DC
PUBLIC
CHARTER
SCHOOL
BOARD

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
OSSE EDUCATION

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

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[1] for school year (SY) 2020-21. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) are asking LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.[2] OSSE and DC PCSB are sharing this LEA Continuous Education and School Recovery Plan jointly to streamline operations and reduce burden for LEAs so each entity may fulfill its lawful functions.

OSSE is requiring all LEAs in the District of Columbia that serve students in Grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR § 2100.3.

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

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

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

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

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

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

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

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

Application Questions

<u>School Recovery Operations Plan</u>

1. Describe the LEA's plan to keep buildings clean, including:
   o What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and

   o How will you 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)?

Center City has acquired a second Day Porter for each building so we can maintain essential routine cleaning. Multiple times per day, Day Porters will clean Light switches, faucets, doorknobs/handles, countertops, copy machines, and other frequently touched surfaces, playgrounds, desks (before and after lunch, and lockers. This is in addition to our standard cleaning of floors, windows, and kitchen areas.

Center City has a partnership with an outside vendor (Busy Bee) that will conduct deep cleanings of our buildings in the event a person tests positive. Please see the attachment under Supporting Documents of our daily and weekly cleaning schedule for both virtual and in-person as well as in the event of an outbreak.

Every campus except Congress Heights has the sensor bottle-filling stations. Busy Bee has been instructed to turn off the water fountains and to leave the bottle-filling station on. At Congress Heights, the students and staff have access to a water cooler provided by ReadyRefresh.

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

- Social Distancing stickers on floors in hallways, offices, lockers, elevators and entrances/exits
- Creation of Isolation Rooms at each campus
- Separation of classroom desks
- Sneeze guards for Office desks
- Sanitizing Stations at every entrance/exit, classrooms, and offices
- Hygiene posters in every classroom, bathroom, entrance/exit
- All systems have been digitized to ensure paper and writing utensils are no longer shared. This includes visitor sign-in, meal count sheets, and attendance.

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

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

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

- Ensured air conditioning is functional in all classrooms and across the building
- Installed screens in classroom windows to ensure we can have windows open during the school day.
- We are currently working on the procurement of air purifiers from Invisiclean for every classroom and office at all campuses. We are also in the process of swapping out all filters in the Dakin overhead ceiling units to MERV-13 filters.

4. Outline the LEA's plan for SY 2020-21 school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/aftercare and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.[6]

Arrival and Dismissal protocols will be enforced at the campus level with the following requirements in place. Until the conclusion of Phase 3, visitors will not be allowed to enter our buildings. Any students and staff person must arrive as scheduled at the designated entrance door. Schedules will be by grade or last name depending on the campus to prevent overcrowding. Individuals will be asked health screening questions prior to getting their temperature checked with a contactless thermometer. Essential staff responsible for completing these checks will arrive at the building first and will be wearing required PPE to screen staff and students. Essential staff will be allowed to screen themselves at home and send a screenshot of their temperature check to the campus Principal daily before arriving at the building. Screenings will take place outside under a 10ft tent.

Once the health screening is completed, students will be permitted to enter the building and will be instructed to head straight to their home room classroom. Students will sit at their desk with the permissible materials they are allowed to bring in the building. Parents will be instructed to wait outside the building for dismissal using 6ft. socially distant markers. Students will be released for pickup by classroom (and by schedule) and will use doors designated for exiting the building.

Center City is hosting learning distribution days beginning August 24th - August 28th, 2020 for the purposes of students/families collecting all school related supplies and technology needed to complete their school work virtually. Each Center City campus will have distribution materials individually prepared for each student and will meet parents outside to hand out. Specific pickup windows have been established to limit the number of parents picking up materials at a time.

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[6] Refer to health guidance for childcare and schools, available here: https://coronavirus.dc.gov/healthguidance.

School essential staff will have 6ft. line markers outside our buildings and will wear all required PPE supplies to limit exposure and contact. These supplies include: masks, gloves, and hand sanitizer. PPE will be provided by Center City.

We do not plan to host any before/aftercare or extracurricular activities until we are advised to do so. Once permitted, we will divide students into social distancing cohorts. Students will not rotate groups. Each group will have a designated room (weather permitting outside under a tent). Students will be given independent work/activities and will not be permitted to share resources. Students will have a schedule for snack and bathroom breaks to help reduce the possibility for cross contamination.

Center City will fulfill our commitment to providing nutritious breakfast and lunch, to our families in need. As a network, we plan to distribute meals once a week in the form of weekly meal kits. Each kit will include 5 breakfast components, and 5 lunch components. Heating instructions are included in these kits. Parents are to use 6ft. markers outside to wait in line to pick up meals. We are using an outdoor tent and a table to divide staff from parents/students. Kits will be placed on the table to avoid physical contact.

Once we are operating from our schools, we will ensure all student eat breakfast, snack, and lunch in the classroom. Select teaching staff will ensure meals are packaged and delivered to every classroom. Teachers (equipped with masks and gloves) will place meal components on student desks. No components will be shared. Students will not be permitted to get up during designated meal times. Teachers will collect discarded meal components and throw them in the trash. Students will then be given hand sanitizer and disinfectant wipes to clean their eating surfaces.

