



Friendship Public Charter School SY 2023 - 2024 Continuous Education Situational Preparedness Plan

Updated as of August 1, 2023

Section 1: Support Across Learning Environments

In the 2023-24 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly—including but not limited to strains on a school’s operational posture due to disease, inclement weather or other event—and are ultimately up to each LEA’s discretion. The following section is meant to engage and assess the LEA’s ability to move to situational distance learning at any point in the school year. At a minimum, an LEA “ready” to transition to situational distance learning will have prepared for situational distance learning, the LEA has a plan for:

- a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

Option 1: Provision of 1:1 learning devices. - Friendship’s Option

As of the submission of this plan, the LEA has 7,568 learning devices.

- Distribution Strategy:

The devices are distributed to all students at the beginning of the school year.

- An accurate assessment of current student access to broadband internet/WIFI.

Approximately 99% of our students have access to broadband internet/WIFI at their situational distance place of learning.

- In the space below, please describe the LEA’s plan to provide internet access to students who do not currently have it in the event of the need to move to situational distance learning.

Friendship PCS has 230 hotspots available to deploy to students/families. Per a request, the campus level Technology Support Service Technician will assign the hotspot to the student/family and make it available for pick-up or delivery per the student/family schedule. Moreover, all students in grades PK - 2 and 6 - 12 utilize iPads with data.



- In the space below, please describe in detail the LEA’s plan to distribute learning devices to students.

PK - 2 and 9 - 12 Scholars: At the beginning of the year (August 21), students and families complete our technology usage agreement. The agreement is available at the campus or sent electronically to families. After receiving the agreement, the iPad is assigned to the child. Each iPad is labeled with a student name and number for inventory purposes. Students can use the device at school and at home on a daily basis. Our classrooms are equipped with an iPad Cart to support scholars that may need a device charged. In the event an iPad is damaged, lost, or stolen, additional devices are available.

PK - 12: At the beginning of the year (August 21), students and families complete our technology usage agreement. The agreement is available at the campus or sent electronically to families. Each classroom at Friendship is equipped with a technology cart that houses a Chromebook for each student. Each Chromebook is labeled with a student name and number for inventory purposes. Students access the technology cart daily as part of instruction. In the event a device is needed within the home, a student can check out the device. Every Friendship Campus has a Technology Support Service Technician that is available to meet with parents/scholars if a device is damaged or needs repairs. Loaner devices are always available and provided the same day to families.

Option 2: Distribution of learning materials that are not digital, such as paper packets and other related learning materials.

1. In the space below, please describe in detail the LEA’s plan to distribute materials such as paper packets, manipulatives, or other supplies—to students.

Friendship will distribute supplemental and/or materials that a student(s) may need in the following ways. If a student is identified at his/her school during the day, the materials will be sent home with the student when a guardian arrives for the student. If the student is identified for situational learning while he/she is at home, the school will arrange for the materials to be placed in the front office for pickup by the parent/guardian. If the parent/guardian is unable to come to the school, arrangements will be made to deliver the materials to a student(s) home.

b. Communicating with all interested stakeholders, including:

- Method for family engagement (including communication) during situational distance learning. Describe the LEA’s method for family engagement during situational distance learning in the space below.

Whether in-person or virtual, Friendship is committed to engaging with our families. Engagement efforts include online surveys, forums/meetings and one-on-one conversations, Parent Advisory Committee meetings and our bi-weekly Learning Without Limits e-newsletter, social media posts, school letters, and robocalls. We are continuing to use these same modalities during situational distance learning.



- Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner. Describe the LEA's communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

The district remains committed to communicating all elements of a situational distance learning plan to students, parents and guardians, staff and visitors, thus, the plan is available to all stakeholders via the district website at www.friendshipschools.org, and updated throughout the school year, as necessary. Notifications about the plan are shared via email, text and robocall to all parents through our school communications platform, ParentLink. Parents are also updated via the District and campus Parent Advisory Council (PAC) meetings, social media platforms and our Learning without Limits e-newsletter.

