the child's parent/guardian should be notified by the end of the day. If the scholars' behavior concern is not resolved within two days, the teacher should contact the Dean of scholars.

Exclusion

Because a student can be muted and their camera can be turned off, there is never a time when a student should be excluded from virtual classes. When there has been a disruption to the classroom learning environment, scholars will go through the Restorative Justice process to repair the harm. After the harm has been repaired, an appropriate amount of time can be determined for the student to earn back the right to turn their camera on.

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.](#)

    ○ A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
        a. During the COVID-19 public health emergency, Stokes School will make attempts to meet IDEA procedural timelines to the greatest extent possible, and to reach agreements with parents on extension of procedural timelines where possible. OSSE, however, recognizes that Stokes School will experience an unprecedented volume of workload related to IDEA compliance and updates to student programming upon return to normal operations, and this volume may begin during the phased re-opening of DC schools. Stokes School will resume all activities delayed by circumstances related to COVID-19 as soon as possible. As part of recovery planning efforts, Stokes School will identify delays due to student unavailability and consider on a student-by-student basis a reasonable timeline for completion of the required activity (e.g., initial evaluation, reevaluation, IEP revision, etc.). In doing so, Stokes School will consider the availability of student data, student-level recovery planning, and LEA-wide recovery planning activities. Stokes School will communicate anticipated timeframes

for completion of delayed procedural activities to families.

- 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
    a. Please see II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING – Sections A, B, and C Below.
    b. Learning Specialist will follow up with families to ensure they know about and have access to the various supports in the sections referenced above.
- The manner in which LEA deliver related services for students in distance learning;
    a. Related services for IEP students at Stokes School will be provided both virtually and in person. (Please note that almost all related services provided at Stokes School are through contracted companies who may develop their own policies which could cause our LEA to adjust plans or seek other providers). Students who struggled receiving their related services remotely in the spring, along with those who have services that can only be delivered in –person, will be offered the option of receiving their services in the school building, or a mutually agreed upon location. Students who did well with their services remotely will continue to receive their services in the same manner.
- The manner in which the LEA will support parent training for students receiving related services through distance learning;
    a. Related service providers work directly with parents and learning specialist to ensure they receive the guidance needed to support their students during distance learning. Providers work with parents 1:1 to target specific areas of concern. This partnership is extremely important as the parents are essentially the observers and data collectors for the service providers and the best way to monitor progress.
- 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;
    a. Upon the return to the building, Stokes School will make individualized determinations on whether and to what extent recovery and/or compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost. If students with disabilities are able to recover their losses through tier one school wide recovery efforts, compensatory services may not be required for some students.
    b. Stokes School will discuss the recovery/compensatory services in in IEP meetings at the start of the school year and the agreements will be captured and communicated to the parent in the Prior Written Notice after the meeting.
- 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
    a. Upon the return to the school building, learning specialist will review all existing data for their students. All Stokes School SPED students will be formally and informally assessed. Teams will review all data to determine the nature and severity of the impact of learning loss for each student.
- 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.
    a. Stokes School will ensure that students in the care of the District of Columbia and students experiencing homelessness are communicated with and have access to all recovery services that are available. These families are generally already identified and working with our school social worker, counselor and/or campus directors to ensure they have resources and essentials they need.

14. Describe the LEA's plan to serve ELs, including:
- **A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;**
- **The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;**
- **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and**
- **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**

○ A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;

The EL Program at Stokes is designed to meet the needs of all identified students whose first language is other than English and qualify for services in English in order to be able to access the general education settings. EL students receive services in the classroom through differentiated instruction intended to target their areas of needs in all of the domains of language (listening, speaking, reading, and writing) through different content areas. Through this immersion model classroom teachers plan lessons that include language and content objectives, as well as key vocabulary related to each lesson. The lessons use effective teaching practices to provide universal access to the information teachers want to share with their students, for example through visuals, songs, videos, engaging lessons, clear explanations, meaningful activities, building background knowledge, and providing opportunities for interaction.

The program will maintain fidelity across in-person and distance learning settings. Teachers can include differentiated activities based on the data about EL students' proficiency levels (both overall and domain-specific) in order to provide EL students access to the content and concepts teachers share in each lesson.

In both the in-person and distance learning environments, during small group instruction, classroom teachers are able to promptly respond to students with feedback in order to scaffold and build on language skills students need to access the concepts being taught. Classroom teachers will also plan lessons that are engaging, with clear background building, multiple opportunities for practicing concepts, and provide weekly check-ins (during small group instruction and office hours) to continue supporting EL students' learning.

