

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

**LEA Name: Friendship PCS**

**LEA Contact: Patricia Brantley**

**LEA Type: Pre-K ; Elementary ; Middle School ; High School**

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### Background and Purpose

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

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

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

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

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

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

### School Recovery Operations Plan

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

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

Friendship will maintain a clean and safe work environment by:

- high touch point areas will be cleaned **every hour**
- cleaning bathrooms **every hour**
- using Clorox 360 spray to clean the Community office and all campuses **every night**
- servicing every classroom and office space with a HEPA Mini Air Scrubber **each day**
- machine scrubbing bathrooms **every week**
- using electrostatic spray every Wednesday for deep cleaning – all FPCS buildings will be deep cleaned **once a week**
- cleaning vents **twice a year**

All cleaning products are part of the EPA-approved disinfectants effective against SARS-CoV2(COVID-19). All cleaning materials and cleaning equipment are housed in designated locations at each campus and are only assessable to members of the BusyBee Team.

Each classroom at Friendship PCS will be equipped with a box containing masks, a gown, face shields, gloves, hand sanitizer, and Clorox wipes for use when necessary.

Friendship PCS has removed all rugs from classrooms. Pk3 and PK4 students will utilize mesh mats and/or plastic mats. The mats will be wiped down and cleaned daily. All other materials such as toys have also been removed from classrooms. Each student will have a storage box located at his/her seat that will contain all the necessary materials needed to full complete daily lessons.

Friendship has eliminated all common areas for staff (e.g. teacher workroom, faculty lounge). Friendship is not promoting the use of shared materials. Students and staff have at-home supplies as well as in-person supplies.

An Isolation Room will be cleaned immediately after a student and/or team members has vacated the area. Cleaning staff will wear the necessary PPE (e.g. mask, face shield, gloves, and suit) to clean the space. Additionally, the adult supervising the student or team member will wear the correct PPE (e.g. mask, face shield, gloves, and suit) during his/her supervision.

In the event of a confirmed COVID-19 case in a student or team member, Friendship will follow all steps outlined by DC Health as well as the cleaning, disinfection and sanitization guidance from the CDC. If seven days or fewer have passed since the person who is sick used the facility, follow these steps:

1. Close off areas used by the person who is sick. If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, Friendship will close, clean, and disinfect spaces used by the positive individual after the children and staff in those spaces leave for the day.
2. Open outside doors and windows to increase air circulation in the areas.
3. Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
4. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary.

Friendship contracts with BusyBee Services. Upon the advice given by DC Health, Friendship will deploy BusyBee cleaning contractors to provide a deep clean to a classroom, multiple classrooms, or an entire campus depending on the degree of the outbreak and advice from DC Health. Deep cleaning of all Friendship facilities will occur every Wednesday.

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

Friendship practices current social distancing requirements allowing for 6 feet between individuals and no more than 12 individuals per space. The practice is implemented in conference rooms as well as office spaces. A conference space used at the community office will be cleaned immediately prior to another small group uses the space. Conference rooms are available based on signing up and appropriate scheduling with the receptionist.

Friendship installed signage at each campus and the Community Office reminding all staff to practice social distancing, follow hand washing protocols, location of entrance and exit doors, and hallway directional patterns. Signage also continues outside each campus on the sidewalks that promote social distancing.

Classrooms at each campus have been redesigned and equipped to meet current social distancing protocols including:

- desks and tables that are six feet apart. Tape has been placed on the floor to clearly show the designated area for the desk. All extra furniture in the classroom as been removed. All desks and tables are turned in the same direction.
- all instructional materials at each desk in containers
- sleeping mat at desk/table for early childhood grades
- CleanZone technology cart

Friendship installed plexiglass shields at Community office point of entry, front office at each campus, and entry point at each campus.

Friendship has eliminated all common areas for staff (e.g. teacher workroom, faculty lounge). Friendship is not promoting the use of shared materials.

All student will eat in his/her classroom.

All activities for team members or students that requires traveling (e.g. field trips, professional development) have been cancelled until further notice.

Scholars will use a daily health screen checklist to determine if he/she is able to attend school for the day. Moreover, all adults will complete by 6 a.m. an electronic screening to determine if the team member is able to report to work. Upon arriving to a campus, each team member and scholar will have his/her temperature taken and recorded. All adults will complete an acknowledgment form which includes symptoms as well as other measures (e.g. travel) to ensure entry to the campus.