Personal Protective Equipment including gloves, disposable and reusable masks, face shields, and other sanitizing equipment has been purchased for every building. Once we are in session at the campuses, we will ensure all students and staff have access to these items and that they wear them when appropriate. We will not be sending personal PPE equipment home while we are virtual. All staff and students entering the building must wash hands vigorously or apply hand sanitizer after eating, using the restroom, or otherwise touching shared surfaces.

Teacher and student schedules can be found on our our campus's websites or attached in the supporting documents:

- Brightwood: https://sites.google.com/view/ccpcsbrightwood-virtualhub/virtual-schedules?authuser=0
- Capitol Hill: https://sites.google.com/centercitypcs.org/caphill2021/quarter-1-virtual-schedules?authuser=0
- Congress Heights: attached under Supporting Documents
- Petworth: https://sites.google.com/centercitypcs.org/petworth/virtual-classes?authuser=0

- Shaw: https://sites.google.com/centercitypcs.org/ccpcs-shaw-campus/classesclases?authuser=0
- Trinidad: https://sites.google.com/centercitypcs.org/trinidad/home/grade-bands?authuser=0

Instructional Delivery Plan

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during SY 2020-21.
   - o Identify the instructional methods (e.g., 100% synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during SY 2020-21 to ensure rigor across settings;
   - o 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);
   - o Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
   - o 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.

Instructional Methods, Platforms, and Materials:

Center City will be providing 100% virtual instruction through Quarter 1 (August 31-October 30, 2020). As data from DC and the CDC becomes available throughout this time period, we will make a decision as to instructional delivery (virtual, hybrid, or in-person) for Quarter 2. Students in K-8 will receive synchronous instruction via Zoom, and asynchronous assignments will be posted daily in Google Classrooms, where teachers will also be monitoring for work completion. In PreK3 and PreK4, students will receive synchronous instruction via Zoom daily and will receive asynchronous work via the Seesaw platform. During asynchronous learning, students will also have access to a variety of online learning platforms, including Great Minds' InSync Platform for Eureka Math and Wit & Wisdom, Edmentum Exact Path, Edmentum Reading Eggs in K-2, Newsela, IXL Math, and Learning A to Z. All students will be equipped with appropriate devices to complete virtual learning. In PreK, students will receive iPads. In grades K-1, students will receive Lenovo tablets with a detachable keyboard. In grades 2-8, all students will receive Chromebooks. Additionally, students will receive all workbooks and texts needed to complete curriculum-related work. This includes workbooks for Eureka Math in K-8, readers, text sets, and workbooks for CKLA in K-2, and text sets for Wit & Wisdom in grades 3-8. Materials will be distributed to families the week before school starts. This process will be coordinated by principals and campus operations managers and will follow CDC guidelines for social distancing.

Instructional Hours:

Across all grade levels, students will be engaged in both synchronous and asynchronous learning on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, students will be involved in mostly asynchronous learning, with some synchronous small group instruction as needed. We have strived to create a learning schedule that is both developmentally appropriate and responsive to the difficulties

created by online teaching and learning, particularly at the lower grade levels. As such, time guidelines for virtual instruction vary by grade level. *In general, students will be engaged in a blend of both synchronous and asynchronous learning every day except for Wednesday between 9:00am and 4:00pm, with breaks, lunch, and recreational time included.*

Though each campus leader is responsible for creating a synchronous learning schedule that meets the needs of their particular community, academic time parameters have been mandated at the district level for Humanities, Math, Science, and Enrichment, as described below:

Monday, Tuesday, Thursday, Friday:
- Grades PreK3 and PreK4
  - Synchronous Learning: 60 minutes per day that includes both small group and 1-1 learning time
  - Asynchronous Learning: 30 minutes per day
  - Total: 90 minutes per day
- Grades K-2
  - Synchronous Learning: 155-180 minutes (approx 2.5-3 hours) per day that includes targeted, differentiated small group instruction in literacy and mathematics, a full group morning meeting, and focused Enrichment time
  - Asynchronous Learning: 80-90 minutes per day that is a combination of math and reading work
  - Total: 235-270 minutes (approx. 4-4.5 hours) per day combined for math, literacy, enrichment, and morning meeting
- Grades 3-4
  - Synchronous Learning: 180-215 minutes (approx 3-3.5 hours) per day that includes targeted, differentiated small group instruction in literacy, humanities, and mathematics, a full group morning meeting, and focused enrichment time.
  - Asynchronous Learning: 50-70 minutes per day that is a combination of math and humanities work (students will alternate amount of asynchronous work required with small group synchronous time)
  - Total: 250-265 minutes (approx 4-4.5 hours) per day combined for math, humanities, enrichment, and morning meeting
- Grades 5-8
  - Synchronous Learning: 230-275 minutes (approx 3.75-4.5 hours) per day that includes targeted, differentiated small group instruction in humanities, mathematics, and science, a full group morning meeting, and focused Enrichment time.
  - Asynchronous Learning: 50-70 minutes per day that is a combination of math and humanities work (students will alternate amount of asynchronous work required with small group synchronous time)
  - Total: 280-345 minutes (approx 4.75-5.75 hours) per day (lower side of this range for grade 5, higher for grade 8)