Observations and feedback will be given to teachers to continue improving their teaching practices to meet the EL needs.

○ 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;

Classroom teachers will receive EL data, which consists of overall English proficiency level, level of proficiency in each of the domains, a description of what the EL students can do at their proficiency levels and instructional strategies that align to those proficiency levels. The EL Coordinator will support teachers with ideas they can use to plan and differentiate their lessons to meet their EL students' language needs. This data will be used to set goals for each of the EL students and continue supporting them to improve their English proficiency. Can Do descriptors provided by WIDA are crucial for teachers to set goals based on where the EL students are at each domain of the language and what they need to learn and do at a higher level with teachers' support.

○ 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

At Stokes we use the Writing Workshop and Reading Workshop curricula by Teachers College. The flexibility that these curricula provide are effective for teaching EL students to read and write at their own pace with a teacher's support. Family is also included in this process and it is suggested that they read to their children (in English and/or their mother language) to develop their interest for reading and build strategies for comprehension. Students can choose books at their reading levels that they will have access to through online libraries from Epic Books, Scholastic Literacy Pro, and Lightsail. They share and ask/respond questions about the books they read, and feedback is provided so they can monitor their own learning in reading skills. Students are exposed to multiple read aloud opportunity sessions in which they answer and ask questions, and listen to their peers. Through the use of assessments within the online reading platforms, teachers will determine EL students' reading level and use it to continue supporting students' development of their reading skills.

The Writing Workshop curriculum involves various types of supports to encourage EL students to write different in genres (narrative, small moment, opinion writing, and information). No matter what the students are able to write, teachers encourage them with positive feedback and ask questions that push students to continue improving their writing. In writing, as well as in reading, EL students are supported through consideration of their reading and writing proficiency levels in English, starting at level 1 with support to build vocabulary related to different content areas and concepts, continuing up to level 5 or 6 to support the development of their speech and reading at grade level or higher.

Depending on the EL level of proficiency in either speaking or listening, classroom teachers will plan for students to share their reading or writing either during pair work or by presenting to the entire class, which is an important aspect of the reading and writing curricula. They can also listen and respond to questions their classmates may have, another opportunity for EL students to continue improving their listening and speaking skills.

During both distance and in-person learning, classroom teachers will provide EL students the support they need to continue improving their listening, speaking, reading, and writing skills.

○ The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

Through the use of universal design principles, classroom teachers provide access to the concepts they teach in each lesson to all students. Classroom teachers will have a list of the EL students in the groups they are instructing with their corresponding levels of proficiency in English. Teachers will have a clear understanding of the proficiency level of each of their EL students in the four domains of the language. This understanding will support teachers to choose effective strategies such as scaffolding techniques, high-order thinking questions and tasks, activities that integrate the four domains of the language, opportunities to apply content and language knowledge, content concepts appropriate for the age and proficiency of the students, and adaptation of content. These strategies will support students' growth in proficiency and help them be able to access the academic content.

Teachers will use team planning times to meet and plan effective activities and specific supports that each EL student needs with the help of their colleagues, instructional coach, and EL Coordinator.

Finally, the EL coordinator will schedule observations in order to assess how effectively classroom teachers are providing access to academic content and support EL students to continue improving their proficiency levels.

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.**

PURPOSE or POLICY STATEMENT:

Stokes School is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. Stokes School is committed to equitable access to technology resources necessary for learning for all students.

Beyond defining Stokes School's general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a **Return to School Technology Plan** is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

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- Assessing Need
- Support
- Replacing/Repairing Equipment
- Expectations for student access to internet and safeguarding personally identifiable information (PII) & Remote Learning Limitations on School-Provided Devices

Equipment, Software, and Training Expectation and Supports for Students and Staff

Per DC PCSB requirement, Stokes School will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

- Equipment

All students will receive new Chromebooks or tablets. Many of our students received devices in the spring, however we are procuring new devices for all students. Hot Spots have and will continue to be distributed to families that need it. Families and students will receive technical support through our "Eagles Geek Squad." Team members will contact each individual family to ensure they have the hardware, service, and training they may need. Additionally, school administrators and teachers will provide orientation training for all of the technology platforms in the week before school begins.

Devices and hot spots were distributed in the spring to all families that requested them due to a lack of technology in the home or due to multiple students in the same household. Next, we will replace those previously distributed devices with new devices.

