

BASIS Baton Rouge Strong Start 2020-2021 Comprehensive Re-opening System



BASIS Baton Rouge (BBR) is committed to the mission of BASIS Charter Schools to empower students to achieve at globally competitive levels with a transformative K-12 academic program. BBR is dedicated to providing a world-class education to our students and providing a school environment that ensures the equality, dignity, and respect of every student.

This comprehensive re-opening program describes the systems that will provide for continuity of learning, operating safe and health facilities, and communicating with our families and staff. As the new school year gets underway, the need for a secure setting, free from disruption, is more important than ever to foster the healthy academic and social-emotional development of our students. During the lengthy and expansive re-opening planning process, our various teams of educators and operational experts focused on four Guiding Principles: Prevention; Return to Learning; Incident Response; and Ongoing Planning.

Guiding Principles

1 Prevention

- Health and safety mindfulness
- Limited and coordinated movement
- Facility adjustments and improvements

2 Return to Learning

- Two exciting options
- Same excellent teachers
- World-Class Curriculum
- Meaningful and intentional support

3 Incident Response

- Response team in-place and ready
- In accordance with CDC guidance
- Physical and emotional safety in mind

4 Ongoing Planning

- Planning and preparing for any and all scenarios
- Organizational flexibility
- Uninterrupted learning in-mind

Prevention

Guiding Principle

Entering the Building

- Coordinated Entry
- Health Attestation Check
- Sanitization Stations

Student Movement

- Self-Contained Classrooms
- Limited Cross Interaction
- Physical Distancing
- Face Covering Requirements

Facilities Adjustments

- COVID Prevention & Distancing Signage
- Front Office Plexiglass Barriers

Cleaning Enhancements

- Frequent Cleaning During the Day
- Enhanced Nightly Cleaning



Return to Instruction Guiding Principle

Families Choose in 2020-21

- Sign-up process available; selection applies when schools are permitted to resume in-person instruction on campus
- Switching between options is available at the end of Grading Periods
- Same BASIS Charter School Curriculum and rigor; comparable pacing

Distance Learning Details

- Structured daily schedule in K-12 with daily attendance reporting
- Combination of pre-recorded direct instruction, assignments, and activities
- Teachers available to assist and chat during scheduled course times only
- Regularly scheduled live class / teacher interactions
- Dedicated online curriculum development mentors for K-8 core courses are creating content over the summer

Where and How

- Students receive class schedule prior to first day; schedule may change based on operating conditions
- Delivered via Microsoft Teams & SPORK Platform with additional technology
- Accessible from any mobile device that supports Teams and web browser, including SPORK tablets.

Academic Policies

- Assignments and assessments count toward course performance
- Attendance and participation expectations return



Incident Response Guiding Principle

Response Organization

- Response Coordinator On Each Campus
- Compliance with CDC Guidelines, as well as state and local mandates

Overview of Plan

- Potential Exposure
- Confirmed Exposure
- Widespread Exposure

Return to Campus

- 24 Hour / 10 Day Rule to Return
- Support While Off Campus



Ongoing Planning Guiding Principle

Re-Opening Scenarios

- 100% Online
- Distance Learning & In-Person Learning
- 100% Online With Childcare

Contingency Planning

- Unexpected School Closure
- Continued School Closure





Distance Learning

BBR has a plan for ensuring the continuity of learning for our students, including the continuous use of aligned curricular materials and instruction in core and non-core subjects during periods of school facility closure or modified operations. BBR will operate through a 100% distance learning model at the beginning of the school year.

Structure

Distance learning will take place in Microsoft Teams, our primary LMS, which was chosen for its functionality and security. It will be supplemented by use of SPORK for All, a proprietary curriculum delivery program. BBR has taken steps to ensure students have access to necessary devices and internet access to ensure students will be able to participate in distance learning during school facility closures. Students will be expected to sign into our systems and begin working at the start of the regularly scheduled school day, which will encompass the same number of hours of learning as during a typical, in-person model. Students will receive a distance learning schedule. The school will communicate to parents and students an attendance process that must be followed each day. Parents who need a flexible option for participation (i.e., non-standard school hours) will be asked to submit an exception request. Exceptions will be time-limited but may be renewed.

