



SY 2020-21 LEA Continuous Education & School Recovery Plans: Application Questions - June 29, 2020

Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning¹ for school year (SY) 2020-21. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) are asking LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.² OSSE and DC PCSB are sharing this LEA Continuous Education and School Recovery Plan jointly to streamline operations and reduce burden for LEAs so each entity may fulfill its lawful functions.

OSSE is requiring 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 is requiring all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during SY 2020-21 in response to COVID-19.

This application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#).³ These guiding principles are intended to provide LEAs as well as families with clear and consistent expectations for ensuring that all students in the 2020-21 school year have access to a safe and supportive learning environment that also delivers rigorous and standards-aligned content to prepare students to succeed in school and life. We strongly encourage you to review these guiding principles closely before drafting your plans as well as the [Continuous Education Resources for LEAs](#) that we have curated.

To inform the public, these plans will be publicly posted, and we ask that LEAs also share them directly with their families upon approval by OSSE and DC PCSB. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individualized needs, but these plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies

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

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

³Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.

delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines.⁴

The deadline for submitting these plans is July 31, 2020. At this time, OSSE and DC PCSB are providing LEAs with the application questions, so they may begin to work on their responses. In mid-July, OSSE and DC PCSB will provide information on the process for submission and review.⁵

Application Questions

School Recovery Operations Plan

1. School Recovery Operations Plan

2. Question 1(Q1)

Q1. Describe the LEA's plan to keep building clean.

a. What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?

b. 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)?

⁴ Refer to health guidance for childcare 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.

⁵ LEAs should notify DC PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

a. Cleaning Plan - Virtual

Cleaning is provided daily on the days that the school is being occupied. A log is kept of all room usage and the janitorial staff employees disinfecting protocols with CDC approved cleaners. Rooms not in use are locked and entry is not permitted. Included are frequently touched areas of door knobs, light sensors, tables, desks and floors. Only approved single stall restrooms are used during virtual instruction and the restrooms are cleaned daily. Typically only 2-3 staff members are present on a daily basis and restrooms are not shared. The staff lounge and staff refrigerators are closed. Water fountains are not operable.

Cleaning Plan - Hybrid

On Monday & Tuesday/ Cohort Group A and Thursday and Friday/ Cohort Group B

Daily routine sanitizing and disinfecting of surfaces and objects frequently touched, to include surfaces, doorknobs, light switches, sink handles, soap dispensers, towels dispensers. Disinfect classroom surfaces following breakfast and lunch. Frequent hand washing at the sink in the classroom and the use of hand sanitizer when entering the classrooms. Shared items will be limited and students will have individual learning supplies labeled and stored in containers. Cots and mats will be cleaned daily after use. Student blankets will be sent home weekly and washed. Restrooms used by elementary students will be scheduled and cleaned after each classroom use. Any toys that have been soiled or solid with a bodily secretion will immediately be set aside and sanitized by staff members wearing gloves. Playground high touch surfaces will be cleaned after each use.

On Wednesdays when school is closed the building will be cleaned and sanitized using electrostatic cleaning sprayer in all classrooms, hallways, restrooms and offices. This will prepare the building for Cohort B use of the building on Thursday morning. The same practice will be in place on Friday evening to prepare the building for Cohort A's use of the building on Monday.

Signage will be placed in all classrooms, offices and hallways reviewing cleaning and disinfection protocols. Children will not participate in disinfecting surfaces and windows will be opened weather permitting. Portable Air Purifiers with HEPA filters will be in place in all classrooms, offices and lobby areas. Adequate cleaning supplies will be provided for each classroom and office space.

b.

1. Cleaning in event of school community testing positive for COVID-19-

If fewer than 7 days have transpired since the person who is sick used the facility, the following steps will take place;

1. Close off areas used by the person who is sick.
2. Open windows to increase air circulation in the areas.
3. Relocate classroom or office space.
4. Wait 24 hours before cleaning and disinfecting.
5. Clean all areas used by the person that was sick, to include electrostatic sprayer.
6. Cleaning staff will use gowns, gloves, goggles and face shields and wash hands after removing gowns and gloves.

Training of contracted janitorial staff;

Contracted janitorial staff have been trained on;

- 1) COVID-19 Cleaning Practices
- 2) CDC Sequencing for Putting on PPE
- 3) Proper Use of Products
- 4) Chemical Hazards
- 5) OSHA Safety Practices

3. Final Comments Q1

4. Question 2 (Q2)

Q2. Describe physical changes to the environment to ensure or promote social distancing.

1. Staggered arrival and dismissal with 3 locations throughout the building.
2. Grouping of students and staff into two cohort groups for onsite classes.. Group A/ Monday & Tuesday and Group B/ Thursday & Friday. Students remain with the same in-person groups for meals (served in classroom), restroom, playground and hallway use.
3. Face masks required of all staff and students that can tolerate covering. Ample masks available for those needing PPE.
4. Signage and markings at entries and throughout the building for 6 feet social distancing and floor directional floor markings.
5. Parents will drop off students at the assigned entry and pick up students at the assigned location. Parents permitted in building for emergencies only.
6. All meetings will be conducted virtually - PTO, Coffee with Principals, Parent Teacher Conferences, IEP meetings.
7. Classrooms will be limited to occupancy of 8-12, depending on size and desks placed facing in one direction with 6 feet distance. Markings on floor for desk and table placement. No more than 2 students will be assigned to tables and separated by a plastic table guard.
8. ECE and Kindergarten will be assigned a carpet square or washable plastic mat.
9. Communal staff lounge will be closed. Multipurpose room will serve as a break room with tables 12 feet distant and no more than 6 occupants per break time.
10. PE will be held outside with social distancing, face masks and ground markings
11. Playground use will be reduced to smaller groups and face masks will be required.
12. A designated sick nursing room with separate ventilation will be available for any student of staff that exhibits symptoms until they can safely be removed from the building.
13. Students will be placed head to toe during nap time.
14. No large in person group activities. No field trips. Event will be held virtually.
15. All professional development will be held virtually.
16. Students, staff and parents will be educated on traveling to and from school while maintaining 6 feet of distance and to wear face coverings when traveling.
17. Eliminate non-essential travel for staff and teachers.
18. No personal staff deliveries permitted to the school.

5. Final Comments Q2

6. Question 3(Q3)

Q3. What have you done to ensure adequacy of ventilation at the school?

Bridges and building partners, Briya Public Charter School and Mary's Center, engaged Setty for a Return to School Clean Air Building Assessment Report.

Implementation plan for the building entails;

1. Clean evaporator coils of the HVAC system before the start of school.
2. Control sequence upgrades to the HVAC system to cycle air x6 per hour.
3. Install UV-C filtration to rooftop AAON units.
4. Alen Portable HEPA Air Purifiers for all classrooms and office areas.

