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

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Background and Purpose

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

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

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

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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 the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.
[3]Refer to health guidance for child care and schools, available here:https://coronavirus.dc.gov/healthguidance. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

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

In addition to current cleaning activities routinely carried out in schools, DCPS will follow the enhanced and deep cleaning and disinfection guidelines outlined by the DC Office of the City Administrator (OCA). Custodial staff and contractors will use CDC-recommended products with United States Environmental Protective Agency (EPA) approved emerging viral pathogens claims. DCPS will follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

Custodial staff will be directed to adopt the following general practices:

- Staff will wear disposable gloves when cleaning and disinfecting surfaces. Gloves should be discarded after each cleaning. If reusable gloves are used, those gloves should be dedicated for cleaning and disinfection of surfaces and should not be used for other purposes. Consult the manufacturer's instructions for cleaning and disinfection products and the use of gloves. Wash hands immediately after gloves are removed.
- Areas should remain well ventilated while cleaning and disinfecting.
- If surfaces are visibly dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- After cleaning is performed, staff will perform a disinfection of each cleaned surface, such as using a disinfectant spray.
- For disinfection, staff will refer to the list of CDC-recommended chemicals.

Enhanced Cleaning will be the daily standard cleaning routines custodial staff complete with particular focus on all frequently touched surfaces in common areas and restrooms, including but not limited to doorknobs and push/pulls, light switches, elevator buttons, tables, sink faucets, toilets, chairs, and any other common area hard surfaces. Restrooms will be cleaned throughout the day depending on custodial staff workload and availability.

Deep Cleaning will include cleaning of all vertical and horizontal surfaces in the school building in addition to the practices outlined above, using additional dedicated time to thoroughly clean all surfaces students and staff may encounter inside the school building

In the event that an individual in a school community tests positive DCPS will continue to work with our custodial staff to perform the necessary cleaning, sanitization, and disinfection needed as outlined in DC Health and OSSE guidance, dependent on how much time has passed since the individual last used the facility. In the event we require additional help, we will continue to work with the Department of General Services (DGS) to request contracted custodial support.

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

Schools will create as many entry points as they have staff to accommodate to facilitate social distancing during arrival and dismissal, with staggered schedules. Stanchions, cones, and barricade ropes will be used to help staff and

students abide by social distancing guidelines during arrival to school. Floor disks and tape will also be used to visualize how individuals should remain six feet apart to comply with health guidelines. This demarcation will be used in hallways, classrooms, stairs, and elevators (which should hold no more than two people at the same time).

Prior to welcoming back students, custodial and school operational staff will arrange classrooms, learning spaces, offices, stairs, and other shared spaces in schools in order to support social distancing. Adjustments include furniture arrangement, such that desks and student seats are placed six feet apart. We will also use carpet tiles in classrooms for younger students to help facilitate social distancing. In instances where mats or cots are needed for nap time, those will also be arranged head to toe and allow for at least six feet of distance, head to head, between students.

DCPS central office operations teams will conduct building walkthroughs prior to schools reopening, as well as ongoing monitoring visits, to ensure facility set-ups meet all requirements.

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

In partnership with the Department of General Services (DGS), DCPS is consulting American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) guidance to inform potential HVAC enhancements across all schools to ensure a healthy environment for our staff and students. This includes, but is not limited to, evaluation of filter replacements and increased fresh air ventilation into our classrooms. Building specific HVAC plans will be developed and implemented.

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

Learning Models

In the all-virtual schedule, all instruction will be provided remotely, with a mix of live and asynchronous activities on a consistent schedule.

For Term 2, across all DCPS elementary schools, one classroom per grade will have a teacher leading in-person instruction for a small class of up to 11 students. The daily schedule will be similar to a typical school day. Additional teacher-led classrooms will open specifically for students receiving special education services prioritizing seats in self-contained classes.

DCPS will also offer PK-5th grade CARE classroom seats. CARE stands for "Canvas Academics and Real Engagement." In these small-group classrooms, students will have supervised care for the school day from a caring adult who is not their teacher. Students will have the benefit of being with their peers at school but will participate in lessons virtually on a computer.

The opportunity to participate in learning at school will be based on staff capacity at each school. Therefore, DCPS will prioritize certain students who may need the most support, in alignment with our commitment to equity.

All families will have the option to keep their students on an all-virtual schedule, including students with IEPs or EL needs. Students who are initially on an in-person schedule can also shift into all-virtual at any point.