All team members as well as scholars are required to wear a mask. Friendship has purchased masks for all team members and students. If a mask becomes damaged or soiled while at a campus, disposable masks are available. Every team member has access to a box of disposable masks in his/her classroom.

Sinks in each bathroom has been designated for scholars and/or team members to use. Hot water is available at each sink in order for students or team members to use while washing hands. Signs are on display at campus that promotes handwashing as well as how to wash hands.

High-risk individuals team members have had the opportunity to meet with Human Resources to review current conditions as well as review modifications that Friendship can provide. A nurse is available at each campus to assist any student that might be determined high risk. Students are utilize a nebulizer will be contacted by each school nurse to determine in an inhaler can be used. If not, a designated area, preferably outside, will be used for treating the student. Friendship does not have any student that will require tracheostomy suctioning. However, a space will be identified that is not part of the nurse's suite if a student enrolls at one of our campuses.

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

Friendship has a maintenance contract with BusyBee to ensure all systems at each campus are up to date and operable. Friendship will continue to clean the ventilation systems twice a year. In addition, the ventilation systems will maintain an 'open' position allow for more fresh air to circulate through the campus.

All classroom and office doors will remain open, when possible to increase air circulation. Under no circumstances will Friendship keep open fire-rated doors.

Friendship will flush water systems to clear out stagnant water and replace it with fresh water. This will include flushing hot and cold water through all points of use(e.g. showers,sink faucets) to ensure fresh water is available for use.

Each campus COVID monitor will inspect the campus prior to adults and student arriving to ensure proper ventilation and water readiness.

Finally, Friendship will utilize open windows in classrooms and offices where available.

### **4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail,student and staff schedules, arrival/dismissal procedures,plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to providemeals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.**

*Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.*

In preparation for SY 20-21 as well as our August 31 virtual start of school, Friendship has implemented and outlined the following activities:

- May – July: Over 100 members of Community Office and campus team members utilized survey results, feedback, and guidance to develop health, safety, and academic plans for SY 20-21.
- July 16 and 17: Conducted town hall meetings with all school campuses to review, analyze, and discuss

school safety, health and academic plans.

- July 30: Conducted town hall meetings with the Community Office to review, analyze, and discuss school safety/health plan and academic plan.
- August 3: Virtual onboarding for all new staff to FPCS.
- August 4: Friendship Way University – all new team members take a deeper dive into our mission; review organizational data; hear from FPCS teachers, parents, students & principals; and learn more about best practices in a distance/remote learning.
- August 5 – 7: Friendship’s kick-off to SY 20-21 with a 3-day professional development series. Team members get exposure to standards, core curriculum, and Friendship’s best teaching practices. Friendship emphasizes using the above in a distance/remote learning posture.
- August 10 -21: Virtual orientation for transition grades K, 3, 6, and 9 as well as virtual open houses for all students and families.
- August 10 – 21: Virtual self-paced professional development for FPCS team members
- August 17 – 28: Instructional supplies and technology distribution by appointment for all FPCS scholars and families. Instructional supplies include curriculum, novels, student supplies, and technology for participation during distance learning.
- August 24 – 28: Campus based professional development and planning.
- August 31: First day of school for all students

Friendship follows all DC Health and CDC recommendations including health screenings prior to entering a school campus or office consisting of temperatures checks and a symptomatic checklist. Friendship requires all adults and all scholars to wear masks or nose and mouth coverings while in the Community Office or at a school campus.

For in-person instruction, team members will complete an electronic symptomatic checklist which will signal if a team members is able to attend a facility for a given day. The electronic checklist will be completed by 6 a.m. Students will complete the same checklist however in a paper format. The paper checklist will come with the scholar each day he/she visits the campus. Scholars, team members and visitors must stay home, or not be admitted to a Friendship campus, if:

- The scholar, team member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the “Daily Health Screening” section of this guidance.
- The scholar, team member, or visitor or any close contact is confirmed to have COVID-19.
- The scholar, team member or visitor is awaiting COVID-19 test results.
- The scholar, team member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.

Scholars or team members 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 a healthcare provider has provided written or verbal documentation that those specific symptoms are determined to not be due to COVID-19.

If excluded, Friendship will encourage scholars/parents/guardians, team members and visitors should call their healthcare provider for further directions.

Upon arriving at a Friendship campus, team members and scholars will utilize one of the three designated entry/exit points. Each entry/exit point is divided by grade level and provides clear access to his/her classroom. Team members (report time 7:15 a.m.) and scholars (staggered report time 7:30 a.m. – 8:00 a.m.) will proceed through two stations: temperature check and acknowledgement form.