Wednesday:
- Grades PreK3-PreK4:
  - Synchronous: Morning Meeting (30 minutes) and small intervention groups as, needed
  - Asynchronous: 30 minutes of independent work
- Grades K-2:
  - Synchronous: Small intervention groups, as needed
  - Asynchronous: 105-150 minutes (approx. 1.75-2.5 hours) per day in reading and math
- Grades 3-4:

- - Synchronous: Small intervention groups, as needed
    - Asynchronous: 120-150 minutes (approx. 2-2.5 hours) per day in reading and math
- Grades 5-8:
    - Synchronous: Small intervention groups, as needed
    - Asynchronous: 165-185 minutes (approx. 2.75-3 hours) per day in reading, math, and science

Training and Professional Development

Over the summer, we required all instructional staff to complete the Google Fundamentals training and to receive Google Educator Level 1 certification. This provided all teachers with a baseline understanding of how to use GSuite for Education and to use Google Classrooms as our LMS.

Professional learning will take place from August 3rd through August 21st. During the first two weeks (8/3-8/14), all teachers will engage in targeted, content-specific professional development (PD) in our curriculum and in adapting instruction for distance learning. PD will be differentiated both by role and by level of experience. During the third week, teachers will be engaged in PD provided by their campus leadership teams.

In the first week of PD, new teachers will engage in primarily synchronous learning with members of the Central Office Programming, Academic, and Leadership Team (PAL - which includes the following departments: Leadership Management, Curriculum & Instruction, Student Support Services, Family Engagement, and Data & Assessment). This PD will introduce teachers to our curriculum and to the Common Core/NGSS shifts. While new teachers are engaging in synchronous learning, returning teachers will be engaging in a variety of asynchronous experiences meant to deepen their understanding or curriculum, pedagogy, and best practices in a distance learning space. For example, primary and Humanities teachers will be required to complete modules in foundational literacy and guided reading and close reading. All teachers will be required to complete the Modern Classrooms Foundational Training (provided by modernclassrooms.org), and select teachers will be required to complete certain modules in the Google Advanced Training. All asynchronous learning will include a deliverable to be completed by the end of the day (such as a welcome video for students, a sample Google classroom setup, and/or a written reflection). Teachers will also meet in their common grade/content PLC's throughout the week to share their learning, collaborate, and begin prepping their Google Classrooms.

During the second week of PD (8/10-8/14), teachers will engage in both synchronous and asynchronous learning. Many of our Humanities and Science teachers will participate in PBL 101 through PBL Works, which is being offered virtually. The training has been modified to allow teachers to reflect on how to bring project-based learning into a virtual space. This training is essential to these teachers, as Center City uses a PBL-approach in both Social Studies and Science instruction, and this should not be disrupted by distance learning; on the contrary, PBL offers us another tool to engage students in independent learning and research, which is ideal for distance learning. Additionally, Humanities and Science teachers will continue to collaborate in their content PLC's, and they will have targeted PD in many of the online platforms we will be using for both learning and assessment (Kami, Nearpod, Zoom, Edmentum, etc.). Primary and Math teachers will similarly be engaged in workshops around tools for distance learning and will participate in "deep dives" into our accelerated scope and sequence and into the first module of our curriculum. By the end of the week, teachers will have created their classroom spaces in Google Classrooms and will have planned the first several weeks of instruction.

During the third week of PD (8/17-8/21), teachers will be engaged in professional learning designed by campus principals. During this time, they will receive information about work expectations, schedules, performance review, and materials distribution (which will take place 8/24-8/28).

Monitoring the Instructional Delivery Plan

Campus schedule will include joining information for every synchronous session, which will be accessible to principals, assistant principals, and members of the Leadership Management, Curriculum & Instruction and Student Support Services teams. This will enable campus and district leaders and instructional coaches to access any live session to observe and to support learning. Additionally, all campus leaders will have access to each teacher's Google Classroom so that the posting of assignments and tracking of independent work can be monitored. The platforms that will be used for independent work (such as Great Minds InSync, Edmentum Exact Path) will be monitored by both campus and district leadership.

To ensure that monitoring is taking place, the Curriculum & Instruction and Student Support Services teams will continue to meet once a week to review data from learning platforms and to create additional professional learning plans based on observations of live sessions. Similarly, the PAL Team will continue to meet once a week to ensure alignment across departments. Regardless of distance or in-person learning, all campus leaders participate in a quarterly data meeting with the Managing Director of Schools, Director of Curriculum & Instruction, Director of Special Education, Director of Data & Assessment, and the Director of Student & Family Engagement to discuss trends in student learning, student data, attendance, and to ascertain which students are at risk for retention. These will continue during distance learning, and we will modify the agenda to include our monitoring of student attendance in synchronous learning and their completion of asynchronous work. Students who continue to be absent or who are not completing asynchronous work will be flagged, and families will be contacted.