While students will be expected to be in front of a device at set times during the day, course content is structured to allow for students to watch pre-recorded instruction (e.g., short lecture, demonstrated practice problems) and then work on independent practice (even away from the computer). Teachers will be available by chat during these times to assist students with the material, answer questions if students need assistance, or organize a live session to assist students or lead a discussion or practice session.

- Core courses, at minimum, will have daily pre-recorded content, assignments, and regular assessments with weekly live interactions. While the course schedule will list a standard duration, the entire time may not need to be spent in front of a device.
- Specials will have reduced frequency of active structured time (for teacher check-ins, assignment distribution, discussion, etc.) with an expectation for independent work. This will allow families to determine what time of day is best to complete art projects, music assignments, and PE exercises, for example.



Delivery

During distance learning, core content will be taught via asynchronous instruction based on content provided by OCi (outside classroom instruction) mentors, who created digital content for online learning of the BASIS Charter Schools Curriculum. The lessons themselves will be delivered by the regular classroom teachers. Additionally, classroom teachers will be able to adapt and augment the OCi-created content to enhance learning for their students. Teachers will also be available during class times to provide support. OCi mentors provide pre-recorded lessons, lesson templates, assignments, assessments, and grading rubrics for either direct distribution to students (in a limited number of cases) or for teacher use when students are participating in distance learning. These materials will be in video format (MP4), Microsoft Office document format (.doc, .ppt, .xls) and/or PDF. Links to external resources or materials may also be used so long as these respect applicable copyright laws.

The classroom teacher will be responsible for all of their scheduled students. The classroom teacher will have OCi mentor resources available for the core courses and is responsible for delivering online content, grading, and monitoring student progress. The classroom teacher is also responsible for working with the Special Education Coordinator to deliver accommodations and modifications in line **with students' plans via the online medium. The classroom teacher is also** responsible for weekly scheduled live sessions, virtual student and parent hours, and answering parent emails. For non-core classes, classroom instructors will be responsible for resources to both in-person and distance learning students. For non-core classes, classroom teachers may elect to provide project-based learning materials that span multiple days with at least once weekly live sessions—**this is at the teacher's discretion as long as the activities meet subject-specific instructional minute requirements.**

BBR teachers and non-teaching staff participated in a series of in-service trainings during the summer designed to prepare them to implement the distance learning model as well as provide them skills and knowledge in other important areas such as FERPA compliance, anti-bullying requirements, and their obligations as mandatory reporters. Additional trainings are planned during distance learning including advanced techniques for online instruction, virtual observation training, and understanding features and tools available to the teachers for distance learning (e.g., Microsoft Forms, Flipgrid, Reading A-Z).

As shown in the following tables, there is a comprehensive system of instructional methods, content delivery, and monitoring student learning for all grades.

Core Academics

Instructional Methods, Content Delivery, and Monitoring Student Learning ENGLISH/LANGUAGE ARTS (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<i>Direct instruction via Microsoft Teams, pre-recorded lesson videos, independent lesson practice and homework</i>	<i>Logic of English; BASIS Curriculum including content created by Outside Classroom Instruction Mentors</i>	<i>Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available</i>	<i>Logic of English Literacy assessments delivered weekly via Microsoft Forms, FastBridge reading assessments (taken in Fall, Winter, and Spring)</i>
1-3	<i>Direct instruction via Microsoft Teams, pre-recorded lesson videos, independent lesson practice and homework, writing assignments</i>	<i>Logic of English; BASIS Curriculum including content created by Outside Classroom Instruction Mentors based on state standards and internal course objectives, mentor selected novels (3)</i>	<i>Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available</i>	<i>All: Spelling and Grammar assessments delivered weekly via Microsoft Forms; Logic of English phonics assessments delivered 2-3 times per month via Microsoft Forms Grade 1: FastBridge reading assessments (taken in Fall, Winter, and Spring) Grade 2: FastBridge reading assessments (taken in Fall, Winter, and Spring) Grade 3: FastBridge reading assessments (taken in Fall, Winter, and Spring); Humanities Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring); writing assignments</i>
4-6	<i>Direct instruction via</i>	<i>BASIS Curriculum including content created</i>	<i>Checks for understanding</i>	<i>All: Grammar assessments delivered via</i>