Educational Materials

DCPS is prepared to ensure students have the materials they need to participate in virtual learning. This includes technology – both devices and internet access – and any physical learning materials that cannot be accessed online. Students who do not have access to their own device or Internet access will be supplied with one by DCPS. Schools will set and communicate a schedule for the distribution of technology and other learning materials, as needed, for their students and families.

Students will have designated spaces to keep their own supplies to reduce sharing. Shared learning materials will be cleaned by school staff between student use if individual materials cannot be provided to students. For classrooms and grade levels that have a high number of manipulatives and reusable materials, additional cleaning supplies will be provided as needed to support this process.

Technology and devices will be disinfected before they are returned to cars or storage. School staff must shut down devices before cleaning, disinfect with alcohol-based wipes or sprays containing 70% alcohol, and follow CDC guidelines manufacturer's recommendations and warning label for cleaning specific devices.

Arrival/Dismissal Procedures at School

DCPS guidance for schools includes staggering arrival schedule to limit queueing, ideally with arrival waves by grade band or last name. For example, a school with 100 students planning to attend in-person may decide on three 15- minute arrival waves and instruct families to arrive within that 15-minute window as they are able. Each individual school's timeframe and wave cycles will vary based on the number of students assigned to attend school in-person on that day, the number of entry points and surrounding outdoor space.

Similarly, DCPS guidance for schools includes staggering student dismissal to ensure social distancing. Dismissal timing for students receiving OSSE transportation will be established on a school by school basis in collaboration with OSSE guidelines and established schedules. OSSE based transportation will be independent from other dismissal schedules. Each individual school's timeframe and wave dismissal cycles will vary based on the number of students assigned to attend school in-person on that day. Suggested strategies to structure the dismissal waves include dismissal by grand band or by type of departure.

Out of School Time Programming

DCPS is not planning to sponsor in-person out of school time programming at this time.

Athletics

DCPS is not planning to offer athletics at this time.

Meals

Specific routines may vary by school depending on the level of in-person services taking place in or around that building.

Until all students return to in-person learning, DCPS will ensure several schools continue as open meal sites and provide grab and go breakfast and lunch to youth ages 18 and younger who are learning at home. The list of sites may vary between term 1 and term 2, and any changes will be communicated to school communities. The meal service locations will be open Monday through Friday from 10am- 2pm; youth 18 and younger may receive up to 3 breakfast and 3 lunch meals at a time. Meal sites will continue to enforce social distancing.

During term 2, meal service will vary. For schools hosting in-person programming (approximately 80 school sites);

breakfast and lunch will be served onsite to students in in-person programming. Breakfast will be served as a grab and go style, students will collect as part of the arrival process and will take to their classroom for consumption. Lunch will be delivered directly to classrooms. With meals being consumed in classrooms, classroom based staff will need to support with cleaning before and after mealtime by wiping down surfaces and ensuring trash is placed in the receptacle. During mealtime, social distancing will be maintained. Students will wash their hands, or use hand sanitizer, before and after meals. Students will be able to remove their face covering during mealtimes.

PPE

When reporting to in-person work, staff are required to wear a face covering or mask at all times. All students are required to wear face coverings or masks, unless there are unique circumstances that apply, in alignment with DC Health and OSSE guidelines. Face coverings and masks may be removed when eating meals or drinking beverages.

As part of the daily arrival process, staff and students will be provided with a non-surgical face mask for each in-person learning day. Students and staff may bring their own face covering or mask. Clear communicator masks will be provided for staff who identify as or who regularly work with students identified as being deaf or hard of hearing, or who require clear speech or lip-reading to access instruction.

Enhanced PPE includes gloves, face shields, medical gowns, shoe covers, and utility aprons. Enhanced PPE will be provided for staff members whose roles increase the likelihood of being in closer or more frequent proximity to other staff and students such as principals and school leadership, specialized program staff (e.g. early childhood education, specialized instruction), itinerant staff, related service providers, and behavioral support staff/security.

Additionally:

- Staff working with other individuals who may be known to have COVID-19 or are exhibiting symptoms of COVID-19 will wear additional PPE, in accordance with OSSE guidelines (e.g. surgical mask, eye protection, medical gown, gloves).
- Custodial staff will wear a face covering, gown/coverall, gloves, and other PPE as needed based on the type of cleaning.
- Food-service staff will wear a face covering and gloves when handling food.
- School nurses will follow guidance for Healthcare Providers per DC Health.