All principals and assistant principals will meet once per month as a PLC with the Managing Director of Schools and the Director of Curriculum & Instruction. These meetings will be an opportunity to engage in collaborative learning and problem solving and to review and monitor distance learning expectations and shifts, should they occur.

Assessment and Promotion Policy

A. Assessment

6. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:
   - Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of SY 2020-21. Select all that apply:
     - Achievement Network (ANet)
     - Affirm
     - ✓ Developmental Reading Assessment (DRA)DIBELS/ Acadience Reading
     - ✓ Great Minds
     - i-Ready-Curriculum Associates
     - NWEA-MAP
     - Reading Inventory (RI)

- o Renaissance Learning's STAR Reading/ STAR Math Scholastic Reading/ Math Inventory (SRI/ SMI)
  - ✓ Other (identify vendor) (Every Child Ready for PK3/PK4; Edmentum Diagnostics for K-8; EasyCBM for specific K-8 students)
- o 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.
  - ▪ All PK-8 students will begin the school year virtually and will complete assessments using their school-issued or personal devices at home. The following assessments will be administered one-on-one by the teacher via Zoom as directed by the assessment creator/publisher: ECR, DIBELS/TRC, and EasyCBM. Students will complete the math and reading Edmentum diagnostic assessments as well as mid-module and end-of-module assessments through the Great Minds' InSync platform at home as directed by the publishers of those assessments. We will conduct online proctoring (via Zoom) if specifically recommended by the assessment's publisher.
- o When the LEA intends to administer these assessments during the school year, specifying for each assessment.
  - ▪ Our LEA will administer each of the following assessments accordingly:
    - ○ DIBELS/TRC (K-3 foundational literacy CBM): three times a year in the Fall, Winter, and Spring
    - ○ Great Minds (2-8 curriculum assessments): throughout the school year as directed by the Eureka and Wit & Wisdom curriculums (approximately every 2 to 6 weeks)
    - ○ ECR (PK3 & PK4 mini-assessments in Language, Literacy, Math, and SEL): twice a year in the Fall and Spring
    - ○ Edmentum diagnostics (K-8 diagnostic math and reading assessments that identify specific skills for students to work on using Exact Path): twice a year, once in the Fall and once in the Spring
    - ○ EasyCBM (K-8 math CBM, 4-8 literacy CBM to identify specific students in need of additional academic support): every 3 weeks for specific students who require interventions

B. Promotion and Graduation

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

It is the goal of Center City PCS to ensure that students progress academically in a manner that is developmentally appropriate and commensurate with the growth of their peers. During remote learning, retention and promotion decisions will continue to be made based on a holistic view of each student's progress. To that end, the policy as outlined in the student/family handbook is listed below:

To be retained, students must meet all of the following criteria based upon averages from quarters 1-3:

- For students in grades 3 through 8: Received a D or an F in both ELA and Math
- For students in grades K through 2: Has a work completion rate below 60% AND has made less than half a year's growth on Reading and Math, as measured by Edmentum Diagnostic.
- For all students: Received interventions via the formal STAT process in the area(s) of concern. Additional behavioral and academic data will be considered as well.
- For all students: Any student with 15 or more excused or unexcused absences may be retained regardless of grades earned.

A parent or guardian may request retention for his/her child via a written letter to the school principal, but the final retention decision will be made by the school team.

For students with Individualized Education Programs (IEPs), 504s, ELL Accommodation Plans and students who have a Student Teacher Assistance Team Plan (STAT), the following must be taken into account when reviewing the criteria for retention:
 Student progress on IEP goals
- Student growth based upon progress monitoring tools
- Whether or not the IEP was appropriately implemented
- Whether or not the student's individual classification precludes them from making sufficient academic progress

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.

Attendance Policy

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

   - o How is the student's presence authenticated daily using the LMS?
   - o 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.**
   - o What is the complete listing of acceptable methods for making one-on-one contact with the student to authenticate a student's presence?

For days where synchronous learning is held, the following ways are acceptable methods of making one-to-one contact:

- Phone conversations or virtual meeting one-on-one with instructional staff to discuss the content
- Direct 'face-to-face' online contact through class Zoom, Skype, Google Hangout, etc. (identified as a "live class")

For days when only asynchronous learning is held (Wednesdays), the following ways are acceptable methods of making one-to-one contact:

- Completed exit tickets (via Google form, etc.) after viewing a pre-recorded video OR using software such as Edmentum that provides a demonstration of similar completion of work
- Completed assignments uploaded to Google Classroom or emailed to staff

On all days, regardless of whether synchronous or asynchronous learning is held, teachers will collect completed classwork or exit tickets to document student engagement on a daily basis.

o   What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?