	Microsoft Teams, pre-recorded lesson videos, independent lesson practice and homework, writing assignments	by Outside Classroom Instruction Mentors based on state standards and internal course objectives, mentor selected novels	g and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available	Microsoft Forms, unit assessments, writing assignments Grade 4: FastBridge reading (taken in Fall, Winter, and Spring); English Benchmark Learning Test (network-wide examinations taken in Fall, Winter, and Spring) Grade 5: English Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring) Grade 6: English Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)
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Instructional Methods, Content Delivery, and Monitoring Student Learning MATH				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct instruction via Microsoft Teams, pre-recorded lesson videos, independent lesson practice, and homework	Saxon Math, online manipulatives	Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available	Saxon Math assessments delivered weekly via Microsoft Forms
1-4	Direct instruction via Microsoft Teams, pre-recorded lesson videos, independent lesson practice and homework	Saxon Math, online manipulatives	Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available	Grades 1-2: Saxon Math assessments delivered weekly via Microsoft Forms; Fastbridge math (taken in Fall, Winter, and Spring). Grade 3: Saxon Math assessments delivered weekly via Microsoft Forms, Math/ Science Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring). Fastbridge math (taken in Fall, Winter, and Spring).
5-6	Direct instruction via Microsoft Teams, pre-recorded lesson videos, independent lesson practice and homework	Saxon Math SPORK Math	Checks for understanding and exit tickets via Microsoft Forms, practice problem feedback through SPORK platform, virtual whiteboard practice, participation in live synchronous meetings when available	Grades 4-5: Saxon/SPORK Math assessments delivered weekly, Math Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring) Grade 6: Saxon/SPORK Math assessments delivered weekly via Microsoft Forms or SPORK tablets, Math Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)

Instructional Methods, Content Delivery, and Monitoring Student Learning SCIENCE				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Direct instruction via Microsoft Teams, pre-recorded lesson videos, project-based learning via at-home exploration/experiments	BASIS Curriculum including content created by Outside Classroom Instruction Mentors based on state standards and internal course-	Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available	Civics/History/Science assessments delivered weekly via Microsoft Forms
1-3	Direct instruction via Microsoft Teams, pre-recorded lesson videos, project-based learning via at-home exploration/experiments	BASIS Curriculum including content created by Outside Classroom Instruction Mentors based on state standards and internal course, Pearson Interactive Science, Pearson Elevate Science* *Science program is dependent on campus	Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available	Science assessments delivered monthly via Microsoft Forms, project and/or lab completion
4-6	Direct instruction via Microsoft Teams, pre-recorded lesson videos, project-based learning via at-home exploration/experiments, independent practice and homework	BASIS Curriculum including content created by Outside Classroom Instruction Mentors based on state standards and internal course, PhET Interactive Simulations (6)	Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available, performance on virtual laboratory assignments	All: Unit science assessments via Microsoft Forms, projects and lab reports Grade 4&5: Science Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring) Grade 6: Biology, Chemistry, and Physics Pre-comprehensive & assignments

				comprehensive exams
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Instructional Methods, Content Delivery, and Monitoring Student Learning OTHER CONTENT AREAS				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct instruction via Microsoft Teams, pre-recorded lesson videos, independent lesson practice, project-based study, virtual field trips	Other content areas include Movement and Civics/History, as well as Mandarin, Performance Arts, Music, Visual Arts, Engineering and Enrichment for full-day students. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Curriculum based on state standards and internal course objectives	Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available	Unit assessments, project completion
1-3	Direct instruction via Microsoft Teams, pre-recorded lesson videos, independent lesson practice, project-based study, virtual field trips	Other content areas include PE & Martial Arts, Mandarin, Performance Arts, Music, Visual Arts, Engineering, and Connections. Content is created by Subject Expert Teachers and Learning Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Curriculum based on state standards and internal course objectives	Checks for understanding and exit tickets via Microsoft Forms, virtual whiteboard practice, participation in live synchronous meetings when available	Unit assessments, project completion
4-6	Direct instruction via Microsoft Teams, pre-recorded lesson	Other content areas include, but are not limited to, PE & Martial Arts,	Checks for understanding and exit tickets via Microsoft Forms,	Unit assessments, project completion, writing assignments



	<i>videos, independent lesson practice, project-based study, virtual field trips</i>	<i>Mandarin, Performance Arts, Music, Visual Arts, Engineering, History, Classics, Latin, Physical Geography. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors and Outside Classroom Instruction Mentors, to align with BASIS Curriculum based on state standards and internal course objectives</i>	<i>virtual whiteboard practice, participation in live synchronous meetings when available</i>	
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Assessments

In addition to the various curriculum-based and formal summative assessments described in the tables, BBR will assess students' academic needs through high quality screeners for students in grades K-3 and high quality ELA and math diagnostics in grades 3-6. BBR will provide appropriate supports to students with the most significant learning gaps.