Instructional Delivery Plan

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

Instructional Methods and Platforms

With consideration of guidance from DC Health, DCPS will start School Year 2020-2021 virtually, with all students learning from home. This will apply for all grades – Pre-K through 12 – and will last at least through Term 1 from August 31 to November 6. DCPS worked with over 200 teachers and staff to transfer our curriculum to an online experience, which will allow for a more user-friendly, efficient and organized approach to virtual learning. Individual educators will update and adapt learning at home materials to meet the needs of all students.

Canvas, our online, common learning management system, will be used by teachers and students to keep learning at home resources in one place. Canvas allows students to see daily and weekly schedules and keep track of assignments all in one place. Students will log in, see assignments, submit work, and receive feedback – all in Canvas. Other learning tools will be linked through Clever. The Canvas courses will link learning applications through Clever which will ensure students can access relevant grade and content-specific resources. Live instruction will occur on Microsoft Teams. Students and teachers will utilize Microsoft Teams to interact directly. Links to joins these live lessons will also be on Canvas. Additionally, at the elementary level, students will be provided with consumable materials to support them with engaging in learning at home such as workbooks for ELA and Math, as well as take home kits of letters to support with foundational literacy.

Instructional Hours

Students will experience a range of synchronous instruction opportunities including whole group, small group and (potentially) individual check-ins across the week. This instruction will be supplemented with asynchronous learning opportunities, on-line learning program usage, group work and independent assignments. Virtual schedules are more robust four days of the week, allowing for a 5th day (Wednesday) for tailored support (e.g. teacher check-ins, small group instruction), independent study, and supplemental programming, such as college and career exploration, advisory, and community building. For all grade levels, while sample schedules will mirror a full 6-hour school day, students and families can use their time flexibly and access materials outside typical school-day hours.

On most days, our Pre-K and elementary students should anticipate 1-3 hours of live lessons with their teachers; and older students in middle school and high school should anticipate 4-5 hours of live lessons each day. The remaining time is dedicated for students to engage in asynchronous learning such as independent study, completing assignments, and collaborating with other students. Sample schedules can be found at DCPSReopoenStrong.com/schedule.

Additionally, DCPS has added five instructional days to the SY20-21 calendar, for a total of 185 student days.

Training and Professional Development

Over two weeks in June, DCPS offered a variety of professional development experiences to school leaders, teachers, and staff to support a successful start to next school. It included a mix of required, optional, live, and recorded sessions, as well as school-specific time for each school community to process and learn together. Given what we knew at that time, content focused on leading successful hybrid learning at home and at school; cultivating wellness in trauma-responsive schools; and applying best practices in a school-specific context.

Virtual professional development opportunities for staff planned throughout August are focused on getting our school leaders, operations teams, and teachers ready to maximize learning at home. This includes key events such as:

- August 3-6: Summer Leadership Institute for all principals, assistant principals, and LEAP leaders; and
- August 24-28: Pre-Service Week for all school-based staff.

Like the June offerings, these events included a mix of required, optional, live, and recorded sessions – covering a range of key topics such as instructional leadership in a virtual/hybrid learning environment; enabling conditions for teaching, learning, and measuring student growth; planning with Canvas Course Companions; building a master schedule; implementing trauma-responsive practices.

Progress Monitoring

While summer professional development serves as a launching pad for a strong reopening, DCPS will continue to develop, support, and monitor schools throughout the school year – leveraging the existing Cluster Support Model. In this model, Instructional Superintendents ensure integrated supports to schools across content areas based on qualitative and quantitative data reviews across multiple indicators (academics, attendance, behavior, and engagement), in alignment with each school's goals.

Assessment and Promotion Policy

A. Assessment

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

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

Achievement Network (ANet) ; Developmental Reading Assessment/DIBELS/Acadience Reading ; Reading Inventory (RI)

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

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

All DCPS schools will administer the following assessments, aligned to DCPS Capital Commitment Goals.