Teachers will take attendance of all live classes via Zoom and then enter an attendance code for all students for every live class in PowerSchool. This means that if a teacher has two separate live classes with a student in one day, the teacher would enter in two different attendance codes. This will ensure that we have an accurate record of each class that a student is attending. Daily attendance codes will be automatically generated based on the student's live class attendance codes. Additionally, teachers will collect completed classwork or exit tickets to document student engagement for each live class. On Wednesdays when students do not have regularly scheduled "live classes," teachers will use completed exit tickets and assignments (as outlined above and logged in Google Classroom) to determine attendance for each of their classes. If a student completes an exit ticket or assignment for a specific class, the student will be considered present for that class and the teacher will enter a present code into PowerSchool.

o   What constitutes evidence of education engagement daily for the student to be marked present?

On days when synchronous learning is held, students need to attend at least one live class or equivalent (having a phone conversation or virtual meeting) and therefore have one present attendance code in PowerSchool in order to be considered present. Teachers will also collect completed classwork or exit tickets and track them in Google Classroom to document student engagement for each live class. On days when asynchronous learning is held, students need to have completed at least one exit ticket or assigment in one class in order to be considered present.

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

On days in which students participate in synchronous learning, Zoom meeting participant reports will be exported and stored daily within Google Classroom to verify student attendance. Teachers will log all direct student contact outside of Zoom (e.g., via phone) within Google Classroom to serve as a record that direct contact was made. Teachers will also track daily work completion for every class in addition to attendance of Zoom meetings. Teachers, leaders, and operations staff will verify that the PowerSchool records match the Zoom/Google Classroom records at the end of each week.

On days in which students participate in asynchronous learning, teachers will collect student exit tickets and assignments in Google Classroom for each class and each student. Teachers, leaders, and/or operations staff will verify that the PowerSchool records match the work completion documentation in Google Classroom at the end of each week.

All supporting data will be stored in Google Classroom. Zoom reports, Google Classroom logs, and work completion submissions would be furnished to OSSE in the event of an audit.

Whole Student Support

This Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high quality, equitable instruction.

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.

Center City will continue to support students' social-emotional and mental health needs during periods of distance learning through a variety of methods involving teachers, counselors, school administrators, and central office staff as appropriate. Counselors will model social-emotional and wellness checks during teacher professional learning time that can be used during class sessions. Teachers will embed social-emotional and wellness checks within synchronous classroom sessions and 1:1 check-ins with students and parents. Counselors will create google classroom sites for purposes of providing students and parents with age-appropriate social-emotional resources and asynchronous videos relating to relevant topics like online safety/bullying, stress, and general emotional well-being. The site will also include a self-referral form for students or parents of younger students to request a check-in with the counselor. School counselors will conference with families as needed, and if necessary, refer students and families to community resources. Students with counseling services on IEPs, 504 plans, or RTI plans during SY19-20 will continue to receive those services. Any other students demonstrating need will receive school counseling support. Center City will work with its contracted psychologists to provide consult and intensive therapeutic services to students as needed.

Center City will identify students in need of academic intervention through universal screeners designed for virtual administration at the beginning of the year. This data will be compared to the most recent

information collected during SY19-20 and generally compared to the class and national norms. Academic interventions and tiered support will be embedded within scheduled synchronous content classes, during targeted small groups, or 1:1 as appropriate. Some students may also be assigned asynchronous learning on literacy or math platforms as a part of their intervention program. Interventions will run in 6-week intervals with progress monitoring checkpoints to determine effectiveness. At the close of cycles, parents and the school team will discuss progress and potential adjustments to their intervention program. Center City will continue its obligation to Child Find during periods of distance learning which may include referral for special education evaluation. The school will administer additional assessments for when it reopens in-person to ensure all student needs are captured and addressed.

B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning.[7] 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) A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
    b) The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
    c) The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

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

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[7] 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.

Communication and Student Engagement	• Students must turn on their computer cameras unless the teacher directs them otherwise.
	• Students must be dressed in inappropriate attire.
	• Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms, and private/public chat windows and discussion boards.
	• Students must follow all classroom and school expectations for using audio and video during classroom meeting times.
	• Students must mute their microphones when they are not speaking and while others are speaking.
	• Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.
	• Students must follow the same rules for whole group class meetings while in breakout rooms.
	• Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.
	• Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.
	• Students must not post any private information for themselves or others such as addresses, phone numbers, or passwords on public chat or discussion boards.
	• Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.
	• Students must report all instances of cyberbullying to school staff immediately.
Logging into the LMS	• Students must keep their username and passwords in a safe place and must not share them with other students.
	• Students must log into the LMS using their own log-in information.

Note campus may specify adjustments by grade level

	● Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.
Use & Care of Physical Equipment	● Students must use first and last names on the Zoom screen ● Students must only use websites for school-sanctioned assignments and research. ● Students must treat all school and personal electronic devices with care. ● Students must charge devices regularly so they can access all calls/sessions and classwork according to the schedule set forth by the school ● Students must keep food and drinks away from the equipment. ● Students must keep devices out of extremely cold or hot areas. ● Students must hold and carry computers properly. ● Students must report any damage to school equipment as soon as possible. ● Students who are assigned school technology must be the only ones who use the technology, unless seeking technical support.