Note: Upon returning to in-person Bridges will also open windows whenever possible.

7. Final Comments Q3

8. Question 4(Q4)

Q4. Outline the LEA's plan for SY 2020-21 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](#).

DAILY HEALTH SCREENING

Symptoms will be evaluated before arrival using Google document or Work Badge App, or upon arrival and can be based on reports from caregivers. Visual inspections will also take place in classrooms.

- ASK: Students/parents/guardians and staff should be asked about whether the student or staff member has experienced the following symptoms consistent with COVID-19:

Fever (subjective or 100.4 degrees Fahrenheit) or chills

Cough

Congestion

Sore throat

Shortness of breath or difficulty breathing

Diarrhea

Nausea or vomiting

Fatigue

Headache

Muscle or body aches

New loss of taste or smell

Or otherwise feeling unwell.

- ASK: Students/parents/guardians and staff should be asked whether the student or staff member has been in close contact with a person who has COVID-19.

- LOOK: School staff should visually inspect each student and staff member for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

- Any student or staff member meeting “Yes” for any of the above “ASK, ASK, LOOK” criteria in the program’s daily health screen shall not be admitted.

Such students, families or staff shall be instructed to call their health care provider to determine next steps.

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

Physical temperature check:

- Confirm that a student or staff member had their temperature checked at home 2 hours or less before their arrival, and the temperature was less than 100.4 degrees.
- Upon arrival, the student/parent/guardian and staff member should show a photograph of the thermometer or verbally confirm that the temperature was less than 100.4 degrees.

All staff must wear non-medical face coverings or face masks at all times while in the school building. If the staff member has a contraindication to wearing a face covering, either medical or otherwise, they shall not participate in in-person school activities.

Students, staff and visitors will be required to wear face masks at all times. Medical, developmental, and psychological reasons may limit the ability for some students to wear face coverings. Instances when face coverings do not need to or should not be worn:

- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;
- By children during naptime
- Bridges will provide fask masks and shields to those that need this resource. Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

Bridges will ensure protocols are in place to support the safe use of clean masks.

- Staff and students should exercise caution when removing the covering, always store out of reach of other students, and wash hands immediately after removing.

- Videos will be offered to demonstrate proper practices.

- When feasible, staff and students wearing face coverings should bring multiple clean coverings each day.

- Students, teachers and staff should be taught to speak more loudly, rather than remove their face covering, if speaking in a noisy environment.

Other populations:

- Parents/guardians will be required to wear face coverings for drop-off and pick-up.

- While visitors to the school should be strictly limited, any essential visitor must wear a face covering at all times on the school grounds and inside the school buildings.

Draft Screening Tool for Staff is as follows;

Bridges Public Charter School

DRAFT

Employee Health Questionnaire

The Bridges COVID-19 Employee Health Questionnaire is designed to keep all staff and students safe. If you have any questions or concerns, please contact Human Resources.

Employee Name: _____ Date: _____

In the past 24 hours, have you experienced:

Fever (greater >100.4)

Fatigue:

Yes

Yes

No

No

Cough:

Sneezing:

Yes

Yes

No

No

Aches and Pains:

Loss of smell or taste:

Yes

Yes

No

No

Sore Throat:

Diarrhea:

Yes

Yes

No

No

Headaches:

Shortness of breath:

Yes

Yes

No

No

Have you recently been in close contact with anyone who has exhibited any symptoms?

Yes

No

Have you recently been in contact with anyone who has tested positive for COVID-19?

Yes

No

Have you recently traveled to a restricted area that is under a Level 2, 3, or 4 Travel Advisory according to the U.S. State Department? Including: China, Italy, Iran, and most countries in Europe.

Yes

No

Have you flown in an airplane in the last month?

Yes

No

Have you been tested for COVID-19?

Yes

No

If Yes, what was the most recent date you were tested? _____

What was the result? Negative Positive

Received by Staff Name: _____ Date: _____

Temperature and time taken : _____

Taken by Staff Name: _____

Hand Hygiene

- Bridges will reinforce frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60 percent alcohol will be used.

- Key times to perform hand hygiene include:

1. before eating food; after eating
2. after using the toilet;
3. before and after putting on, touching, or removing cloth face coverings or touching your face;
4. after blowing your nose, coughing or sneezing;
5. entering and exiting a classroom or between activities.

Schoolwide Hygiene

Bridges has adequate supplies of soap, paper towels, hand sanitizer, tissue to support healthy hygiene practices, including in classrooms, bathrooms, and offices. Ten portable hand sanitizing stations are also available at key areas within the school.

- Bridges staff that work in close contact with younger students will be trained in extra precautions. When washing, holding, or in very close contact with children, staff should wear clothing that can easily be removed in the event of contamination (e.g. button-down, long-sleeve shirt) and must wash skin that is touched by secretions or any soiled clothing or material. Educators and staff that may be in close contact with a student's secretions will wear eye protection (e.g., goggles, face shield, disposable gowns will also be available).

Supplies

Students will have personal supplies, electronics, books and learning aids.

PreK and Kindergarten supplies and toys will be cleaned and disinfected after use.

Student's belongings will be separated from others' and in individually labeled containers, cubbies, or areas.

Student/ Staff Schedules

Cohort Group A - Monday & Tuesday in person & distance learning

Wednesday- All students/staff remote, school closed - distance learning

Cohort Group B - Thursday & Friday in person & distance learning

As previously stated, electrostatic disinfection on Wednesdays and Fridays. All staff will remain in the same cgroup for the entire semester.

Arrival & Dismissal

Arrival and dismissal will be staggered to accommodate, school bus drop off/pick up, parents drop off/pick up via walking and drop off/ pick up via car. Each group will be staged at a different entrance/exit door. Social distancing will be practiced at each door with markings on the sidewalk with cones. Staff will be trained on protocols to stagger entrance of students as well as monitoring health screenings. PPE, hand sanitizer, gloves and gowns will be available at each entrance.

Plan for Distributing Educational Materials & Technology/ Remote Learning

Beginning on August 24, 2020, parents will be able to pick up distance learning materials to include textbooks, supplies for instruction and for art, music, PE and gardening, ie. paper, construction paper, glue sticks, markers, pens, pencils, scissors, counting, sorting supplies, rulers, whiteboards, dry erase markers, etc. Additionally supplies will be available for special education students and for related services remote service delivery. All supplies will be pre bagged and labeled. Parents will enter the parking lot and display students' names in the passenger window. Items will be placed in the back seat or trunk of the vehicle. Some parents will elect to walk to the school and social distancing markers will be placed along the sidewalk of the main entrance.