Required:

- DIBELS
- TRC/RI (2nd grade only)
- ANet ELA
- ANet Math

Optional: School leaders, with the approval of their Instructional Superintendent, may determine additional required assessments for measuring progress on their school's instructional goals, choosing from the following options:

- Reading Inventory (3rd-10th grade)
- Phonics Inventory
- i-Ready Math
- MAP Math
- MAP Science
- STAMP/ALIRA
- SAGE
- Typing Agent

In addition, DCPS has embedded Required Curricular Tasks (RCTs) into the K-12 core curriculum. RCTs are curricular embedded checks for mastery in the core content areas. These are standardized, coherent measures to equitably assess student progress district-wide, and they should not be adjusted. RCTs can be found within the

curriculum approximately twice per term in most content areas. LEAP PD teams will engage in collaborative analysis of results and responsive planning of instruction.

DCPS is prepared to administer assessments wherever students are experiencing instruction, whether hybrid or 100% virtual. DCPS worked with test vendors to develop processes for virtual administration, including accommodations, and training for DCPS test coordinators. All external assessment vendors completed a survey to determine the viability of virtual administration during the 2020-2021 school year. All required and all optional assessments are accessible remotely. Students must have a stable internet connection, compatible device, and any assessment specific materials. Many of the assessment platforms include embedded test security features. Different forms of time restraints for virtual administration can be created at the school level for most assessment platforms. For example, a school can set the hours availability for the BOY i-Ready Math Diagnostic to be 9:00am-11:00am or schools can provide a wide window for students to complete their assessment (e.g. up to one week). Most assessment vendors have created guidance documents for test administrators and families The majority of the diagnostic assessment vendors have created guidance for the use of virtual administration data. Each assessment has an external technical support team available to assist schools and families.

As part of DCPS' commitment to students and families, formative and interim assessments used during SY20-21 must be time efficient, have instructional value, and clearly communicate student progress. Our primary focus for assessment for this school year is to ensure that educators have data available to target instruction and meet students' needs, including universal screeners for interventions, and sharing progress with families. Data will also be used at the school, cluster and district level to compare performances trends across grades, schools or years so that we can adjust our approaches and/or supports. The SY20-21 Assessment Calendar can be found here.

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.**

DCPS believes that grades are in the service of ongoing learning, to provide timely feedback and personalized instruction, while making a record of growth and development over the school career. Based on lessons learned during the spring on how to best support students and promote learning, DCPS has made the following determinations regarding grading and promotion.

Elementary Grading

Early Childhood Education teachers will continue to use the Teaching Strategies GOLD system for documenting children's progress and development across developmental domains (language, literacy, cognitive, math, social emotional, physical). At each grading period children will receive marks for individual skills or expectations within each area of development indicating if children are below developmental expectations, meeting developmental expectations, or exceeding developmental expectations. Report cards will be generated through GOLD, and families will access children's report cards through the online GOLD portal.

K-5 students and teachers will follow the guidance below:

- DCMR: According to DCMR, the "degree of achievement by a student of the standards in each content area as follows:
    - 4 = exceeds the standard (Advanced).
    - 3 = meets the standard (Proficient).
    - 2 = approaches the standard (Basic); and
    - 1 = does not meet the standard (Below Basic).
- For skills or/expectations within subject areas, sub-marks shall be given as follows:
    - S = Secure.

- D = Developing.
- B = Beginning; and
- N = Not Introduced.

Secondary Grading

- Term mark calculations are based on Student Engagement (20%), Practice and Application (40%) and Assessment (40%) to reflect the diverse nature of student work. All student work must be scored objectively and grades are supported with evidence and documentation.
- The final mark calculation will be based on an average of all term grades (no additional weighting for midterms or finals). Assessment is already 40% of each term grade and this will ensure that students' grades would not be dramatically impacted by the result of one or two big tests. It will also make final grades easier to calculate and more understandable and transparent for students and families.
- All letter grades of "A" or "B" earned will automatically be published on a student's transcript; All letter grades of "C" or "D" earned will automatically be published as a "P" on a student's transcript; All failing grades will automatically be published as an "I" on a student's transcript, and they will have an opportunity to complete the course in the spring/ summer; Students who wish to have C and D letter grades published as is or wish to have A and B letter grades published as "P"s may request this modification to their transcript. This will help keep students motivated to complete at-home work and earn high marks, while creating a safety net for students who are earning lower marks than usual. It also allows for students who were relying on increasing their GPA (for scholarships, athletic eligibility etc.) to do so. We already successfully implemented this in the spring.