Monitoring of Student Behavior

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the school process and procedure guidance.
- Grades/attendance will be reported to families as per the Family Handbook.
- Teachers will communicate concerns with families by phone, email, text, or other campus communication tools.

Communication with Families

Teachers will communicate with families on a weekly basis about student progress

and/or student engagement by email, phone, text, or other campus communication tools. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email, phone, text, or other campus communication tools.

If students do not follow expectations for communicating respectfully with school staff or other students:
- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students' audio, video, or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on LMS chat or discussion board

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:
- School staff will remind students of the expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Students will NOT be intentionally excluded from remote learning for any reason.

If students engage in cyberbullying or display/share inappropriate images on LMS:
Consequences will be determined in conjunction with district-level staffCenter City PCS student Code of Conduct is aimed at helping students entrusted to our care to make responsible choices about their behavior and to ensure a safe and orderly school environment. Our practices seek to establish an environment that 1) creates and supports positive choices, 2) ensures logical consequences to actions, and 3) engages the entire community. As partners in the learning process, parent expectations of their child's conduct must align with our code. When a child violates the expressed code, parents support administered consequences and assist the school in changing the behavior.

Expected behavior for students who are learning remotely is similar to those for the physical school community. Students are expected to treat their teachers, classmates, staff, and the physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high-quality learning experience while outside of the school building.

Special Populations

13. Describe the LEA's plan to serve **Students with Disabilities**, including:
    o A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
    o 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
    o The manner in which LEA deliver related services for students in distance learning;
    o The manner in which the LEA will support parent training for students receiving related services through distance learning;
    o 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;
    o 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
    o 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.

Center City will maintain all IDEA timelines except in cases where in-person assessments cannot be conducted due to mandated health-emergency facilities closures. MDT meetings will be held virtually and parents will be notified verbally and in writing of any potential delays in services or evaluations due to mandated closures. Related services will continue to be documented in SEDS and specialized instruction will be documented in teacher schedules, student attendance records, and completed work as assigned. Progress toward goals will be collected through formal online testing platforms (EasyCBM, DIBELS, Edmentum/ExactPath), completed work samples, and student response during virtual sessions.

The school will maintain close contact with parents/guardians in the parents' preferred methods to discuss and work through any barriers to student or parent participation in the distance learning program. Communication regarding the fall distance learning program, including academic and related service schedules, and student online platforms will begin prior to the start of the school year to ensure the school can be proactive in their approach to supporting parents and students. As needed, parents will be provided with written/hard copy materials (via USPS or campus pickup) if they are more accessible than those provided online.

Center City's related service providers will provide teletherapy in 1:1 or small group sessions as appropriate and agreed upon by others. Providers will follow regulatory guidelines around delivery models, confidentiality, and within the scope of their respective licensing bodies. Services will be documented in SEDS and progress will be noted in quarterly progress reports or any time a parent may request. Sessions will be scheduled in collaboration with parents to limit barriers to student availability (or adult availability in cases of very young children). Parents will

be oriented to related services as appropriate, including additional at-home activities or other resources that would support their child's needs.

Recovery services will be embedded at Tier 1 for all students at Center City using all available data. For students with IEPs, data will include BOY student baseline assessments, most recent progress monitoring on IEP goals (either spring or ESY), and progress monitoring data from before the March closure. Recovery plans will also include input from teachers, service providers, and parents as appropriate and may include related services, general education curriculum/content, and IEP goals delivered through 1:1 virtual sessions, small groups, or assigned online interventions to address needs.

Compensatory education determinations will be made when the school resumes in person. Compensatory education decisions will be held during MDT meetings and include careful consideration of SY19-20 data, available 20-21 data, and discussion of the extent the student benefited from the distance learning program. Parents were all provided with written communication at the close of the SY19-20 school year regarding plans for recovery and the plan to discuss the need for compensatory services when school reopens. All parents will receive further information as updated decisions are made about school opening/closing.

Students who are homeless will receive the same benefit. Should they transfer LEAs mid-year still requiring compensatory services, Center City will make every effort to communicate student needs with the new LEA and work with parents to schedule a time to provide those services.

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.](#)

14. Describe the LEA's plan to serve **ELs**, including:
    - o A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
    - o 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;
    - o 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
    - o The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

Center City will continue to implement its EL program model with fidelity across in-person, distance learning, and hybrid environments. Each student in the ESL program receives an individualized English Learner Plan (ELP). These plans are customized for each student and include goals in the language domains of listening, speaking, reading, and writing based on current progress in each language domain. In order to maintain the fidelity of the implementation of this plan, Inclusion teachers will communicate these goals to general education teachers, special educators (when applicable), administration, and parents. To ensure that language instruction is implemented during

in-person or distance learning, Inclusion teachers will design instructional tasks that explicitly align to the goals outlined on the ELP. These goals will be revisited upon receipt of ACCESS in order to determine whether or not students met their goals and what changes/supports are necessary for the upcoming year. To implement this instruction whether in person or virtual, Center City will continue to ensure that all students in K-8th grade who are identified and placed into the ESL program will receive English Language instruction and/or English Language Arts instruction through an inclusion model. English Learners receive varying levels of support, or ESL Service Hours, that are determined by the students' grade and proficiency level.