Technology Distribution Plan for Students

AN = As needed

E = Everyone

	PK	K-5
Chromebook		*E*
Hotspot	*AN*	*AN*
Tablet	*E*	
Headphones	*AN*	*AN*

- Software

All students and staff will have access to the following software using school-created and maintained log-in and passwords. At no time should anyone outside of the school's community be able to access the software.

Software Distribution Plan for Students

AN = As needed

E = Everyone

	PK	K-5
LMS: Google Classroom	*E*	*E*
Email	*E*	*E*
Seesaw	*E*	*AN*
Padlet		*E*
Zearn		*E*
Lalilo	*E*	*E*
Scholastic Literacy Pro	*E*	*E*
Epic Books	*E*	*E*

Garbanzo   *ANAN*

Lexia   *AN*

- Training

For every piece of equipment and software, provide training for staff, students, and families (especially for younger children) on proper use and care. Training must also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly.

Review & Assessment:

- Equipment

We will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs. We will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.

- Internet availability and speed, and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet
- Security features on the technology

Families have already been surveyed twice, once in the Spring before school closure and once over the summer to assess needs. We will survey one more time, in addition to the "Eagles Geek Squad" phone calls.

- Software

Based on the instructional plan, we determined what software best supports remote learning. We will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff strengths and needs. Inventory communication resources and protocols and evaluate performance and needs.

- Training

We will survey families and staff on their training needs for equipment use and software use and build a schedule

based on need. All training will be provided remotely. If family or staff need help setting up equipment, one-on-one support will be given through the "Eagle Geek Squad."

Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

Where possible, students will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for proper use and care of equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for delivering the equipment directly to the student. Training, expectations and care of equipment will be provided virtually in such cases.

Replacing/Repairing Equipment

- Equipment, Software, & Training

Stokes School will have loaner equipment available for families and staff on an as-needed basis. Non-functioning devices can either be dropped off at the school (contactless drop off) by scheduling an appointment with staff members via calendly, or through our school courier service. Devices will be repaired by our IT vendor (Inspiroz) and distributed back to the students. Students may borrow another device while waiting for the repair to be done.

The "Eagles Geek Squad" will schedule one-on-one troubleshooting sessions with families to assess the need for equipment repair, software issues, or additional training.

Staff electronic issues will be addressed by our IT vendor (Inspiroz) and family issues will be handled initially through the "Eagles Geek Squad" which is staffed by bilingual staff with backgrounds and certification in IT. If the "Eagles Geek Squad" is unable to successfully address the issue, it will be escalated to the IT Vendor.

Expectations for student access to internet and safeguarding personally identifiable information (PII) & Remote Learning Limitations on School-Provided Devices

Students have been given secure email addresses and will communicate with staff through organizational email addresses. Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely. Students will be given a single sign-on credential through Clever. Passwords will be reset through communicating with the "Eagles Geek Squad." Restrictions have been placed on the available apps through GSuite. Additionally, students will not be allowed to download additional software on devices without IT permission.

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).**

PURPOSE or POLICY STATEMENT

This policy will describe how Elsie Whitlow Stokes Community Freedom Public Charter School will collaborate and communicate with families about continuous learning and School operations.

DESCRIPTION

This policy articulates how the Elsie Whitlow Stokes Community Freedom Public Charter School will communicate with and train students and families on all COVID-19 prevention measures that are being taken by the School and how the School will adapt the modalities of instruction during the coming year to maintain the health and safety of the entire School community.

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I. General and School-wide Communication

Consistent and clear communication with students and families is vital for maintaining the health and safety of the School community. Communication with students and families will take place through many media: posted signage

in the buildings; resources and information appearing on the School website; on-demand notifications through social media channels; and individual outreach.

Unexpected closures to maintain the health and safety of the School community will be communicated through: notifications posted on all social media platforms; the placement of a banner on the homepage of the website, and direct outreach to families via email, text, and robocalls (One Word Now).

A. **Website**

The Stokes School website will, at all times, be the location for obtaining general information about the School as well as specific details on programs, staff, and typical School announcements (e.g., menus, activities calendars, and Free and Reduced Price Meal applications). This information -- which will be available to families 24 hours a day, 7 days a week -- will include the following.

Contact Information: Current and prospective students' families will be able to find all information on how to contact School administration and staff.

Family Resources: Families will be able to find the Student and Family Handbook, School enrollment and registration details, links to distance learning resources, and additional materials to support families such as social services resources.