To ensure that we reach families who speak a language other than English, the plan is translated and shared during the English Language Learners (ELL) parent meetings. Our ELL Coordinators also conduct personal outreach to our families using our translation hotline to ensure receipt and understanding of our plan.

c. The following additional considerations:

- Family training and support. Describe the LEA's situational distance learning training and support for families in the space below.

During the Covid-19 pandemic Friendship developed an email and phone hotline as well as a website and social media chat feature to support families during distance learning. This resource continues to be available to families. Our YouTube channel is updated with parent training and announced through our Learning without Limits newsletter. Once a month our Parent Advisory Councils (PACs) meet and offer training based on needs expressed by families.

- Teacher training on technology, tools and remote instruction models before the school year. Describe the training for teachers on the LEA's technology, tools and remote instruction model in the space below.

Friendship PCS continues to support our team members professional development needs on use of technology, tools and tools needed to ensure teachers continue to exemplify instructional excellence for remote instruction. Our team members that are new to teaching and Friendship participate in a three-day professional learning intensive, "Friendship Way University," prior to "Standards University," to provide foundational teaching on the tools used to deliver remote instruction.

Following Friendship Way University, team members engage in "Standards University," a two-week long professional learning intensive that is the kickoff for the school year. During this time, professional learning is supported by clear initiatives, FPCS' goal alignment to ensure team members are supported with, well-being of students and team members and accelerated learning. In this approach, it provides us the ability to respond to student needs in real time



and refine current professional development practices and systems. Friendship Way included technology sessions for all team members to attend.

Both the Friendship Way and Standards University occur from August 1 through August 18.

- Articulation of clearly communicated student, teacher and family situational distance learning expectations. Describe the LEA's expectations in the space below.

At Friendship, students who are identified as requiring a situational distance learning day(s) are expected to engage in their learning in two ways, synchronously or asynchronously. Students will log into Zoom or GoogleMeet to virtually attend their classes as well as access Google Docs to find supplemental materials that his/her teacher may be providing in person. Engagement in his/her lesson will involve using the chat feature, participating using a speaker on the device, or uploading responses in his/her Google Classroom corresponding to the expected learning outcomes. Scholars will be expected to submit assignments, assessments and engage with instructional resources to support continued learning. Friendship will ensure all available resources meet the individual needs of the scholar and are developmentally appropriate.

In his/her Google Classroom, students will also be given the opportunity to complete their work asynchronously. Completed assignments will need to be submitted through the Google Classroom or via a direct email to his/her teacher.

- Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured. Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

Students who are coded as situational distance learning will be expected to engage in their learning in one of two ways, synchronously or asynchronously. Students should expect to adhere to the same times for class as in person. In most instances, students will log into zoom to virtually attend their classes. As such, their attendance will be taken during their bridge period just like the students who are in the building. If they are absent during their bridge period, the Student Information Manager will audit their attendance records from other periods during the day to identify whether the student attended classes later in the day. Some students will also be given the opportunity to complete their work asynchronously. In order to be counted as present for that day, the student must either complete and submit their daily assignments or directly engage with their teacher during the day. This can include a scheduled zoom meeting with the teacher or communicating with the teacher via email or phone.

Section 2: Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in the 2022-23 school year. This does not discount the pandemic's



impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see OSSE's 2022-23 Guiding Principles for Continuous Education.

Section 3: 2023-24 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help respond to and reduce the risk of coronavirus (COVID-19) transmission among students, staff and visitors in the 2023-24 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools is available here.

2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. *The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of COVID-19 in its facilities.*

URL: [COVID-19 Response - Friendship Public Charter School \(friendshipschools.org\)](https://friendshipschools.org/COVID-19-Response)

Section 4: Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

3. *Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).*

- a. Adjusted Scheduling
 - i. After-school programming

Friendship offers an array of afterschool programming that extends learning opportunities to students beyond the regular school day. Friendship provides students an intense block of time to support homework completion, tutoring and skill practice. Students also have an opportunity to experience learning beyond the classroom by engaging in meaningful experiential learning opportunities, sports, clubs of interest and extracurricular activities.