During our in-person option, scholars will follow his/her distance learning schedule while team members monitor

the classroom. Friendship's PreK-3 through 8<sup>th</sup> grade in-person option will be every Monday, Tuesday, Thursday, and Friday. The in-person option for high school scholars will be Monday and Tuesday. Wednesday is designated as a deep cleaning day at all Friendship facilities.

For in-person instruction, Friendship team members and students will eat in the classroom. Scholars will wash hands before and after eating and will not share utensils, cups, or plates. Team members will wash hands before and after preparing food, and after helping children to eat. Food service team members will follow all PPE requirements and as required per food safety regulation or requirements, including wearing gloves whenever handling food product and changing gloves and washing hands when changing activities. Friendship will use prepackage meals, including silverware, napkins, and seasonings, or serve meals individually plated, while ensuring the safety of children with food allergies. Prepackaged meals will be delivered to each classroom and placed on a table outside the room. For students bringing in a lunch from home, the lunch will be stored in the students instructional box located beside the student.

During distance learning, Friendship provides daily meal service to families at a Friendship Campus from 8:30 a.m. to 1:00 p.m. based on the following campus schedule:

- M/W/F: Armstrong, Woodridge, Collegiate, Southeast/Tech Prep
- T/TH: Blow Pierce, Chamberlain

Delivery service will still be available to all Friendship families.

If a scholar or team member develops a fever or other signs of illness, Friendship will follow the criteria regarding the exclusion and dismissal of scholars and team members. For students, Friendship will immediately isolate the scholar from other students and take him/her to our isolation space. The scholar will immediately put on a cloth (non-medical) or surgical face covering, if not wearing already. Additionally, Friendship will notify the scholars' parent/ guardian of the symptoms and that the student needs to be picked up as soon as possible, and instruct to seek healthcare provider guidance. The scholar will be escorted by the campus COVID Monitor to the isolation space. The COVID monitor will utilize all the needed PPE (e.g. mask, gloves, gown) while supervising the scholar to the space. The isolation space will be cleaned once the students has be picked up by his/her parent.

For team members, the campus will send the staff member home immediately or isolate until it is safe to go home, instruct the staff member to seek healthcare provider guidance, and follow cleaning and disinfecting procedures for any area, materials and equipment with which the staff member was in contact. Friendship will follow the return to school criteria, pages 19-20, detailed in the Health and Safety Guidance for Schools: COVID-19 Recovery Period document provided by OSSE.

Friendship will offer extended care from 3:30 p.m. to 6:00 p.m. for grades PreK – 8. All interested parents/guardian should complete an application at <https://www.friendshipschools.org/extended-learning/>

Further information regarding Friendship's Health and Safety procedures can be found at <https://www.youtube.com/watch?v=q-LgX8idBAE&feature=youtu.be>

## Instructional Delivery Plan

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21 school year.
- Identify the instructional methods (e.g., 100 percent synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;
  - Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);
  - Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
  - Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

Friendship will begin SY 20-21 fully virtual through at least November 6, 2020. Based on this decision, Friendship will provide all scholars with the opportunity to engage in learning and with staff both synchronously and asynchronously. Friendship will utilize Google Classroom and Zoom to engage students in daily distance learning lessons. Friendship has purchased both online curriculum materials, hardback curriculum materials, and supplemental materials for all students. Hardback and supplemental materials will be distributed from August 17 – 28. Friendship's core curriculum is Wit & Wisdom, SpringBoard ELA, Eureka Math, FOSS Science, and HMH History/Social Studies. In addition, Friendship utilizes Exact Path and Study Island from Edmentum during asynchronous times allowing for students to engage in ELA and Math pathways aligned with NWEA MAP results.

For SY 20-21, Friendship developed the following schedules for scholars. Synchronous and asynchronous times change based on grade band.