Promotion

DCPS believes that it is our responsibility to meet the needs of all students through tiered supports. Some students will require intensive interventions so they can meet standards to promote. Because students may not have in-person access to critical supports and interventions during at-home learning we do not think it is generally in their best interest to keep them from progressing to the next grade through *mandatory* retention. For school year 2020-2021, no student should be retained unless the family and school agree that it is in the student's best interest. In addition, students who have already been retained once should not be retained for another year even if the family and school agree that such a retention would be in the student's best interest.

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.**

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

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

   ☐ Option A: The LEA is using a learning management system (LMS) for distance learning.

   ☐ Option B: The LEA is not using a learning management system (LMS) for distance learning.

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

DCPS has elected option A and is using Canvas as its learning management system (LMS) for distance learning. During virtual learning, the curriculum will be accessed via Canvas, which will allow for a more user-friendly, efficient and organized approach to virtual learning. Attendance for all students will be compulsory. Attendance will be recorded based on the student activity in Canvas each school day between 6:00 am and 11:59 pm. Any activity within Canvas will automatically transfer to Aspen and translate into attendance for that day. To be counted as present a student must log into Canvas, click on the link for the day's activities, click on a Teams meeting link, open a Canvas Course Companion, or work on an assignment in ClassNotebook within Canvas.

Absences will be imported into Aspen automatically overnight. There are no additional steps required for school staff to ensure that absences from Canvas import into Aspen each night. If students do not have access to technology or have internet connectivity issues the student or their parent/guardian will be expected to call a designated attendance POC at each school who will log in their connection.

Teachers will monitor participation in live synchronous instruction as well as tracking successful engagement with online learning activities. If students need to miss a live synchronous class, students will be advised to communicate with their teacher about how to make up for missed learning.

- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
- What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
- What constitutes evidence of education engagement daily for the student to be marked present?

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?**

Daily attendance will be recorded by signing into Canvas. Students will be expected to log into Canvas each school day between 6am and 11:59pm. Only students who did not log in will be considered absent for the day. Absences will be imported into Aspen automatically overnight. There are no additional steps required for school staff to ensure that absences from Canvas import into Aspen each night. Each day DCPS will continue to supply OSSE with daily attendance exports that reflect attendance for the previous day.

Whole Student Support

A. Student Support

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

Social-Emotional and Mental Health – Trauma-Responsive Practices

Before this pandemic, DCPS was committed to trauma-responsive practices for all students and continues to prioritize trauma treatment and practices as we prepare for school year 20-21. Schools were readied to implement DCPS' Trauma Responsive Schools (TRS) model via several professional development opportunities. Schools were specifically charged with developing re-opening and recovery plans that emphasize Relationships, Routines and

Resilience. To that end, each school will demonstrate evidence in their plans for how they will implement "Five Non-Negotiables".

1. Every teacher spends dedicated time with their classroom or homeroom students to build relational trust.
2. Every student is greeted with positive and affirmative language daily and with each classroom transition.
3. Every school should include opportunities for staff wellness.
4. Every school provides opportunities and designated space to practice emotional regulation.
5. Every school teaches, models, and reinforces school-wide behavior expectations for students and adults.

Schools have received professional development on how to implement these strategies both in person and virtually. The School Mental Health Team and the Social Emotional Learning Team will provide technical support to schools throughout the school year to ensure that the strategies are being implemented to promote recovery.

In addition, school-based mental health teams will continue to support students at all levels of need. The School Mental Health Team offers 19 Evidenced Based Treatments and Practices (EBT's) to include trauma-focused interventions for students of all ages. School mental health providers will be trained on completing assessments using a trauma informed lens at the start of this school year.

Academic Interventions

Our approach to providing instruction in response to unfinished learning in the SY19-20 year begins with designing updated scope and sequences for our tier 1 classes that address these missed standards and topics through organic integration into the SY20-21 scope and sequences for our courses. Additionally, we have embedded frequent checks for mastery within the curriculum as an effort to support teachers with identifying student learning gaps early in order to frequently maintain a pulse of content acquisition and provide differentiated and responsive instruction. For students who demonstrate the most significant academic needs, academic intervention plans are created within schools that clearly identify learning gaps, appropriate interventions to address these gaps, and structured methods to monitor and respond to student progress.

B. Behavior

12. **Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**
    • **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
    • **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
    • **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

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

DCPS understands that learning takes place in safe, supportive and predictable environments, whether virtual or face-to-face. The following guidance seeks to ensure teaching and learning contribute to positive student engagement and increased student achievement.