Bridges will also be distributing a chromebook tablet or chromebook to all students as requested by parents via survey. Students will also receive headsets and other technology supports as required. *See technology plan.*

Distribution of Meals

In-Person /Breakfast

Bridges implements the Serve and BICM models. There will be no more than 12 people in the classroom at one time, except on occasion when a 13th person must enter temporarily. Occupancy will never exceed 13 temporarily and in some situations range 8 - 10. Classroom staff will clean and disinfect students' tables/desks/chairs before food is served. Classroom staff will wash their hands upon wiping down the students' desks/chairs, and put on gloves. Prior to the classroom personnel serving the food, any students in the classroom must stand at the periphery of the classroom, ensuring six feet apart from one another. At that time, students may each wash their hands with soap and water, and dry them off with paper towels from a dispenser. Sharing of food and supplies will not be permitted.

Note: all staff and students will be required to wear a mask at all times when in the school building. Students with disabilities or younger students that cannot tolerate a mask will be able to use a face shield or a hat with an attached face shield. Staff in classrooms with potentially unmasked students will be advised to wear a face shield and have extra clothing available. Gowns will be available for added protection.

Upon completing the above task, the classroom staff must discard the gloves, wash their hands with soap and water, and put on new gloves. They must keep their gloves on during the breakfast period and if they offer assistance to students must discard gloves and wash hands and replace with clean clothes.. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible.

Upon completing breakfast, students will individually discard their garbage while maintaining 6 feet of social distancing and wash their hands. The garbage bin will be near the sink in the classroom. The students will return to their desks after the staff disinfect the students desks and chairs.

The cleaning staff will enter the classrooms after breakfast to remove the garbage bag and replace it with a new bag. The cleaning staff will represent the 13th person who temporarily will be in the classroom.

The food service personnel will collect the breakfast bags from the hallway of each classroom and return them to the pantry. The food service personnel will use soap, water and a microfiber cloth to clean the breakfast bags followed by the disinfection process.

Lunch Distribution

The food service personnel will prepare for lunch, ensuring that they wash their hands and put on gloves. The food service personnel will place meal components for each person, with the exception of milk, in paper bags. They will place milk in cooler bags. The brown bags will then be placed in the insulated lunch bags. The food service personnel will place the lunch bags on carts that have been washed with soap and water and disinfected.

The food service personnel will deliver the lunch bags to each classroom, placing the bags in the hallway, outside of the classroom. The classroom personnel will wash their hands, put on gloves and collect the lunch bag. The students and staff will follow the same protocol as breakfast implementation.

Classroom staff will clean and disinfect the students' tables/desks/ chairs before food is served. Classroom staff will wash their hands upon wiping down the students' desks/chairs, and put on gloves. Prior to the classroom personnel serving the food, any students in the classroom must stand at the periphery of the classroom, ensuring six feet apart from one another. At that time, they can each wash their hands with soap and water, and dry them off with paper towels from a dispenser.

Upon completing the above task, the classroom staff must discard the gloves, wash their hands with soap and water, and put on new gloves. They must keep their gloves on during the breakfast period.

Upon completing lunch, students will individually discard their garbage and wash their hands. The garbage bin will be near the sink in the classroom. The students will return to their desks after the desk has been disinfected by staff.

The cleaning staff will enter the classrooms after breakfast to remove the garbage bag and replace it with a new bag. The cleaning staff will represent the 13th person who temporarily will be in the classroom.

The food service personnel will collect the lunch bags from the hallway of each classroom and return them to the pantry. The food service personnel will use soap, water and a microfiber cloth to clean the lunch bags, followed by disinfecting the bags.

Food brought in from home will only be permitted in disposable plastic bags and paper bags. Student lunch boxes will not be permitted. Bags will be supplied to parents if needed.

Distance Learner Food Distribution

Bridges will provide distance learners, participating in NSLP, with food to last five days. Bridges will distribute the food two days a week, at designated times. Bridges will set-up three tables that have been sanitized and disinfected.

Parents will line up outside of the school entrance to pick up food. Parents must wear masks, and they can not enter the building. Support staff will manage the three tables from the interior. Parents will arrive at the door and state their children's names. The support staff will check the students' names on the meal count sheet, determine which meal the family receives and then mark off three days-worth of meals for those students. When giving the food to parents, the support staff will place the food on a cart, and the parents will take their food from the cart. If parents bring their own bag, they will need to place the food in their bag. The support staff will not be allowed to place the food in personal bags.

Support staff will clean and disinfect the tables and cart after food has been picked-up, stored or discarded.

Before & After School Care

Presently, Bridges has elected to deliver all service remotely and will not have a before or after care provider onsite at Bridges. In the next week, Bridges will be meeting with our partner to discuss virtual aftercare options and will work to creatively offer options to our families.

As the Mayor and DC Health further define guidelines and schools reopen, Bridges will coordinate a comprehensive contract with our vendor, Beyond the Basics and adhere to the posted guidelines and required groupings.

Instructional Delivery Plan

- o **Question 5(O5)**

Q5. Describe how the LEA will deliver instruction in order to achieve continuous learning during SY 2020-21.

a. Identify the instructional methods (e.g., 100% 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 SY 2020-21 to ensure rigor across settings;

b. 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);

c. Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and

d. 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.

a. Identify the instructional methods (e.g., 100% 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 SY 2020-21 to ensure rigor across settings;

Bridges will be utilizing the following instructional methods: Virtual (mixture of synchronous and asynchronous learning). We currently plan to return to the building November 9. We will then be utilizing the Hybrid Method for instruction (Cohorts A/B/V). We will be using Google Classroom as our Learning Management System (LMS) and will be utilizing the following instructional materials and software to deliver effective instruction:

ECE / Special Education

Jolly Phonics, High Reach, Writing without Tears and Bridges in Mathematics

Elementary / Special Education

Reach for Reading, Bridges in Mathematics, Foss Science and Social Studies Alive!

Software:

Reading A-Z

Raz Plus

IXL

Epic

Brain Pop

Boom Cards

b. 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);

Below is the ECE and Special Education Virtual Learning Schedule. Students will receive 2.5 hours daily of synchronous, direct instruction. Students will have a 3 hour break (lunch and nap) and will return for 1 hour of asynchronous learning.

ECE/Special Education-Virtual Learning Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30 a.m.	Specials	Specials	Specials	Specials	Specials
9:40-10:00 a.m.	Morning Meeting	Math Small Groups	Literacy Small Groups	Morning Meeting	Literacy /Math Small Group
10:00-10:20 a.m.	Second Step	Math Small Groups	Literacy Small Groups	Read Aloud	Literacy /Math Small Group
10:30-10:50 a.m.	Whole Group Literacy	Math Small Groups	Literacy Small Groups	Journal Writing	Literacy /Math Small Group
11:00-11:30 a.m.	Read Aloud	Math Small Groups	Literacy Small Groups	Science	Literacy /Math Small Group
11:30-2:30 p.m.	Nap	Nap	Nap	Nap	Nap

2:30-3:30 p.m.	Play and Asynchronous Learning	Play and Asynchronous Learning	Play and Asynchronous Learning	Play and Asynchronous Learning	Play and Asynchronous Learning
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Below is the elementary schedule (grades K-5). Students will receive 4 hours and 15 minutes of synchronous instruction on Monday - Wednesday - Friday. Students will receive 4 hours of instruction on Tuesdays and Thursdays. A minimum of 2 hours will be synchronous and 2 hours may be asynchronous based on the needs of the students.