### **PreK-3 and PreK-4**

75 minutes	Community Circle, Read Aloud, Movement Break, Direct Teaching, Lesson-Activity (Synchronous)	based
75 minutes	Centering activity (video platform), Online learning platform (education.com), creative open-ended art activity (fine motor development), Daily Hands-on literacy/numeracy activity, Home practice workbook task	Daily emergent (Asynchronous)
15 minutes	Closing Circle (Synchronous)	
30 minutes	Lunch (Asynchronous)	
30 minutes	Outdoor/Indoor Play (Asynchronous)	
75 minutes	Rest Time (Asynchronous)	
60 minutes	The Arts/Specials (Synchronous)	
<b>Total Synchronous Time: 2:30 hours</b>		<b>Total Asynchronous Time: 3:30 hours</b>

### **Kindergarten – 2<sup>nd</sup> Grade**

60 minutes ELA (Synchronous)



- 60 minutes Guided Reading (Synchronous)
- 30 minutes Phonics (Synchronous)
- 90 minutes Math (Synchronous)
- 30 minutes Science (1x a week - Synchronous)
- 30 minutes Social Studies (1x a week - Synchronous)
- 35 minutes The Arts/Specials (1x a week - Synchronous)
- 35 minutes Foreign Language (1x a week - Synchronous)
- 30 minutes Lunch (Asynchronous)
- 30 minutes Recess (Asynchronous)
  
- 25 minutes Intervention (Asynchronous)

**Total Synchronous Time: 4:35 hours**

**Total Asynchronous Time: 1:25 hours**

**3<sup>rd</sup> Grade through 8<sup>th</sup> Grade**

- 60 minutes ELA (Synchronous)
- 60 minutes Guided Reading (Synchronous)
- 30 minutes Phonics (Synchronous)
- 90 minutes Mathematics (Synchronous)
- 60 minutes Science (1 x per week - Synchronous)
- 60 minutes Social Studies (1x per week - Synchronous)
- 30 minutes Intervention/ Enrichment (Asynchronous)
- 60 minutes The Arts/Specials (1x a week - Synchronous)
- 60 minutes World Languages (1x a week - Synchronous)
- 30 minutes Lunch (Asynchronous)
- 30 minutes Recess (Asynchronous)

**Total Synchronous Time: 5:00 hours**

**Total Asynchronous Time: 1:30 hours**

**9<sup>th</sup> – 12<sup>th</sup> Grades**

- 90 minutes Block One: ELA, Math, Science, or History (Synchronous)
  
- 90 minutes Block Two: ELA, Math, Science, or History (Synchronous)



45 minutes    Block Three: Advisory (Synchronous)

90 minutes    Block Four: ELA, Math, Science, or History (Synchronous)

90 minutes    Block Five: ELA, Math, Science, or History (Synchronous)

### **Total Synchronous Time: 6:45 hours**

From August 5 – 7, all Friendship team members engage in a 3-day professional development series. Team members get exposure to standards, core curriculum, and Friendship’s best teaching practices in distance learning. Additionally, from August 10 – 21, staff will be trained on all of the new instructional and health and safety protocols at each campus. Finally, school-based teams have the opportunity to meet as school-based teams to review data, participate in intellectual preparation, and professional development during the week of August 24<sup>th</sup>.

Throughout the year, all team members will participate in Early Release Wednesdays. The weekly 3-hour sessions will allow Friendship team members to share best practices in a virtual educational space, participate in professional development, review data, and conduct intellectual preparation.

Because Friendship utilizes a weekly professional development schedule as well as daily team member preparation times, lessons and content can be modified. Additionally, the feedback provided by instructional specialists and school administration who visit virtual classrooms allow Friendship’s content team at the Community Office to prepare modified materials for all learners.

## **Assessment and Promotion Policy**

### **A. Assessment**

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

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

Other (identify vendor)

#### **6b. Describe the LEA’s policy for identifying and administering assessments during SY 2020-21, including:**

- **How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and**
- **When the LEA intends to administer these assessments during the school year, specifying for each assessment.**

Friendship will administer the following assessments to applicable students in an electronic manner:

Fall: Diagnostic: Math and ELA pre-test to determine gaps (Sep); Short-Cycle Assessments (SCA): ELA, Math, Science, Social Studies assessments of taught standards (Sep - Nov); Fountas & Pinnell: Running records to determine reading levels (K-5) (Sep) and SAT/PSAT: for High School students, if in person (Oct)

Winter: MAP: Mid-Year assessment (December & March for K-2), Benchmark: ELA, Math, & Science PARCC practice assessment on whole-year standards (Feb), Short-Cycle Assessments (SCA): ELA, Math, Science, Social Studies assessments of taught standards (Dec - March), and Fountas & Pinnell: Running records to determine

reading levels (K-5) (Jan)

Spring: MAP: End of Year assessment (May), PARCC: ELA, Math, & Science assessment (April - May), Fountas & Pinnell: Running records to determine reading levels (K-5) (May), and Advanced Placement: For High School students based on course enrollment.