Kindergarten students will take the kindergarten entry assessment, DRDP-K, and BBR students in grades K-3 will take the literacy assessment, DIBELS. Students in grades 3-6 will take the LEAP 360 in ELA and math during the testing window provided by the EBRPSS Office of Accountability. Students who exhibit the most significant learning concerns on these assessments will receive appropriate, individualized academic support and interventions.

Students with Diverse Needs

During periods of school facility closure or modified operations, BBR will make appropriate supports and services available for students with disabilities and ensure that English Learners have access to curriculum and service delivery, including language support services. BBR understands that the wellbeing of students and staff is critical to the continuity of learning opportunities and **students' learning success, and therefore BBR will ensure students' needs are considered and will provide opportunities to access social and mental health supports.**

BBR is committed to meeting its child find obligations to locate, identify, and evaluate students suspected of having a disability and making make a free appropriate public education (FAPE) available to students with disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), as well as ensuring students with disabling conditions as described in Section 504 of the Rehabilitation Act have available the related aids and services described in their 504 plans.

Whether in distance learning or in-person instruction, BBR will continue to facilitate the availability of special education and related services and related aids and services, respectively, to students with disabilities. BBR will ensure students suspected of a disability are referred for an evaluation in all suspected areas including social, emotional, and behavioral.

The school will make specially designed instruction, related services, supports, modifications, and accommodations available to students with disabilities using virtual platforms in which students can receive individualized or small group



instruction and services, as appropriate, to allow students to access the general curriculum. Furthermore, EL students will be given appropriate supports and modifications to ensure access to the curriculum despite language differences. As with in-person instruction, during distance learning EL students will have a support plan that describes needed accommodations.

BBR staff has received in-service training on recognizing the signs of mental health concerns or emotional distress. Students exhibiting these signs will be monitored and referred for appropriate supports. The following resources and strategies will be used to support children's social emotional learning (SEL):

- Professional learning sessions for staff
- SEL learning
- Family communication
- Referrals for families to additional services

Any of the following supports may also be used depending on the individual needs of the student:

- In-person student screener
- In-person family interview
- Family survey
- Virtual student screener
- Virtual family interview
- Staff recommendation

BASIS Charter Schools have robust Student Support programs established on each campus led by the Director of Student Affairs and aided by Deans of Students. Students can be referred to student support by parent and/or teacher request, or based on student performance and engagement in courses. Student Support offers assistance with academic skills (study skills, test taking, time management, organization), social/emotional skills (stress, conflict resolution, problem solving), and behavior skills. Individualized or small group Student Support meetings are held via Microsoft Teams calls. Counseling Services are available via tele-therapy to students with an established school-based need.

BBR recognizes that current circumstances can take a toll on the mental health and emotional wellbeing of staff as well as students. The school will evaluate and address the social, emotional, and mental health needs of staff through check-ins with staff regarding their wellbeing, staff meetings, and communication between staff and school leaders and the school's Human Resources partner. Mental health resources are available to staff through the employee assistance program (EAP).

HEALTH & SAFETY IN SCHOOL FACILITIES



BBR leaders and staff are eager to see and instruct our students in-person, but BBR is committed to reopening the school facility when it is safe to do so. The school facilities are currently scheduled to reopen to special populations on September 14, 2020, though these students will continue to participate in the distance learning program. School leaders will carefully track health conditions in order to determine when it is appropriate to resume in-person instruction. Factors that will be considered include positivity rate and infection rate in East Baton Rouge Parish. Even after school facilities are reopened these factors will be closely monitored and additional school facility closures may occur as necessary for the safety of students and staff and the ability to maintain continuity of learning.