Food Programs: In accordance with OSSE guidelines, all required information about the Stokes School's food program (e.g., menus, Food bulk Distribution) will be available to families on a monthly basis.

Operating Status: The School's operating status (open, closed, weather delay, etc.) will be communicated by posting a banner on the main page of the website. Should the School need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage, and through the Send Word Now system.

Student Learning: All student learning activities will be coordinated and communicated through Google Classroom. Additionally, teachers will email weekly newsletters with learning expectations and schedules with weekly assignment expectations.

B. **Social Media**

Stokes School utilizes several social media platforms, including Facebook, Twitter, and Instagram. These platforms will be used on a daily bases to: build broad awareness of the Stokes School; inform the broader DC community about the successes of Stokes students and staff; provide updates on operating status and continuous learning plan adjustments, as needed; and provide updates on community activities (e.g., learning packet pick ups, student support giveaways, and food drives).

C. **Direct to Family**

The School will connect with families directly through robocalls, emails, and texts to communicate School announcements, priorities, and sensitive student-related information, and to schedule in-person or phone/video meetings. Families will receive direct communications from the School at least twice a week.

In order to introduce families and staff virtually, in partnership with the Flamboyan Foundation, Stokes School will conduct initial relationship building Welcome Calls throughout the first months of school. Our goal is to reach 100% of families with these individualized Welcome Calls. Stokes School also offers a Family Orientation week before the start of the school year, and a Back to School Night a few weeks into school to connect families and teachers.

II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

Stokes School has developed an Instructional Delivery Plan to provide equitable access to learning for students as

we navigate returning to the School during the COVID-19 pandemic. The intention is to continually, engage families in the improvement of our remote and on-site learning opportunities so that the School is providing each student with what they need to navigate this new way of learning.

We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at the School.

A. **Trainings**

During the summer from Aug. 24 to 28 Stokes School will have a parent orientation week. In addition, the First Friday of every month, Stokes School will provide virtual training to support families in utilizing the continuous learning plan of the School. These trainings will include instruction on:

- Troubleshooting at-home learning devices;
- Accessing the Stokes School's distance learning platform and materials;
- Navigating the learning management system;
- Socio-emotional wellness and developmental needs;
- Equity and inclusion;
- Discipline and restorative practices; and
- Strategies to support target language learning at home.
- Healthy Practices

B. **Continual improvement**

At the conclusion of learning intervals and at the time progress reports and report cards are issued, Stokes School will work with families to complete surveys, either online or over the phone, and to gather their feedback on the implementation of the continuous learning plan.

Additionally, Stokes School will be sure to update families formally about their child's academic progress at the conclusion of each trimester with a formal Progress Report. Teachers will send positive, on-going communication to families monthly. Teachers will provide feedback to students through responses to their students' work submission through Google Classroom, Seesaw, or other apps. Assignments given through the adaptive programs will be graded and reports based on those assignments will be given to families as well.

C. **Resources**

Virtual trainings will be recorded and available to our families through our website. All printed resource guides and other training materials will be available for families on the School website.

III. **COVID-19 PREVENTION COMMUNICATION**

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued spread of COVID-19 and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within the School community requires consistent family engagement and clear communication.

A. **Reporting**

To prevent the spread of COVID-19, we will ask families and staff to report all COVID-19 cases in 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, the Campus Director for Brookland Bobby Caballero (bobbyc@ewstokes.org) or for East End Abdul-Karim Ewing Boyd (karime@ewstokes.org) within 24 hours of the household member's diagnosis.

B. **Trainings**

To prevent the spread of COVID-19, the Stokes School will offer training for students, staff, and families. Topics

may include:

- How to safely return to the School: a training detailing all in-School processes for students, families, and staff; and
- Healthy habits for staying free of COVID-19: support for the entire School community on how to stay safe during the COVID-19 pandemic.

C. **Signage and Resources**

Signs will be posted in highly visible areas (e.g., entrances, restrooms, and high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (e.g., by properly washing hands and properly wearing a cloth face covering). These signs will align with guidance from the Centers for Disease Control and Prevention on personal protective equipment.

As detailed in Section I, above, the Elsie Whitlow Stokes School website will house ongoing resources and materials for families, including training and printable resources.

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: Elsie Whitlow Stokes Community Freedom PCS

LEA Leader Name: Erika Bryant

Date: 10-05-2020 10:22 AM