Elementary Synchronous Virtual Schedule - Cohort A/B/V

Time	Monday-Wednesday-Friday
11:15 a.m.-11:30 a.m.	Morning Meeting
11:30 a.m.-12:30 p.m.	ELA or Math
12:30 p.m.-1:00 p.m.	Lunch
1:00 p.m.-2:00 p.m.	ELA or Math
2:00 p.m.-2:15 p.m.	Break
2:15 p.m.-3:00 p.m.	Science/Social Studies

Elementary Asynchronous / Synchronous Virtual Schedule - Cohort A/B/V

***Note all electives and interventions will be provided virtually during asynchronous learning if utilizing a hybrid schedule**

Time	Tuesday-Thursday
11:00-11:15 a.m.	Morning Meeting
11:15 a.m.-12:00 p.m.	Small Group Math and ELA Learning
12:00 p.m.-12:30 p.m.	Lunch
12:30 p.m.-1:15 p.m.	Small Group Math and ELA Learning
1:15 p.m.-2:00 p.m.	Small Group Math and ELA Learning
2:00 p.m.-2:15 p.m.	Break
2:15 p.m.-3:00 p.m.	Small Group Math and ELA Learning

c. Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and

Professional Development

Over the summer, content teachers and community leaders will receive training on Google Classroom and Zoom remote learning provided by Dynamic Network Solutions (DNS). The training will focus on content delivery and checking for understanding. In addition, all staff will receive professional development on Wednesdays. The professional development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Teachers will also support one another and collaborate on Wednesdays. On Wednesdays, both content teacher and community leaders receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Every day, the Content Teacher will have time built into the instructional day to work with special education providers/coordinators and English language specialists.

Additionally, formal instruction will end each day by 3:00 p.m. and the teacher's work day will end at 4:00 p.m. Each day, teachers and community and content leaders will have access to engagement specialists, support staff, counselors, interventionists and administrators to troubleshoot issues that occur both on-site and remote.

Teachers also receive on-going coaching focused on the larger school plan and their own individual needs as a professional. Coaches observe virtual classroom session weekly and hold regular debrief meetings to provide feedback. In feedback meetings individual teacher areas of development are discussed, or grade level and program wide areas of focus. Coaches support teachers through modeling directly with students, elbow coaching and also by recording lessons for the coach and teacher to review later. Teachers also have the opportunity to observe other teachers who are strong in a particular instructional practices as another way to see and understand something they are working to develop in their own practice as a teacher.

d. 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.

Then once a month, on Wednesdays Bridges Public Charter School will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

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.

Once a month, students, who have shown the least engagement whether by attendance or work product, will be evaluated through our Wellness Team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. When needed, the student engagement specialist will then contact. Depending on the results, the family may be asked to change the student's schedule, or be referred for support services within the school for additional learning support or counseling, or outside of the school for services.

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Assessment and Promotion Policy

Assessment and Promotion Policy

Question 6(Q6)

Q6. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:

a. Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of SY 2020-21. Select all that apply:

NWEA-MAP Other (identify vendor)

Specify Other

PreK: Gross Academic Progress – GAP and Learning Accomplishment Profile-3 (LAP-3). Kindergarten: Number Corner Assessment, IXL, NWEA MAP and Fountas and Pinell (F&P). 1st to 5th Grade: Math - Unit Assessments, Reading – Unit Assessments, IXL, NWEA MAP and Fountas and Pinell (F&P). PreK to 5th Grade: An Alternative Assessment Tool for students with special needs - Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP).

b. 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.

c. When the LEA intends to administer these assessments during the school year, specifying for each assessment.

The chart and response below answers both question b. and c. The chart below describes the formative assessments the school is 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.

Formative Assessments

Grade Band	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports
Pre-K	Math & Reading: Gross Academic Progress - GAP (diagnostic & formative)	Every 9 weeks	All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session. These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.	Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either Tuesday or Thursday.

P r e K	Cognitive, Social, Literacy and Fine Motor Skills: Learning Accomplish ment Profile-3 (LAP-3)	Fall 202 0 and Spri ng 202 1	All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session. These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.	Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either Tuesday or Thursday.
K	Math: Number Corner Assessment	Qua rterl y	All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session. These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process. ool using appropriate SD requirements when in	Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either Tuesday or Thursday.

			<p>person. For remote students assessments will be done 1:1 using video conferencing.</p>	
K - 5	<p>Math & Reading:</p> <p>NWEA MAP</p>	<p>Fall 2020, Wint ers 2020 and Spri ng 2021</p>	<p>All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session.</p> <p>These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.</p>	<p>Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either Tuesday or Thursday.</p>
K - 5	<p>Reading - Nonfiction Text:</p> <p>Fountas and Pinell (F&P)</p>	<p>Fall 2020 and Spri ng 2021</p>	<p>All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session.</p> <p>These calls will require video set-up, which the</p>	<p>Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either</p>

			<p>school will provide. Parents are encouraged to observe the assessment process.</p>	<p>Tuesday or Thursday.</p>
1 - 5	<p>Math:</p> <p>Unit Assessments</p>	<p>Monthly</p>	<p>All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session.</p> <p>These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.</p>	<p>Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either Tuesday or Thursday.</p>
1 - 5	<p>Reading:</p> <p>Unit Assessments</p>	<p>Monthly</p>	<p>All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session.</p> <p>These calls will require video set-up, which the school will provide. Parents</p>	<p>Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either</p>

			are encouraged to observe the assessment process.	Tuesday or Thursday.
P K - 5	An Alternative Assessment Tool for students with special needs: Verbal Behavior Milestones Assessment and Placement Program (VB-MAP P)	Quarterly	All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session. These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process	Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either Tuesday or Thursday.
K - 5	Math and Reading: IXL	Weekly	All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students. For students who are unable to attend school in-person, time will be allocated once every week for the content teacher to conduct a virtual session.	Students identified as needing interventions will work with CT during small group instruction to address the learning gap on either

These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.

Tuesday or Thursday.

Question 7(Q7)

Q7. 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.

Bridges PCS grading and promotion policies will remain the same.