This fall, Friendship will use IGDI for literacy plus an internally-created alphabet knowledge test for our 3 year-olds. For numeracy, we will use an internally created assessment in addition to the IGDI rote counting subtest.

For the winter administration of IGDI, we will will utilize all literacy and numeracy assessments.

## B. Promotion and Graduation

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

Please go to <https://www.friendshipschools.org/>, click on Family Resources, and select Handbook.

- 8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.**

Not Applicable

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

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

- Option A: The LEA is using a learning management system (LMS) for distance learning.
- How is the student's presence authenticated daily using the LMS?
  - What constitutes sufficient engagement in the LMS for the student to be marked present?

- Option B: The LEA is not using a learning management system (LMS) for distance learning.
- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
  - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
  - What constitutes evidence of education engagement daily for the student to be marked present?

Friendship will utilize Google Classroom, Zoom, office hours, or telephone calls to make daily contact with a scholar. During the first 5 minutes of either whole group, small group, or individual instruction, the teacher will

take attendance in PowerSchool. For each synchronous class, scholars' presence in the daily zoom class will constitute evidence of educational engagement. When a scholar is present in the zoom class, the teacher will mark them present for their class. As described below, Friendship will collect scholar work captured through Google Classroom including do now's, exit tickets, and student practice.

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

Friendship will upload daily attendance into PowerSchool, the student information system (SIS). OSSE will receive the attendance information through daily feeds. Friendship will collect scholar work captured through Google Classroom including do now's, exit tickets, and student practice.

## **Whole Student Support**

### **A. Student Support**

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

An important factor in supporting the social and emotional needs of scholars at this time is to focus on relationship building, connecting with others, and building community. Part of the daily schedule with scholars is the opportunity to engage in community circles, morning meetings, and advisory. These opportunities build on the elements listed above through synchronous opportunities each day. In addition, each campus, like during the Spring months, will develop opportunities for the school families to come together virtually to engage in school spirit activities.

Our Support Staff attends various virtual learning opportunities to identify scholars who may need social emotionally support during this time. Once a scholar is identified through observation and/or teacher referral, appropriate interventions/supports are implemented. If specific needs are identified, a Friendship scholar and/or family will have access to guidance counselors, social workers, psychologists, intervention teachers, and deans. Staff can be deployed to support the scholar either in a small group setting or during office hours with the scholar and/or the family. In order to have a connection between home and school, we have created an email address called [wecare@friendshipschools.org](mailto:wecare@friendshipschools.org) for parents to express concerns or to ask for additional support. In addition, we offer weekly Parent University trainings.

Friendship has created an internal diagnostic assessment in ELA and Math in Illuminate. The results of that assessment will provide our teaching staff the specific skills that each scholar possess as a strength or weakness. From these results:

- teachers and support staff develop small group instructional support (e.g. Guided Reading groups)
- instructional specialist build specific learning pathways for students using Exact Path
- the Student Support Team develops Tier II or Tier III intervention plans for students and schedule additional time to work with the student in pullout sessions.

In addition, Friendship offers scholars curriculum and supplemental materials at his/her independent learning level to further engage the scholar during asynchronous times.

### **B. Behavior**

**12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**

- A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
- The manner in which the LEA will communicate with families of students who are excluded from

**distance learning; and**

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

*Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.*

Friendship established a working group consisting of a board member, Community Office team members, a school leader, and several team members from campuses. Collectively, the group reviewed Friendship's Code of Conduct and made several recommendations to ensure infractions were inclusive of distance learning.

Updates to the Code of Conduct to reflect distance learning:

- Academic Dishonesty (201): Using or allowing access to another student's virtual account to engage in any behavior that is not school sanctioned
- Attacks on Another Person (501): Examples includes the word 'coughing'
- Inappropriate Use of Technology (401): Cyber harassing a student while using Friendship issued technology and/or network (including but not limited to social media, emails, direct messages, etc.)
- Inappropriate Use of Technology (401): Use of a Friendship PCS device and/or network in a non-school sanctioned manner
- Possession of Dangerous Objects Not for Any Reasonable Use to Students at School (606): Brandishing a gun, knife, or anything resembling thereof while in a Friendship OCS sponsored virtual learning space
- Sexual Based Infraction (701): Using Friendship technology and/or network to share, record, display inappropriate sexually based content

Friendship utilizes a progressive approach when responding to any violation of the Code of Conduct therefore the above updates range from Level 1 to Level 5 consequences. When a scholar violates the Code of Conduct, a referral is processed through each campus' Dean of Students. The referral and subsequent consequence are placed into PowerSchool. The Dean of Students notifies the parent and, when needed, will schedule a restorative meeting between the adults and scholars.