Updates to DCPS Discipline Guidance

Per the Student Fair Access to Schools Act (SFASA) (2017), the restriction on suspending students in grades 6 – 8 for behaviors that do willfully cause, attempt to cause or threaten to cause bodily harm goes into effect at the beginning of SY 20-21. At the beginning of SY 19-20, similar restrictions went into effect for grades K – 5. This school year, the SEL & School Culture team will intensify its support to schools with grades 6 – 8 to support their development of alternative to suspension strategies. In addition, the DCPS Student Behavior Guidance document is being updated to reflect the implementation of the next phase of SFASA.

Role of SEL-School Culture Team

The Student Behavior Team will continue to ensure student misbehavior during *Learning at Home* is managed effectively aligned to Chapter 25 and the SFASA. The Student Behavior Team will be available by email and telephone consultation with school leaders to address student discipline concerns that may occur during *Learning from Home* or on school grounds. The cluster's SEL specialist and/or district-level restorative specialists will provide support on-site by request. The Student Behavior Team will respond to allegations of cyber harassment or discrimination through the following reporting protocol:

- Notification from the Principal and/or School Leadership Team
- Informing the CARE Team and completing the Incident Reporting Tool (IRT)
- Documenting the infraction in the Student Behavior Tracker (SBT)
- Collaborating with the School Mental Health Team to identify student interventions and support

Learning from Home Behavior Matrix for Schools

Behavior most likely to occur in a virtual elementary setting

Person(s) Responsible	Behavior	General Responses
Teacher	• Academic Dishonesty • Disrupting the learning environment • Inappropriate language or gestures ○ Verbally/Posted • Posting material unrelated to the topic in the chat • Tardiness	• Verbal Redirection • 1-on-1 student consultation • Parent Contact • SEL Reflection Activity • Student Accountability Plan
Behavior Team and/or School Administration	• Bullying (within the chat) • Cyberbullying (social media) • Display of weapons (real or replica) • Engaging in sexual behavior • Posting of pornographic material • Unauthorized use of school equipment • Use of profanity	• Parent Contact • Virtual ISS • Student Accountability Plan • Bullying Prevention Safety Plan • Individualized Student Safety Plan

Behavior most likely to occur in a virtual secondary setting

Person(s) Responsible	Behavior	General Responses
Teacher	• Academic Dishonesty • Disrupting the learning environment • Inappropriate language or gestures ○ Verbally/Posted • Posting material unrelated to the topic in the chat • Tardiness • Use of profanity	• Verbal Redirection • 1-on-1 student consultation • Parent Contact • SEL Reflection Activity • Student Accountability Plan
Behavior Team and/or School Administration	• Bullying (within the chat) • Cyberbullying (social media) • Display of weapons (real or replica) • Engaging in sexual behavior • Gang affiliation or activity • Posting of pornographic material • Unauthorized use of school equipment • Use of, selling, or distributing drug(s) or paraphernalia	• Parent Contact • Virtual ISS • Student Accountability Plan • Bullying Prevention Safety Plan • Individualized Student Safety Plan

Responding to Student Behavior

All schools will continue to address student discipline with fidelity aligned to DCMR Chapter 25 and the Student Fair Access to Schools Act (SFASA). Research tells us that, students most positively respond to expectations when they have strong relationships with adults in their schools, especially their teacher(s). The following guidance is provided to schools with regards to responding to student behavior during SY20-21:

- Schools are encouraged to use the following non-negotiables for trauma-responsive schools to support positive student behavior, which include: (1) use positive and affirming language daily; (2) provide resources to support self-management; (3) spend dedicated time to build relational trust; and (4) teach, model and reinforce school-wide behavior expectations.
- School are encouraged to build on the learning shared during June PD with all staff (via the Cultivating Wellness through Trauma Responsive School learning series) and specifically with school-based behavior teams (via the Reinforcing Conditions for Learning Through Behavior Supports learning series), as they think of the best strategies to create the conditions for positive student behavior and/or intervene to support students who are struggling to met behavior goals or expectations.
- Schools will use a *Learning at Home* Behavior Matrix to guide thinking about how to respond to student behaviors that are most likely to impact virtual environment.
  - If other infractions occur for which schools are challenged with identifying the appropriate intervention or response, the Manager of Student Behavior is available to provide guidance and support to schools.
  - To further address the needs of the student, teachers should consider other supports and interventions in the delivery of virtual instruction to foster positive engagement and academic progress.
- If the student has a disability, staff will consult with the student's special education case manager or the 504 coordinator.