Grading

The chart below is the grading scale that School will be utilizing to assess student learning:

Letter Grade	Minimum	Maximum
4	90	100
3	89	80
2	79	70
1	69	60
U	59	0
S	60	100
U	59	0

Promotion

It is the goal of Bridges PCS to ensure that students progress academically in a manner that is developmentally appropriate with their peers. We believe that retention is not an appropriate solution for academic or social/emotional issues and will often lead to impacts that are detrimental to the long-term academic outcomes of students. Research states that early retention has caused disadvantages for children including lower achievement, aggression, high school drop-out, and dramatically reduced college attendance. Students in grades K-5 will only be retained when they have a total of 35 or more days of unexcused absences (pg. 16 Bridges' Parent Handbook). Link: <https://bridgespcs.org/handbooks>

Attendance Policy

Question 9(Q9)

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:

- a. Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
- b. 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.

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

Bridges PCS will implement our normal, in-person attendance policies and procedures when students are on school grounds. While Pre-K is non-compulsory, Pre-K students enrolled at Bridges will still be held to the same attendance expectations as elementary students. Parents will collaborate with classroom teachers to provide documentation for asynchronous learning through the use of touchpoints described below in the chart to ensure attendance and engagement. For elementary students (K – 5th grade) attendance will be taken in each class, each hour. Students will be marked present or absent for their classes in our Student Information System (SIS), PowerSchool, based upon the amount of time they spend during the instructional day (See chart below).

The table below shows how a student's presence is authenticated daily using the LMS. It also shows what constitutes sufficient engagement in the LMS for the student to be marked present.

Bridges Public Charter School Attendance Policy

Attendance Touchpoints by Learning Type for PK-5

On-site synchronous Remote synchronous Remote asynchronous

Present Present:

Student attends school for >80% of the school day.

OR

Attends <80% of school day on-site AND is remote learning for the remainder of the school day. Present

Remote:

Student presence is detected throughout school day's activities (A) captured in LMS.

(B) participates by one or more of the following touchpoints:

- is "seen" in virtual classroom,

- submits exit ticket
- participates in group activities
- participates in community building activities(games, etc.)
- Submits photo of student work
- Submits video of activity (e.g. PE, music)
- Saves student work in file, showing some progress
- Parent/guardian responds to survey
- Responds to documented contact(s) from community leader, engagement specialist and/or content teacher

Present Remote:

Student responds to email AND fully completes

> 70% of the day's assignments.

Student logs in to LMS and fully complete the day's assignments.

Student responds to documented contact(s) from community leader, engagement specialist, and/or content teacher.

Partial Day Present Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent. N/A N/A

Absent Absent:

Student is not on-site during the school day and is not captured in Remote Touchpoints by submission of work at the end of the day. Absent Remote:

Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints by submission of work at the end of the day. Absent Remote:

Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints by submission of work at the end of the day.

Note: The families of PreK and elementary students who are learning remotely will receive the following:

- A weekly email with their learning materials for the week.
- A call from the engagement specialist following up on email for students that need additional online support.
- A call from the Wellness Team to engage families that need additional support.
- A call from the engagement specialist to family, if applicable.
- A robo call to the family notifying them of the student's absence from school.

Collecting and Reporting System

The school will log all contacts with a student and family using Google Documents (e.g. Shared virtual folder). For students who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Bridges PCS will implement our normal, in-person attendance policies and procedures when students are on school ground. While Pre-K is non-compulsory, Pre-K students enrolled at Bridges will still be held to the same attendance expectations as elementary students. Parents will collaborate with classroom teachers to provide documentation for asynchronous learning through the use touchpoints described

below in the chart to ensure attendance and engagement. For elementary students (K – 5th grade) attendance will be taken in each class, each hour. Students will be marked present or absent for their classes in our Student Information System (SIS), PowerSchool, based upon the amount of time, they spend during the instructional day (See chart below).

The table below shows how a student's presence is authenticated daily using the LMS. It also shows what constitutes sufficient engagement in the LMS for the student to be marked present.

Bridges Public Charter School Attendance Policy

Attendance Touchpoints by Learning Type for PK-5

On-site synchronous Remote synchronous Remote asynchronous

Present Present:

Student attends school for >80% of the school day.

OR

Attends <80% of school day on-site AND is remote learning for the remainder of the school day. Present

Remote:

Student presence is detected throughout school day's activities (A) captured in LMS.

(B) participates by one or more of the following touchpoints:

- is "seen" in virtual classroom,
- submits exit ticket
- participates in group activities
- participates in community building activities(games, etc.)
- Submits photo of student work
- Submits video of activity (e.g. PE, music)
- Saves student work in file, showing some progress
- Parent/guardian responds to survey
- Responds to documented contact(s) from community leader, engagement specialist and/or content teacher

Present Remote:

Student responds to email AND fully completes

> 70% of the day's assignments.

Student logs in to LMS and fully completes the day's assignments.

Student responds to documented contact(s) from community leader, engagement specialist, and/or content teacher.

Partial Day Present Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent. N/A N/A

Absent Absent:

Student is not on-site during the school day and is not captured in Remote Touchpoints by submission of work at the end of the day. Absent Remote:

Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints by submission of work at the end of the day. Absent Remote:

Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints by submission of work at the end of the day.

Note: The families of PreK and elementary students who are learning remotely will receive the following:

- A weekly email with their learning materials for the week.
- A call from the engagement specialist following up on email for students that need additional online support.
- A call from the Wellness Team to engage families that need additional support.
- A call from the engagement specialist to family, if applicable.
- A robo call to the family notifying them of the student’s absence from school.

Collecting and Reporting System

The school will log all contacts with a student and family using Google Documents (e.g. Shared virtual folder). For students who are marked “absent”, the school’s in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

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?

Q10. 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 Google Documents (e.g. Shared virtual folder). For students who are marked “absent”, the school’s in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Bridges Public Charter School will take the following steps to track student attendance:

- Teachers responsible for daily attendance for students on-site will follow existing attendance protocols.
- Teachers responsible for daily attendance for remote learning students with an LMS will follow protocols as follows:
 - Teachers will take attendance daily in PowerSchool.
Teachers will take attendance each hour.
Teachers will need to make any corrections in attendance each day after verifying attendance through the Touchpoints received daily.
 - During hybrid and / or virtual learning, teachers will report any student with three consecutive absences to the following:
 - Special Education student: Case Manager
 - Early Childhood student: Assistant Principal

Elementary student: Principal

Bridges Public Charter School will take the following actions to address absences:

- When students are reported as being absent for three consecutive days, the case managers, assistant principal or principal will reach first with a phone call. If no response is received within 24 hours, the Case Manager, Assistant Principal or Principal will then send an email. After 24 hours if there is no response, the Case Managers, Assistant Principal or Principal will then contact the Bridges Public Charter School Wellness Team.
- The Wellness Team (school counselors and Engagement Specialists) will then attempt to reach out to the family.
- The Wellness Team (school counselors) will report students who meet the definition of chronically absent, as required by law.

Whole Student Support

A. Student Support

Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.

Student Support

According to the American Academy of Pediatricians, "Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities."