As part of Friendship's Level 3 consequence, a Virtual In-School Suspension has been added. If needed, a scholar will be required to log into a zoom session with a Pathways Coordinator, Dean or Principal to reflect and restore scholarly behavior.

If a scholar is excluded from distance learning, he/she will have access to all content through Google Classrooms and/or a direct message (e.g. email) from teachers.

## **Special Populations**

### **13. Describe the LEA's plan to serve students with disabilities, including:**

- **A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;**
- **The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and**
- **The manner in which LEA deliver related services for students in distance learning;**
- **The manner in which the LEA will support parent training for students receiving related services through distance learning;**
- **The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;**
- **The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to**

**determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and**

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

*LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).*

Friendship's Special Education Coordinators meet every other week with the Senior Director of Student Support Service and General Counsel to review all compliance matters related to special education: including but not limited to requests for initial evaluations; re-evaluations; annual IEP review; triennial re-evaluations and any special education requests. At this time, Friendship is moving forward with all annual IEP meetings and triennial IEP meetings using all existing data through Q3 of SY 19-20. Documentation of initial requests for special education evaluations as well as triennial evaluations were being maintained in a excel document so the LEA could respond and move forward with the evaluations once school reopened. It was previously anticipated that the school would reopen in the fall if not sooner. However, as we move into SY 20-21, with the decision that the LEA will remain in a virtual setting for the delivery of specialized instruction at least until November 6, 2020, the Special Education Department is exploring ways to begin conducting evaluations including but not limited to related service clinicians receiving training on conducting virtual assessments. This process will allow all campuses to move forward with initial requests for testing as well as re-evaluations.

Additionally, as we move into SY 20-21, the Special Education Department is developing individual schedules for all scholars with special education needs that will include the time and the links to each virtual class including specialized instruction and/or related service(s) as prescribed in the student's individual education plan. This will also assist parents with specific information that will ensure parents are provided with the necessary knowledge and will continue to bridge the gap of vital communication between the school and families during the pandemic. In addition, each campus will complete a distance learning plan for serving scholars with disabilities.

We continue to partner with parents of scholars with disabilities by holding parent orientations at the beginning of each school, quarterly parent meetings, and parent university trainings. In addition, our LEA has an Office of Parent Relations that works directly with parent to support them with on-going news, information, and events, provide helpful academic resources and listen and respond to parent concerns.

When needed, Friendship collaborates with parents to obtain their consent to delay specific testing or postpone a decision until after scholars safely return to a brick-and-mortar school and issues a Prior Written Notice documenting the same. If that is the case, Friendship will continue to work with the scholars providing the scholar the needed modifications to instruction. Per the bi-weekly meetings between the S.E.C's, Senior Director of Student Support Services, and General Counsel, Friendship is approaching each child as needing Extended School Year programming. Weekly meetings allow us to document what we believe might be needed during that time and how much service to provide.

All special education teachers have and will continue to plan, co-teach, and work collaboratively with general education teachers in weekly lessons in ELA and Math. Friendship's core ELA curriculum is Wit and Wisdom while our core mathematics curriculum is Eureka Math. Moreover, special education teachers are conducting small group lessons in break out rooms using the Zoom platform and hosting office hours to work with scholars and families. In addition, special education teachers have access to the following interventions for scholars with disabilities:

- System 44
- Read 180
- IXL
- Easy CBM
- Wilson Reading

Related service providers are continuing to provide all related services through teletherapy including, Doxy to ensure scholars receive the related services as designated on their IEP's. The Director of Clinical Services reviews all related service trackers and meets with the clinicians each week to discuss and resolve any problems that the related services providers encounter with providing the services virtually.

Once school reopens, the IEP team will convene and conduct individual reviews and meetings with parents for all students with special needs during which the IEP team will discuss and determine using all existing data whether and to what extent the student requires recovery services. Friendship PCS conducts MAP assessments three times a year for all students, depending on the timing of the initial administration of the MAP assessments, the results may be one factor to consider. Additionally, in some cases, achievement testing that is normally conducted upon the initial and re-evaluation process may be conducted if the IEP team believes additional data is necessary. Once the IEP team determines the need for recovery services, the IEP team will collaborate with the parent and student on how and when the student can best receive the recovery services including but not limited to during the school day, after school or during periods of ESY. Written plans will be developed and provided to parents for students who require recovery services.