Virtual In-School Suspension (VISS)

Virtual In-School Suspension is an alternative learning environment for those students who are experiencing difficulties while *Learning at Home*. This space will allow students to reflect, engage in SEL curricula and classroom assignments with the ISS Coordinator. VISS can be monitored by any of the following stakeholders: ISS Coordinator, Dean, Behavior Tech, or another non-instructional staff member who has been trained on the ISS Guidance and Student Behavior Tracker.

Out of School Suspensions

DCPS has decreased out-of-school suspensions significantly over the past two years as a result of the Student Fair Access to School Act (SFASA). During SY20-21, responding to student discipline will potentially take place virtually and in-person. When responding to student discipline in-person, school leaders should continue to follow the expectations of the SFASA. However due to the reduction in the number of days that students will be engaged in face-to-face instruction, school leaders are strongly encouraged to reduce the number of out-of-school suspension days typically assigned per incident. In addition, it is recommended that out-of-school suspension be limited as a response to severe Tier 4/5 infractions.

Family Communication & Completion of Missed Work Assignments

If students receive a consequence to be excluded from distance learning, parents will be notified immediately by the school leader. Parental notification can take place via phone call, email or virtual meeting. Also, upon return to the virtual learning space, students will have the opportunity to review recorded lessons to complete missed work assignments.

DCPS will follow the current practice of informing families when their student(s) have been excluded from distance learning. The current practice is as follows:

- School will document incident in the Student Behavior Tracker (SBT). SBT will generate emails and letters to parents.
- Parent is contacted via phone call, email, or text to inform them of the behavior and assigned intervention (or consequence) for their student(s). Parents are not informed of other students that may have been involved, their interventions (or consequences), or injuries to avoid violating FERPA.
- If a student is assigned Virtual In-School Suspension (VISS), the student will be removed from their regular channel and assigned to VISS where they will receive SEL support, participate in restorative practice activity, and complete classwork.
- If a student is assigned an Out-of-School Suspension (OSS), student will be removed from Microsoft Teams and will receive instruction/assignments via Canvas. If the student does not have access to internet, an educational packet will be mailed to the residence or retrieved from the school.
- A virtual re-entry conference will be held with parent, student, and administrator.

Special Populations

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

school year and how LEAs will communicate those services to families;

- **The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and**

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

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

Supports for Students Receiving Special Education Services

The DCPS Division of Specialized Instruction will support schools in maintaining IDEA timelines by providing written guidance, professional development and on-going technical assistance to schools to meet their IDEA obligations, including child find, eligibility, initial and annual IEP meetings and progress monitoring. All IEP events in SY20-21 will be virtual.

All students with IEPs will have Individualized Distance Learning Plans (IDLP) to ensure that parents and providers collaborate on the provision of related services and specialized instruction during distance or hybrid learning. This may or may not include teletherapy for related services. Providers will continue individualized support for families of students who receive remote services. Families will have access to quarterly engagement and training, as well as individualized technical assistance.

All related service providers send letters to families introducing themselves and setting up a schedule for virtual service delivery. All related service providers participate in an IDLP for students on their caseloads. The IDLP allows the provision of parent consultation from the related service provider to address the needs of the student. Examples of parent consultation may include video conferences, strategies and extension activities to practice skills learned in therapy. Audiologists and physical therapists will provide training videos and exercises to parents on how to maintain and support students with hearing amplification and physical impairments.

School mental health teams are supporting students at all levels of need to include students who receive behavior support services (BSS) prescribed on an IEP or 504 Plan.

- Families who choose all-virtual school will have all-virtual related services.
- Should health conditions allow, families who choose HYBRID for their students in full-time, self-contained programs (ex.BES) will have in-person, related services as much as possible.
- Should health conditions allow, families who choose HYBRID for the students who are partially to fully included in general education will have virtual related services in order to prioritize instructional time.

Students with IEPs and 504 plans will participate in District level and individualized assessments to determine the impact and severity of learning loss. Students will have recovery plans in alignment with general education students that include new learning and social-emotional recovery.

Special education teachers will track the provision of specialized instruction in a DCPS Quickbase application. Related service providers will continue to document services in SEDS.