- ii. Summer programming

Friendship offers an array of summer programming designed to provide current students and new students with developmentally appropriate opportunities for learning. Students engage in experiential learning aligned to the core content(s) of ELA, math, science and social studies. Students explore and refine their interest(s) in the arts, stage and theater production as well as multimedia. Friendship's youngest learners are provided opportunities to build community through play and experiential learning rooted in the foundational skills necessary for a strong start in the upcoming school year. Students in our high school program build culture, a sense of belonging and receive the foundational knowledge in core content to provide a strong start for entering high school and those in need of credit recovery are provided the platform in which to do so coupled with teacher support/guidance.



iii. Weekend programming (e.g., Saturday school)

Friendship provides weekend programming in the form of Saturday School which creates a learning environment for enrichment as well as remediation for identified students and those who wish to participate. Core curriculum and supplemental resources are used by students and allow students to engage in small group instruction, high dose tutoring and enrichment activities.

b. Instructional Changes

i. High-impact tutoring

To support individual student achievement, Friendship provides personalized high-impact tutoring to support the individual student need(s) in both core content and the necessary skills required to succeed in current and matriculating grade level(s).

ii. New curriculum purchase-

To support the social-emotional needs of our Friendship students, Friendship has purchased a SEL curriculum for students. Friendship will use BASE with 6 - 12 students and SecondStep for PK - 5 students. Both programs provide a diagnostic. Based on the diagnostic, each school team can develop groups as well as classroom lessons tailored to the needs of the students.

c. Staffing and Related Supports

i. Additional staffing

For SY 2023 - 2024, Friendship will continue to employ acceleration teachers at each Friendship Campus to support acceleration. Based on data from the NWEA MAP and campus assessments, identified students will be placed on an acceleration teacher's caseload. The acceleration will look like coteaching, small group instruction, pullout, and one-on-one support/tutoring.

4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

a. Identify:

i. Any barriers the LEA has in meeting these requirements.

At present, the LEA does not anticipate any barriers to meeting these requirements. The Special Education Coordinators have been trained on the need to contact families well in advance of the required deadline and to document their attempts in accordance with the regulations.

ii. The LEA's plan to address those barriers

We don't anticipate any barriers to meeting these requirements. We have full special education teams on every campus. In the event of an overload of evaluations, we have open contracts with companies who provide special education evaluations just in case our in-house providers need assistance with evaluations and/or timelines.



iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

The LEA has a Special Education Coordinator, School Psychologist, Speech and Language Pathologist and Social Worker at every FPCS campus. The Special Education Coordinator is trained to manage timelines and schedule assessments for both initials and re-evaluations in a manner that allows for the timely completion. The Special Education Coordinators have also been made aware of the new timelines that pertain to when a parent requests a re-evaluation. Our Special Education Coordinators offer training to parents during their campus "Back to School Night" and throughout the year to discuss the special education process, parent involvement in the IEP team, and an introduction to the special education team. Our Senior Director of Student Support Services meets with special education coordinators monthly as a team and with each special education coordinator individually at least twice a month to ensure special education compliance. We see our parents as partners and they are involved in all steps of the special education process.

5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

Special Education Coordinators have been addressing the need for compensatory education services to mitigate the periods of school closure or distance instruction in the 2020-21 or 2021-22 school year by making individualized decisions around the need for recovery services and/or compensatory education during the annual IEP meeting for the student. The LEA plans to ensure the delivery of these services to students during breaks in the school year as well as during the summer. Extended School Year services were offered on every Friendship campus this summer in order to ensure students with disabilities had adequate opportunities for services in their prospective school buildings. This also ensured smaller classroom environments for students with disabilities in order to remediate any lost skills and/or missed learning during school closure and/or distance instruction during the pandemic.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families and how the LEA plans to ensure the delivery of these services to students.

At Friendship we see parents as our partners. They are always a part of their child's IEP team and are informed of any and all changes and/or proposed changes to their child's Individual Education Program at annual meetings or requests for meetings by the parent.