The LEA will ensure that all students with special needs including those in the care of the District of Columbia and those experiencing homelessness will receive an individual assessment to determine the degree and severity of any loss of learning during the Pandemic as well as the recovery services required. This will be accomplished by including relevant stakeholders and creating individual plans including but not limited to specialized instruction and related services to include transportation if deemed necessary for the student to receive the services.

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

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

Friendship PCS will serve 90 ELL students for SY 20-21. This represents an increase of 10 ELL students from the previous year. In preparation for the new year, Friendship has hired 1 additional ELL teacher giving us 4 FTEs for the year. Armstrong ES and MS will have 1 FTE, Blow Pierce ES and MS will have 1 FTE while the 2 additional FTEs will split the remaining campuses. ELL support learning plans are determined based on WIDA results, in this case SY19-20 results. Services are a combination of in-class support (pull in) and out-of-class support (pull out).

Each week, the four ELL teachers will engage in co-teaching ELA lessons to support ELLs, small group instruction, and host office hours for all ELL students. ELL students engage in the same work as their peers while the ELL teacher makes the necessary modifications and/or accommodations. Friendship's core ELA curriculum is Wit and



Wisdom. The Wit and Wisdom curriculum is designed around the four language domains which provide daily, on-grade level experiences for our ELL scholars. Additional support for all students, including ELLs, is conducted during the Guiding Reading portion of Friendship’s ELA block. ELL students will have access to the online version as well as hardback version of the ELA curriculum. In addition, Friendship ELL teachers use Learning A to Z ELL edition as a supplemental resource to support this population.

Friendship has already taken the necessary steps to ensure all ELL students from SY 19-20 have a device and/or internet access at their current location which did involve Friendship issuing Chromebooks and hotspots to several of the ELL students. Friendship will survey the new ELL students and assign a device, and/or hotspot as needed.

The directions for all materials and communications have been translated to assist the parents of our ELL students while ELL staff are available daily or during weekly office hours to answer any specific questions by parents.

For parent meetings and/or conferences, Friendship uses Capital Linguists for interpretive services. In addition, our ELL teachers support multiple languages and serve as translators in meetings/conference as needed.

## **Technology Policy**

### **15. Describe the LEA’s policy for technology use during distance learning, including:**

- **Expectations for student access to devices and technical training;**
- **The manner in which the LEA will assess student/family technology needs;**
- **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;**
- **The plan for replacing/repairing devices;**
- **Expectations for student access to internet and safeguarding personally identifiable information (PII);**
- **What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and**
- **If/how the school’s technology policy differs by grade level.**

As a one-to-one LEA, Friendship provides technology to scholars consisting of Chromebooks, connected devices, iPads, and hotspots. Currently over 3100 students have a Friendship issued device in their home. All technology needs are driven by technology surveys that were administrated in SY19 – 20 as well as in August 2020.

Friendship holds approximately 10% of its technology supply at each campus for parents/scholars to access if a device needs repaired. Our in-house technology team is equipped at each campus to conduct repairs. Moreover, the team is available to support parents/scholars with password resets and/or program concerns.

Friendship utilizes Clever as an easy way for our scholars to log in and learn with all of the online programs used at Friendship (e.g. Exact Path). Clever also eliminates the need to remember multiple usernames and passwords. Clever creates a safe, secure, private, experience for every scholar. The data in Clever is only used to support our scholar’s education - it is never sold or used for advertising.

In addition, Friendship uses Gaggle Safety Management for Google. Gaggle provides three areas of support:



1. Content Analysis - Machine learning technology blocks potentially harmful content and images in students' school-issued email and online file storage accounts.
2. Expert Review - An in-house team of trained safety professionals work 24/7/365 to evaluate blocked content, categorize incidents, and determine their severity.
3. Rapid Response - In severe situations, district-appointed contacts are notified immediately, even after standard business hours. In the most imminent cases, Gaggle will contact law enforcement to intervene.

Finally, Friendship uses Securly for iPad monitoring. Securly monitors student online activity and sends alerts to administrators if there are signs of bullying, suicide and/or nudity in images. Securly web filter is doing the content filtration on all FPCS issued student devices. Securly takes a three-pronged approach in order to filter out inappropriate content.