When students do return to the buildings, BBR will work to provide the safest possible environment through a system of mitigation strategies, including social distancing to the greatest extent possible, student grouping, regular cleaning and disinfecting, and use of personal protective equipment, such as face coverings. BBR will strive to meet these requirements as set forth by the Board of Elementary and Secondary Education (BESE) and adopted by the BBR Schools, Inc. Board of Directors in the policy on the following pages.



BBR Schools, Inc. Health and Safety Standards for Reopening BASIS Baton Rouge School Facilities in School Year 2020-2021

Pursuant to Bulletin 126 as amended by the Louisiana Board of Elementary and Secondary Education under the authority granted in LA R.S. §§ 17:439.1 and 17:3391, it is the policy of BBR Schools, Inc. to adopt rules on the health and safety standards for the reopening of BASIS Baton Rouge (“BBR”) during the COVID-19 public health emergency.

BBR Schools, Inc., by and through, its officers, employees and agents, including the BBR Head of School, Head of Operations, and school faculty and staff, shall, to the greatest extent possible, implement the following policies and standards in the operation of school buildings and facilities upon reopening for in-person instruction.

Group sizes, composition, and separation

- Group sizes: The maximum group size that may convene indoors in a single room or outdoor area at any time are: 10 individuals during phase 1, 25 individuals during phase 2, and 50 individuals during phase 3. The Head of School and Head of Operations will create protocols necessary to maintain these group sizes if additional individuals, such as school administrators, additional staff or service providers, or essential visitors¹ must be introduced into the environment.
- Group composition: Students in grades K-2 will be placed in static groups.² Students who, due to medical or disabling conditions,³ are unable to wear face coverings or maintain physical distancing will be placed in static groups. School personnel may allow changes to the composition of a group if students are able to wear face coverings and maintain physical distancing.
 - Students with disabilities will continue to receive a free appropriate public education in their least restrictive environments, in light of each student's circumstances.

¹Essential visitors are individuals who must enter schools or early learning centers in order to conduct visits in accordance with Louisiana law or policy. Essential visitors include, but are not limited to, individuals who conduct CLASS® observations; observe teacher candidates as part of the teacher preparation quality rating system; or provide essential supports and services including, but not limited to, early intervention services, special education services, or mental health consultation. Essential visitors must comply with the health and safety standards in this policy and any state and local health and safety requirements.

²"Static" means the composition of the group is stable and may not be changed.

³In accordance with Bulletin 126, medical or disability impact exceptions to any standard in this policy will be considered on a case by case basis.

- Physical spacing and separation of groups:
 - Indoors – Groups that convene indoors will meet in rooms or spaces enclosed by walls or partitions.
 - Outdoors – Groups that convene outdoors will maintain separation.
 - Entry and exit points will be monitored to limit crowding and maintain maximum group sizes and physical distance recommendations.

Hygiene, face coverings, and personal protection strategies

- Hygienic supplies: School employees will be provided adequate access to supplies such as soap, hand sanitizer, disinfectants, paper towels, tissues, and face coverings when needed. In determining appropriate quantities to be made available, the Head of School and Head of Operations or their designee(s) will consider the employee's role and the number and age of students served by the employee.
- Facility cleaning: High-touch surfaces, including those in bathrooms, will be cleaned multiple times per day. High-touch surfaces in rooms used by multiple groups will be cleaned before and after use by each group.
- COVID-19 symptoms monitoring: Upon arriving at the school facility each day, school personnel will assess each student and adult for symptoms of COVID-19 as defined by the current Centers for Disease Control guidance. Students and adults will have their temperatures checked upon initial arrival and at additional times, as determined appropriate by the Head of School, Head of Operations, or their designee(s). BBR will establish an isolation area for anyone showing symptoms of illness, and isolation areas will be cleaned and maintained following occupation by a sick individual.
- Personal hygiene: School personnel will instruct and monitor students to wash or sanitize their hands upon arrival at the school and at least every two hours thereafter, as well as before and after eating or using outdoor play equipment, and before exiting the school facility.
- Face coverings: While inside the school facility, all adults and students in grades 1 through 6 will wear a face covering. To the greatest extent possible, school faculty and staff will monitor students' use of face coverings. Students younger than first grade may wear a face covering at parents' discretion, but children under age 2 who may come to the building and individuals with breathing difficulties should not wear a face covering.
- Exceptions: The Head of School, Head of Operations, or their designee will address medical or disability exceptions on an individual basis in accordance with local policies and current circumstances.