Bridges school staff will share a copy of the Whole Student Support plan with families for their review prior to the beginning of the school year so all families are aware of the resources and ways the school will be supporting students and families with social emotional and mental health needs.

Below are interventions for students' social-emotional and mental health needs Bridges PCS will use during this period of continuous learning and school recovery.

- Bridges Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.

- Bridges Teachers and community leaders will conference with families and if necessary, refer students to Bridges Wellness team for students displaying needs for support.
- Bridges Wellness team will provide weekly, optional, asynchronous videos and lessons for students available through the Google Classroom and Zoom. Videos will be on ways to reduce anxiety and stress, how to engage in self-care and encouraging play / fun.
- 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.
- Bridges Wellness team will create tele-health options for students and families to call and schedule sessions with Bridges school counselors and Bridges Mary Center Social worker and Community Support Worker.
- Bridges Wellness team will make referrals to Mary Center or the student's neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.

Bridges will identify the students who have lost the most learning due to COVID-19 and provide them with academic support in the following way.

At the start of the school year baseline data will be gathered on all students looking at current academic skill level and developmental levels. Base line data will be gathered from assessments, exit ticket (student work products) and staff observation to determine which students at the start of the school year should be referred for intervention support and which students will be supported in the classroom setting through small group work with instructional staff.

Then once a month, on Wednesdays Bridges Public Charter School will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

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.

Once a month, students, who have shown the least engagement whether by attendance or work product, will be evaluated through our Wellness Team. 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 family may be asked to change the student's schedule or be referred for support services within the school or outside of the school.

B. Behavior

6. Describe the LEA's policy for monitoring student behavior during distance learning.⁶ 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:
 - o A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
 - o The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
 - o The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

⁶ 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.

Q12. 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:

Bridges policy for monitoring student behavior during distance learning and all parts of the distance learning policy are in compliance with applicable local and federal laws (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Bridges will monitor student behavior during distance learning in the ways listed below. If remediation of the behavioral concern does not happen following the work the school does to address the concern, the student will be moved to 100% asynchronous learning for a period of time.

Monitoring of Student Behavior

- Bridges administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Bridges administrators will pop-in frequently to observe classroom meetings.
- Bridges teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- Bridges school staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Bridges staff members will be responsible for supporting students and families with navigating the Google Classroom and Zoom and be available to provide students with technical support.
- Bridges school staff will continue to track student participation and engagement with the Google Classroom and Zoom according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families as per Bridges school handbook
- Bridges teachers will communicate concerns with families by phone, email, text or using the Google Classroom and Zoom.

a. A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);

Bridges School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the Google Classroom and Zoom by email, phone, text or through the Google Classroom and Zoom.

If students do not follow expectations for communicating respectfully with school staff or other students:

- Bridges school staff will remind students of expectations for distance learning.
- Bridges school staff will conference with families about school expectations not being met.
- Bridges teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.
- Bridges teachers may temporarily limit students' ability to post content on Google Classroom and Zoom chat or discussion boards.
- If these interventions are not successful in changing students behavior, Bridges school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

These modifications to distance learning are designed to ensure that students will not be excluded from the virtual learning platform.

b. The manner in which the LEA will communicate with families of students who are excluded from distance learning; and

If students use the Google Classroom and Zoom inappropriately, such as share their username/passwords, intentionally misuse the Google Classroom and Zoom or log in as another user:

- Bridges school staff will remind students of expectations for distance learning.
- Bridges school staff will conference with families about school expectations not being met.
- Bridges school staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

c. The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

Bridges will ensure that students who are excluded from synchronous distance learning for a period of time due to behavioral concerns have access to instruction, instructional support and missed work in the following way:

- Bridge school staff will conference with families about school expectations not being met, the steps taken to support the student with meeting the expectations and now the need to exclude a student from synchronous learning for a period of time.
- Bridges School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction. This ensures the student does not miss instruction and work. Students and Parents will then have a check-in / conference meeting with the teacher set up during the week to be able to ask questions and get support in understanding assignments. All resources needed for the student to complete work will be available to them through Google Classroom. This can include recordings of lessons from teachers that the student can watch when it best fits their schedule. The slide from lessons and feedback from the teacher through Google Classroom as work is being submitted.

Additional Resources:

- [OSSE Guiding Principles for Continuous Education](#)
- [Cyberbullying - Identification, Prevention and Response](#)
- [US Pediatricians Call for In-Person School This Fall](#)
- [Healthy Family and Support Collaboratives](#)

[Note: Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds.]

Special Populations

OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an FAQ document on this topic on [March 25, 2020](#), [April 15, 2020](#), and [May 29, 2020](#).

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OSSE has issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an FAQ document on this topic on [March 25, 2020](#), [April 15, 2020](#), and [May 29, 2020](#).

Q13. Describe the LEA's plan to serve Students with Disabilities, including:

- a. A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;**
- b. 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;**
- c. The manner in which the LEA will deliver related services for students in distance learning;**
- d. The manner in which the LEA will support parent training for students receiving related services through distance learning;**
- e. The manner in which the LEA will deliver recovery services to students with disabilities during the 2020-21 school year and how the LEA will communicate those services to families;**
- f. The steps the LEA 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**
- g. The steps the LEA will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.**

Q13. Describe the LEA's plan to serve Students with Disabilities, including:

a. A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;

- **Special Education Coordinators will create a Google calendar for all IEP/ mdt meeting due dates. SEC will create a Google calendar for student meetings and send it to all MDT members.**
- **Special Education Coordinators will schedule IEP meetings one month in advance of students' annual due date.**
- **Seven days prior to the meeting SEC contacts parents/family and confirms date and time, confirms with a translator and/or lawyer if necessary and meeting reminders to teachers, service providers, and LEA rep of the meeting date.**
- **Send home Letter of Invitation and Draft IEP at least 5 days prior to meeting.**
- **All documents requiring signatures will be sent to the parents via DocuSign**
- **After meeting, documents are uploaded into SEDS within 24 hours and sent to parents via email.**
- **All Special Education Teachers complete session notes daily in google. Special Education teachers will meet with coaches and SECs weekly. Special Education Teachers will upload into SEDS monthly.**
- **All RSPs document sessions in Google sheets and transfer session notes to SEDS in monthly Service Tracker.**
- **Evaluations that cannot be administered due to COVID-19, Special Education Coordinator will contact the parent to obtain agreement to postpone the evaluation and create a Prior Written Notice detailing the postponement of the evaluation.**
- **Translation services for our second language parents**
- **Parent workshops in english and spanish with regards**

o IEP meeting process

- o Instructional day
- o Training videos
- o Instructional platform training (Zoom, Google hangouts, etc..) and DocuSign process, technology usage

b. 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;

- SEC will contact parents to determine any barrier that may be due to a disability
- The special education team will develop a plan of access based on the parent/guardian's disability.

c. The manner in which the LEA will deliver related services for students in distance learning;