1. Keyword Scanning- This scans category-specific keywords to filter out inappropriate words and phrases to provide safer results.
2. Safe Search- This enables the respective version of "Safe Search" on Google, Bing, and Yahoo.
3. Creative Commons- This enables creative commons on Google, Bing, and Yahoo effectively taking advantage of copyrights to provide an additional layer of protection with respect to images.

The Friendship Student and Parent Handbook on pages 21 – 23 outlines the Acceptable Use Policy (AUP), Student email and electronic collaboration, Consequences for Violation, and Supervision and Monitoring of all technology services provided to scholars and/or families. Moreover, Friendship's Discipline Policy, Section 401, outlines consequences for technology violations.

### **Family Engagement Policy**

#### **16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:**

- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
- **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

Friendship deeply values our partnership with families, and we are committed to consistently engaging our families during this unprecedented time.

Friendship's Community Office and campus teams engage families weekly through our social media platforms and website, e-newsletters, surveys, webinars and ongoing one-on-one conversations. Our weekly "Learning Without Limits" and "Around Friendship" e-newsletters reach thousands of scholars, families and staff. Content includes start of school updates, safety and social-distancing protocols, scholar and staff stories, instructional highlights, FPCS hotline, wellness resources, and surveys that glean information on a range of school-related issues.

Our robust social media outreach – which captures nearly 15,000- 20,000 users daily - elevates important school

news and updates. Additionally, our use of PowerSchool keeps families and scholars informed of decisions that impact school operations. Families can access PowerSchool daily to review student information (e.g. enrollment, grades). Student information (e.g. grades, attendance) in PowerSchool is updated daily. When scholars or parents have specific questions regarding a scholar's performance, the parents/guardian can utilize office hours to meet with the team member. Families can access the SY20 -21 calendar by visiting <https://www.friendshipschools.org/>, click on Family Resources, and click on calendar. The calendar provides dates for student progress reports, report cards, and Quarterly Learning Conference dates.

Friendship will maintain a virtual and distance-learning page on the main FPCS website, which will provide access to curriculum materials, grade-level schedules, and online instructional resources that can be downloaded. The page can be found at <https://www.friendshipschools.org/distance-teaching-learning-2/>

During the weeks of August 10 – 21, all Friendship campuses will host virtual open houses. Families will have the opportunity to meet with their scholars' principal and teachers. Also, during this time, families can schedule a socially-distanced, on-campus appointment to pick up instructional supplies and/or technology to participate in distance learning.

An important factor in supporting the social and emotional needs of scholars at this time is to focus on relationship building, connecting with others, and building community. Part of the daily schedule with scholars is the opportunity to engage in community circles, morning meetings, and advisory. These built-in opportunities will allow returning and new scholars the time to build relationships, learn more about one another, and build trust.

Especially important, we continually utilize surveys to proactively engage parents on decisions that determine our instructional options and how we will fully reopen school buildings.

Since the spring, Friendship's director of Parent Engagement has utilized survey data and direct feedback from families to develop family-focused learning opportunities. These virtual sessions educate and inform on both academic (e.g. curriculum, grading) social-emotional topics (e.g. self-care and home wellness practices). A new series of virtual sessions will begin in August as we prepare to start the 2020-21 school year virtually.

In the event that that Friendship must contact families regarding a COVID-19 case and if directed by DC Health, Friendship will:

- Notify those team members and families of scholars in close contact with the individual, including the requirement to quarantine for 14 days;
- Notify the entire school that there was a COVID-19 positive case, those impacted have been told to quarantine, steps that will be taken (e.g., cleaning and disinfection);
- Education about COVID-19, including the signs and symptoms at [coronavirus.dc.gov](https://coronavirus.dc.gov);
- Referral to the Guidance for Contacts of a Person Confirmed to have COVID-19, available at [coronavirus.dc.gov](https://coronavirus.dc.gov); and
- Information on options for COVID-19 testing in the District of Columbia, available at [coronavirus.dc.gov/testing](https://coronavirus.dc.gov/testing).

Friendship will continue to encourage families, students, staff and community members to contact us through the FPCS We Care Hotline ([WeCare@friendshipschools.org](mailto:WeCare@friendshipschools.org) or 202-281-1777) to share information, ask questions, or seek support.

## SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

*In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.*

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203 and/or in accordance with its charter agreement-if applicable

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology** (please check all boxes):

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family engagement** (please check all boxes):

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

**LEA Name:** Friendship Public Charter Schools

**LEA Leader Name:** Ken Cherry

**Date:** 10-14-2020 10:22 AM