Placement

Upon reopening of school facilities for in-person instruction, determinations regarding whether it is appropriate for students to participate in remote or in-person instruction will be made by the Head of School or his designee in consultation with the student's teachers and parents and in consideration of the student's unique academic, social, emotional, familial, and medical needs.

Because the fluid nature of the COVID-19 public health emergency makes it necessary for school officials to act thoughtfully but swiftly to ensure safe, smooth operations, the Head of School and Head of Operations are empowered to create necessary procedures to implement and enforce this policy and maintain compliance with any requirements promulgated by federal, state, and local authorities for the purposes of preserving health and safety of students, staff, and the community.

Transportation

BASIS Baton Rouge does not typically provide student transportation, but were it to do so, it would comply with requirements for transportation.

- Buses would not exceed 25% capacity in phase 1, 50% capacity in phase 2, and 75% capacity in phase 3, with students spaced to the greatest extent possible according to reopening phase.



COMMUNICATIONS

BBR schools will ensure a system of regular communications with students, families, and staff during school facility closures or modified operations. The student attendance and engagement systems provide for daily tracking of student attendance, monitoring of student engagement, regular feedback on student work, and the ability to check for student understanding and monitor progress. Communications with staff is regular and ongoing to ensure they have the tools necessary to ensure continuity of instruction and deliver the world-class academic programs BASIS Charter Schools are known for. The school communicates regularly with families using ParentSquare to provide notices and information to all families. Teachers, non-teaching staff, and the Head of School will continue to make direct contact with parents as needed to address parents' concerns and ensure parents are aware of their students' needs.

Attendance & Engagement

Students will be expected to attend distance learning daily, just as they would for in-person instruction. Students who do not demonstrate attendance by completing the daily attendance procedures will receive a phone call home. The OCi Campus Lead will work to monitor engagement and academic progress for distance learning students. The school registrar will generate a list of students who do not consistently complete the attendance procedures, and the OCi Campus Lead will follow up with those students and retrain them on the processes for participating in remote learning. All teachers offer weekly parent hours.

Resources & Contacts

- Information and plans about distance learning and facilities reopening can be found on the school's website at <https://www.basised.com/baton-rouge/our-school/>.
- Head of School: Roberto Ramirez, (225) 308-7450
- Contact us: <https://www.basised.com/baton-rouge/our-school/contact-us/>

Technical Support

Technical support is available to families having difficulty with distance learning and the school's Technology Coordinator is ready to assist families with technical difficulties. Regular communication is sent to families through



ParentSquare describing how to troubleshoot minor issues and access needed support.

Family Surveys

From time to time families will receive surveys or other requests for information from the school through ParentSquare in order to assess family and student engagement and understand families' preferences. These surveys began last spring and will continue as needed during the 2020-21 school year. A survey will be distributed prior to reopening to in-person instruction to confirm parents' choices regarding in-person attendance.

Staff Surveys & Communication

From time to time staff will receive surveys or other requests for information from the school or Human Resources in order to assess staff needs and preferences. These surveys began last spring and will continue as needed during the 2020-21 school year.

School/Family Partnerships

BBR will continue to meet with parents and families throughout the school year about a variety of topics, just as it has done in previous years. ParentSquare notices and other alerts will delineate whether those events are in-person or virtual and will provide information about accessing online meetings, as appropriate.

This is, and has been, a difficult time for everyone but we are grateful as always for our BBR families' and staff support and encouragement along the way. We will continue to provide regular communication as we monitor the situation in our community. We look forward to the day where our students once again fill the halls and classrooms with their questions, laughter, and joy!

Notice of Non-Discrimination: In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, BASIS does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability, gender identity or expression, or any other classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX. The following person has been designated to handle inquiries regarding BASIS' non-discrimination policies: Beverly Traver, Compliance and Equity Investigator, BASIS Educational Group, LLC., 7975 N. Hayden Rd, Scottsdale, AZ 85258, (480) 289-2088.*

**As used in this policy, the term "BASIS" refers to: BASIS Educational Group, LLC, BASIS Charter Schools, Inc., BASIS Texas Charter Schools, Inc., BDC, A Public School, Inc., BBR Schools, Inc., and all affiliated entities.*