ESL Service Hours According to English Proficiency Level

1 unit of study = 45 Minutes per week

LEVEL	BEGINNING (LEVEL 1 or 2)	INTERMEDIATE (LEVEL 3 or 4)	ADVANCED (LEVEL 5+)
Pre-K	ESL services provided through Appletree curriculum	ESL services provided through Appletree curriculum	ESL services provided through Appletree curriculum
Grades K-2	1 ESL 1 CONTENT	2 CONTENT	1 CONTENT
Grades 3-8	2 ESL 1 CONTENT	2 CONTENT	1 CONTENT

This will ensure that students are receiving support that both provides language instruction (ESL Instruction) and academic content support (ELA Instruction). English as a second language instruction is designed to develop skills in speaking, listening, reading, and writing in English through the integration of academic content appropriate for the grade level and language proficiency of the student. Inclusion teachers will provide English Language instruction in the form of pull-out services (if in person) and/or 1:1 or small group virtual instruction (if distance learning) for Level 1 and 2 ELs and/or push-in services (if in person) and/or targetted language development support via virtual co-teaching (if distance learning) for level 3, 4 and 5 students via instruction that targets student's ELP goals in Listening, Speaking, Reading or Writing. English language arts instruction is provided to the students in the general education setting, with the EL student receiving grade-level sheltered-content instruction with the support of the Inclusion teacher via the Center City content curriculum. Coll--aboration between the general education teacher and the Inclusion teacher occurs in grade level/content classes where both teachers provide supports, scaffolds, and accommodations so all students have access to content instruction. This will remain constant regardless of in-person or virtual scenarios.

Technology Policy

15. Describe the LEA's policy for technology use during distance learning, including:
    o Expectations for student access to devices and technical training;
    o The manner in which the LEA will assess student/family technology needs;

- o The supports that will be provided to students who do not have access to the internet or devices due to circumstances beyond their control;
- o The plan for replacing/repairing devices;
- o Expectations for student access to the internet and safeguarding personally identifiable information (PII);
- o 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
- o If/how the school's technology policy differs by grade level.

Expectations for Student Access to Devices & Training

Learning Devices

Center City PCS will provide each student with 24/7 access to a school-supplied learning device.

Training

The Center City PCS Technology Department will publish a website providing documentation and procedures for operating learning devices provided to students. The material will be available to provide guidance to parents, students, and teachers. Brief hardcopy documentation will be distributed with equipment to direct these audiences to the online content.

Assessing Student / Family Technology Needs

Operations staff at Center City schools surveyed existing families during the initial closure to determine both learning device and Internet connectivity needs. New families enrolling for the 2020-2021 school year are being surveyed as they complete enrollment paperwork.

Supports Provided Students and Families in Need

Learning Devices

See the section above regarding Learning Device expectations.

Internet Access

Center City PCS will help families in need to obtain Internet access via one of the following services:

- ● Comcast Internet Essentials - with support by DC-OCTO's ConnectDC initiative, which has received a grant and will subsidize eligible students'/family's access for up to one year.
- ● Families not eligible for Comcast Internet Essentials will be provided with a school-owned T-Mobile Wi-Fi hotspot purchased under T-Mobile's EmpowerEd 2.0 Program. Center City purchased 200 of these hotspots with 1 year of service in May 2020.

Replacing and Repairing Devices

The following strategy will be employed for repairing and replacing devices:

- ● Accidental damage repair/replacement warranties and services have been purchased with all new learning devices acquired for the 2020-21 school year. Damaged devices will be returned to the

school to be shipped to the repair facility and will be returned to families upon completion of the repair.
- For new device classes (iPads and Chrome tablets) Center City purchased 110% of the anticipated need for devices in order to have reserve devices available for immediate swapping out while damaged devices are repaired. For existing device classes (Chromebooks) Center City has in excess of 500 machines purchased in previous years that are available for swap.

Expectations with Regard to Students Access to the Internet and Safeguarding Personally Identifiable Information

Access

Center City PCS expects students to have 24/7 access to the Internet from their homes. Access will be provided, per the "Supports" section above, for those who are unable to obtain this access for themselves.

Safeguarding Student Personally Identifiable Information (PII)

Center City PCS serves students aged 13 and under and operates on the assumption that all students are covered under the Children's Online Privacy Protection Act (COPPA). To remain compliant and safeguard privacy, Center City PCS:

- Acts as the parent's agent when providing online services such as email to students.
- Review student privacy policies of vendors and vendor products to ensure their compliance with COPPA regulations.
- Restricts shared student data elements to the minimum set required by the consuming service.
- Employs technology protection measures to prevent inadvertent sharing of PII by students themselves by:
    - preventing students from sending or receiving the email to/from domains outside the centercitypcs.org domain unless specifically allowed for vetted systems, and
    - blocking access to social media sites and services while using school-provided devices and networks.