The related service providers will meet with Bridges students on their caseloads virtually on a weekly basis and collaborate with the student's teaching team weekly during their monthly consult meetings.

d. The manner in which the LEA will support parent training for students receiving related services through distance learning;

- Related service providers will also consult at least once a week with parents/ guardians virtually to provide parent training.

e. The manner in which the LEA will deliver recovery services to students with disabilities during the 2020-21 school year and how the LEA will communicate those services to families;

- Using progress monitoring data from distance learning and data prior to distance learning, the team will determine the degree of regression.
- This analysis will determine the degree of regression for all students. Bridges will utilize the Recovery worksheet and complete a qualitative analysis of available data, services prescribed by the IEP, services delivered in distance learning to determine areas of regression school wide and determined bulk services needs/ plans as well as determine individual

regression areas and respective supports for each students via iep meeting , calls and/or iep amendments.

f. The steps the LEA 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

- **Within the first six (6) weeks, Bridges will administer progress monitoring assessments for all students, this data will be compared across general education students and special education students.**

g. The steps the LEA will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

- **Using progress monitoring data from distance learning and data prior to distance learning, the team will determine the degree of regression.**

- **This analysis will determine the degree of regression for all students. Bridges will utilize the Recovery worksheet and complete a qualitative analysis of available data, services prescribed by the IEP, services delivered in distance learning to determine areas of regression school wide and determined bulk services needs/ plans as well as determine individual regression areas and respective supports for each students via iep meeting , calls and/or iep amendments.**



Q14. Describe the LEA's plan to serve ELs, including:

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

- The EL department at Bridges PCS will continue to provide support for English Learners (ELs) virtually on a weekly basis and collaborate with EL's teaching team in order to meet their academic needs.
- EL teachers will co-plan the instruction to include language development opportunities and will create language-specific mini-lessons that support the content learning area.
 - EL teachers will create small groups based on proficiency level and will meet with those groups 3-4 days at week to deliver differentiated instruction.
- EL teachers will provide insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
- EL teachers will develop projects with flexible choices for students and families, to foster interest, creativity, and build on student strengths while focusing on the next steps for growth with the student's English language development.

b. 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 EL department will set language goals based upon the last WIDA Access (2018-2019), NWEA ELA, and the most recent academic scores in order to improve EL students' English proficiency level.
- The EL department will collect academic and progress growth quarterly to make any adjustments if necessary in the EL's language goals.

c. 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

- - EL teachers will provide ongoing language-specific lessons through small groups and one-on-one support to ELs to ensure individual mastery of grade-level content across the four language domains of reading, writing, listening, and speaking.

- EL teachers will emphasize the importance of daily reading with students providing prompts (questions/videos) for ELs and families that encourage critical thinking and reading comprehension.

- EL teachers will use Google Classroom as a technology tool to create daily writing prompts for students or Google Forms with quick response questions for students to answer from each lesson.

-EL teachers will support the students' oral language including in their lessons listening and speaking activities in order to reinforce these skills daily.

- EL teachers will engage students through small group conversations at least 2 times each week to support their classroom learning needs targeted at their language proficiency level (Zoom).

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

· EL teachers will collaborate with classroom/lead teachers in order to differentiate instruction for content areas.

- EL teachers will create language-specific mini-lessons, based on the students' proficiency level, that support each content area.
- EL teachers will collect evidence of student growth toward mastery of specific academic language needs.

· EL teachers will provide evidence of student achievement (one assessment each week) using academic language.

· EL teachers will develop further instruction, resources, and/or materials for students on an as-needed basis.

· Students' levels of language proficiency will be considered when providing them access to materials and tasks.

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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](#).

Technology Policy

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Q15. Describe the LEA's policy for technology use during distance learning, including:

a. Expectations for student access to devices and technical training;

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

Pre-COVID-19 students' use of the school owned and operated technology resources was reserved for onsite use. 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. Bridges has a dedicated device available for every enrolled student. Bridges is committed to equitable access to technology resources necessary for learning for all students. Students, grades 3-5 and their families must sign and submit a Student Technology Acceptable Use and Safety Form. Students Prek-3- grade 2 will require signature from parents.

Bridges 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.

	<u>Staff</u>	<u>PK & K</u>	<u>Grades 1-5</u>	<u>SP ED</u>
<u>Computer</u>	<u>x</u>			
<u>Chromebook Tablet</u>		<u>x</u>		<u>x</u>
<u>Chromebook Laptop</u>		<u>x</u>	<u>x</u>	<u>x</u>
<u>Hot Spot</u>	<u>Assess needed</u>	<u>Assess needed</u>	<u>Assess needed</u>	<u>Assess needed</u>
<u>Other/ Assisted Technology Devices</u>	<u>Assess needed</u>	<u>Assess needed</u>	<u>Assess needed</u>	<u>Assess needed</u>
<u>Headset/ Earbuds</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>

- **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**
- **Devices and log in protected view GoGuardianSecurity.**

All software and hardware will be preloaded onto devices and students will have access to all learning apps once a student/staff logs into their Google for Education email account. For example, Raz Kids, Reading A-Z, IXL, Scholastic etc..

b. The manner in which the LEA will assess student/family technology 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. We offer weekly remote training to parents on English and Spanish via our technology partner, DNS. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance. We have been successful with remotely having parents share their screen with DNS technicians or Operations staff. We provide parents with detailed login information and step-by step guidelines. When an Operations staff member can not resolve a parent issue we complete a support ticket and DNS contacts families and staff via telephone for support.

c. The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;

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. Families will also be supported in obtaining fee or reduced priced internet access.

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 to drop off the device at the students home while practicing social distancing.

d. The plan for replacing/repairing devices:

- Equipment

Bridges will have loaner equipment available for families and staff on an as-needed basis. Loaners may replace Bridges issued equipment or personal equipment. Bridges will initially have office hours daily for the first two week of school and then on September 14, 2020 transition to 4 days a week access to school for replacement pick up, social distant tech support and other urgent needs.

Bridges equipment will be protected via an insurance plan that will support the cost of misuse, malfunction and theft of device. We will be supported by DNS to remotely check a staff or student device to 1) repair a malfunction or 2) determine if the device can not be repaired.

Bridges has had success in remote login, screen sharing and FaceTime as a method to assist families with questions and concerns. We have staff that can work with Spanish, Amharic and French speaking parents.

e. Expectations for student access to internet and safeguarding personally identifiable information (PII):

All Bridges devices are safeguarded via GoGuardian and web searching on inappropriate sites as well as downloading images are not permitted. GoGuardian

Admin enables us to set up and apply filtering policies to any situation and manage them from a single unified interface. Flexible filtering solution makes it easy to manage all of our users, regardless of device type, operating system, or browser, including guest network devices.

f. 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

Through our partner DNS and GoGuardian, we have denied access to social media, games and content that is not enabled via applications and unique student logins. If an alert is received on the administration portal, the school will be immediately notified. The students device will be disabled and an investigation will be conducted. Note, during the March - June 2020, we did experience any alerts.

g. If/how the school's technology policy differs by grade level.