Limitations on Home Device Use

Center City PCS, as a recipient of E-rate program funds and, is subject to the requirements of the Children's Internet Protection Act. The school places the same limits on use regardless of where school-supplied devices are used. These limits include:

- Content filters that block websites categorized as inappropriate or harmful to minors under CIPA.
- Blocking access to all social media, chat, and content publishing sites, outside of those required for educational purposes, per requirements of COPPA.
- Blocking access to unapproved media streaming and gaming sites to reduce the risk of encountering data caps on school-supplied access devices.
- Preventing logins to the device by users other than the student assigned to the device.

These limits are enforced by:

- Enterprise enrollment systems operated by Google (for Chrome OS devices) and Apple (for macOS and iOS devices) force learning devices to install and confirm secure configurations on each boot.

- Web filtering and monitoring software provided by Lightspeed Systems (Relay) manages secure configurations, web site filtering, and student monitoring on all learning devices.

Technology Policy Differences by Grade Level

Learning devices used by students differ by grade level, as follows:

- Grades PK3-PK4 - Apple iPad Gen 7 tablet
- Grades 1-2 - a Chrome OS tablet with detachable keyboard
- Grades 3-8 - a Chrome OS convertible laptop

Application software installed on devices will be appropriate for the age of the child.

Security policies and configurations are identical for all grade levels.

<u>**Family Engagement Policy**</u>

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

This policy will describe how Center City will partner and communicate with families about continuous learning and school operations.

This policy articulates how Center City will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adopt the modalities of instruction across the year to maintain the health and safety of the entire school community. Consistent and clear communication is vital for supporting our community of students and families and for maintaining the health and safety of the entire school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels, individual outreach and individual campus designated communication tools.

General Schoolwide/District Communication

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage

of the Center City website (www.centercitypcs.org), and through direct outreach to families via email, text, robocall, and campus-based communication tools.

Website
Center City's website at all times will be the location for general information about the network as well as specific details on the program offerings, staff, and typical operations details. This information will be available to families 24 hours, 7 days a week. We will share expectations and training for family participation in student learning through our resource hub on the website, direct communication from campus leaders via orientation sessions, as well as through individual campus Google websites.

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

Family Resources:
Families will be able to find the Student and Family Handbook, school enrollment and registration details, links to distance learning resources, including technology support to help families navigate and troubleshoot learning. Additional materials will be available to support families, including, social services and parenting resources. Families will be encouraged to check the resource hub often.

Food Programs:
In accordance with OSSE guidelines, all required information about Center City's food program will be available to families on a weekly basis.

Operating Status:
The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety-related reason, families will be advised via a banner on the homepage.

Student Learning:
Center City uses Google Classrooms to manage student work. Login information will be shared with each individual family to ensure they have access to their student's account. Families will be able to monitor and track student progress.

Social Media:
Center City PCS will utilize current social media channels including Facebook, Twitter, and Instagram to communicate with our students and staff, providing updates on operating status, and continuous learning plan adjustments as they are approved and released.

Direct to Family

Center City will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student-related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct

communication from their campus, at a minimum, weekly. Teachers will be communicating directly to families regularly throughout the week.

Center City has and will continue to solicit and incorporate student/family input early in planning processes for continuous learning through district and campus level surveys, virtual home visits, and consistent two-way ongoing communication. Feedback from surveys and home visits was directly incorporated into district-level decision making throughout the summer as we planned for the school year, and will continue to inform our decisions moving forward as we plan for the rest of the year.

 Each campus will facilitate introductions to new teachers and classmates at the beginning of the year by holding virtual welcome sessions and orientations before school begins. Once school begins, morning meetings will also help facilitate relationships between teachers and students.

CORONAVIRUS PREVENTION COMMUNICATION

Reporting
To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the Campus COVID-19 Point of Contact, the campus operations manager, within 24 hours of the household member's diagnosis. In the event that the parent is unable to contact the COVID-19 POC by phone, reporting can be shared via email.

Training
COVID-19 Stop the Spread of Germs
How to Wear a Cloth Face Covering

To prevent the spread of coronavirus, Center City will post/share information and/or training for students, staff, and families that outline campus policies related to health and hygiene. All training will follow the CDC (Centers for Disease Control) and DOH (DC Department of Health) guidelines.

Signage and Resources
Signs will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing a cloth face covering). These signs will align with CDC and DOH's personal protective equipment guidance. The website will house ongoing resources and materials for families. All recorded training and printable resources will be available on the Center city website.

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

☐ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203[8] 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

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[8] 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.

impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

☐ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

☐ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

☐ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

☐ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

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

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

☐ The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

☐ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

  o An accessible, family-facing description of their continuous education plan; and
  o Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

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

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

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

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____