The only difference is that students in grades 3 - 5 must also read and agree to safe and productive use of devices and internet usage along with their parents/guardian.

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Family Engagement Policy

Q16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations.

a. How often families can anticipate hearing from the school, and through which methods of communication;

b. How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;

c. How you will communicate about unanticipated facility closures and the health/safety of the school community;

d. How you will share expectations and training for family participation in their student s learning, including trainings for technology;

e. How you will facilitate introductions to new teachers and classmates at the beginning of the school year;

f. 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)

a. How often families can anticipate hearing from the school, and through which methods of communication;

Direct to Family

Bridges Public Charter School will connect with families directly through rob calls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school weekly using the Tuesday Folder, which is a whole school communication via email. Through the Tuesday Folder Bridges distributes our monthly newsletter, notification about learning and community engagement activities like virtual dance parties or a story time. Through the Tuesday Folder information on trainings and meetings for parents is also shared. Families will also be contacted by their student's teacher three times per week.

Website

Bridges' website at all times will be the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FRPM lunch applications). This information will be available to families 24 hours, 7 days a week and will include:

- Contact Information: Current and prospective students 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 Hand Book, 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 to OSSE guidelines, all required information about Bridges' food program will be available to families on a monthly basis.
- Operating Status: The school's operating status (open, closed, weather delay, et al.) will be communicated as 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.
- Student Learning: A link to the learning management system (LMS), <https://bridgespcs.powerschool.com/guardian>, will be available for students and families to access student report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for

students to access online instruction from teachers and support staff and any distance learning materials.

Social Media

Bridges Public Charter School has social media channels including Facebook, Twitter, and Instagram. These channels will be used weekly to build broad awareness of Bridges, engage the broader DC community (and country) in the great success of Bridges' students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

b. How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;

After the first four weeks of school and at the time of progress reports and report cards, Bridges Public Charter School 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. Feedback will also be sought periodically through focus group discussions with parents. Bridges will seek feedback from students after the 1st six weeks of school, at the end of the second quarter and again at the end of the school year. Feedback from students will be gathered via survey and focus groups.

c. How you will communicate about unanticipated facility closures and the health/safety of the school community;

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and rob call.

d. How you will share expectations and training for family participation in their student s learning, including trainings for technology;

Bridges will start the school year with virtual Back to School Nights for each classroom and the special education related service providers (speech, occupational therapy, physical therapy and counseling). Back to School Night allows classroom teachers, related service providers, school staff, families and students to meet and get to know one another. An overview of the classroom curricula, schedule and expectations will be covered. In addition, it is an opportunity for parents to ask questions. Parents will also receive a copy of the slide presentation covered in the virtual Back to School Night session to refer to later. Sessions will be held in English and Spanish. See the chart below for the evenings when the virtual back to school night sessions are being held.

	Tues. Aug. 25	Wed. Aug. 26	Thurs. Aug. 27
General Education Inclusion ECE Pre-K & Kindergarten	5 – 6 pm		
High level Sped Classrooms PreK to 5th grade		5 – 6 pm	
Related Service Providers Speech, OT, PT & Counseling		6 – 7 pm	
Genera Education Inclusion ELEM 1st to 5th grade			5 – 6 pm

In addition to the virtual Back to School Night sessions, the week of August 17, 2020 classroom teacher will be contacting each family in their room via email to set up a “virtual home visit”. The virtual home visit will be done by Google hangout or telephone call so the parent and teacher can connect directly and begin establish a home / school connection.

During the summer, and at regular intervals across the year, Bridges Public Charter School will provide virtual training to support families in navigating the continuous learning plan of Bridges. In the start of school letter to families to be distributed on August 10, 2020 via email families, parents are asked to participate in the on-line Distance Learning Parent / Family workshop being offered by the school prior to their student's first day of school on August 31, 2020. The virtual workshop will cover how to sign in to the distance learning platform, communicating with the teacher, and some basic helpful hints for success. Sessions in Spanish are on Tuesdays at 4 pm and Wednesdays at 10 am. Sessions in English are on Tuesdays at 10 am and Thursdays at 4pm. These workshops are available now and will run throughout the year. Additional trainings for parents will include, but are not limited to:

- troubleshooting your device at home
- accessing Bridges' distance learning platform and materials
- navigating the learning management system, Google Classroom

e. How you will facilitate introductions to new teachers and classmates at the beginning of the school year;

The week of August 17, 2020 classroom teacher will be contacting each family in their room via email to set up a "virtual home visit". The virtual home visit will be done by Google hangout or telephone call so the parent and teacher can connect directly. Classroom teachers will plan start of the school year activities during the first several weeks of school to help students connect and begin to learn about one another. Examples of this at the Pre-K or Kindergarten level is having students do a classroom wide "show and tell". In this type of activity students or the parent shows the full classroom something that is important to the student (i.e. – a special toy or book) and tells the story about why it is important to them. At the elementary level students might be asked to create a short video about themselves that is shared with the class.

f. 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)

Bridges 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) in the following ways:

- Formal Feedback: Parent Teacher Conferences are held three times a year on November 4, 2020 (1st Q), February 3, 2021 (2nd Q) and June 8, 2021 (4th Q). Conferences will be held virtually or in-person if allowed per health guidelines in DC.
- Formal Feedback: The 3rd Quarter report card / progress report is mailed home to families on April 30, 2021.
- Informal Feedback: Work is completed each day to monitor learning and if students are engaged and progressing. Assignments will be collected daily and will also be used to measure attendance. These product of work blocks are often referred to as “exit tickets” or “student reflections.” Regardless of the product, it be collected through Google Classroom. Products can be written responses, video or photographs uploaded. Through the Google Classroom platform teacher can provide comments and feedback to students.
- Informal Feedback: Students and Parents will have the opportunity weekly to meet with teachers for conferences and check-ins. These will be done by video call using Zoom or Google Hangout or by telephone.

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):

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203⁷ and/or in accordance with its charter agreement-if applicable.

⁷ 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 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 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:
 - o An accessible, family-facing description of their continuous education plan; and

- o Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEAs best thinking with how it will provide instruction and whole student supports through continuous education for SY 2020-21. LEAs will have the opportunity to periodically review and modify plans if circumstances change; however, substantive changes to this plan should result in communication with DC PCSB and OSSE for awareness and be communicated to students and families promptly.

Further, by submitting this continuous education plan, the LEA will provide at least 180 instructional days adhering to this plan or by modifying it.

Finally, the LEA requests a waiver for the 6-hour instructional day requirement in 5-A DCMR §2100.3 for SY 2020-21.

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____