To support parents of students with disabilities, DCPS has hosted and planned several Parent University sessions including:

- Helping Your Child Manage Stress (recorded previously)

- Managing Your Stress During Challenging Times (recorded previously)

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

- Coping With Grief and Loss (recorded previously)

- Helping Our Students Respond to Trauma Exposure as We Return to School (August 28)

- Navigating IEP Process and Virtual Related Services (September 1)

While DCPS does not track the disability needs of family members, our Canvas Learning Platform includes many accessibility features for all users, including and not limited to: immersive reader, translation and dictation. When families reach out to DCPS for additional support, we are pleased to make connections with community partners that support adults with special needs on behalf of families.

Supports for Students in the Care of DC or Experiencing Homelessness

Students and families experiencing homelessness may be disproportionately affected by the pandemic. In support of our students and families, the Student Placement Team and the School Mental Health Team are working collaboratively to avail practical resources, i.e. grocery cards, to homeless students and families as well as social emotional support up to and including crisis support.

The primary functions of the Student Placement Team are to identify educational location/placement options, provide connections to needed resources and identify and implement supports. To successfully fulfill its mission the Student Placement Team has established and maintained effective working relationships with several key District of Columbia government agencies and stakeholders to support homeless students, court-involved students, and students that are wards of DC, including:

- DC Department of Youth Rehabilitative Services
- DC Department of Child & Family Services Administration
- DC Court Services
- DC Department of Human Services
- DC Department of Victims Services (Safe & Lethality Program)
- Metropolitan Police Department
- Juvenile Behavior Diversion Program Stakeholders

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

EL Program Model

Students found eligible for English as a Second Language services and supports will receive the required ESL service hours according to their individual English language proficiency (ELP) levels. Students at the beginning levels of ELP (WIDA Levels 1-2, with particular focus on Newcomers), will receive more comprehensive supports which may include both in-person and virtual language development support. ESL teachers will work with the English Learner students to build their proficiency in the four language domains-speaking, listening, reading and writing while supporting students' access to their grade level content. Effective language development occurs when it is integrated with content/grade level learning.

DCPS will continue ESL and Dual Language program goals during distance learning and services are provided aligned with the features and requirements of each program model, as defined by OSSE:

- Inclusion/Collaborative Teaching
- Dual Language
- Content-Based ESL Instruction
- Newcomer Programs and International Academies
- Sheltered Content Instruction

Students identified as ELs, who have a parental exemption, are excluded from ESL supports and services but must still participate in the annual ACCESS testing to assess language growth.

Language Goals

Student ELP levels can be found on the EL Data Platform, ELLevation. Students' testing history, notes from the intake interview and language goals can also be found on ELLevation. ALL DCPS teachers can have access to ELLevation and ESL teachers will create the Language Goals for SY20-21 in the 4 domains upon opening of school and based on latest Language Proficiency scores on file. Instruction and support for students who are ELs with exceptionalities will be a collaborative effort. If there are relevant language goals, they should be included in the student's IEP.

Instruction

Early Childhood Education (ECE)

ESL teachers should work in cooperation with ECE classroom teachers and instructional assistants to incorporate appropriate ESL strategies into the ECE curriculum and activities. If staffing permits, an ESL teacher can provide inclusion services otherwise the ESL teacher should provide consultative services.

Elementary ESL Services

Students at the beginning levels of ELP (WIDA Levels 1-2, with focus on Newcomers), should receive more comprehensive supports which may include both in-person and virtual language development support. This may include a combination of language development classes, sheltered content classes, and an inclusion/co-teaching model.

Language Development instruction should be purposefully integrated into ELs content classes. This should include the use of language objectives and ESL specific scaffolds for all content lessons. Newcomer ELs should also be instructed using the English language development curriculum Our World Starter or Our World Level 1, along with the Words Their Way program for phonemic practice.

It is recommended that all ESL teachers assigned to co-teach, be scheduled for the same planning period as their core content partner for the sake of effective collaboration. It is recommended that all co-teachers (ESL, Special Education and General Education) follow a collaborative instructional cycle for best results.

Middle School and High School ESL Services

Students at the beginning levels of ELP (WIDA Levels 1-2), with focus on Newcomers and Students with Limited/Interrupted Formal Education (SLIFE), should receive the most comprehensive supports which may include both in-person and virtual language development support. Best practices include a combination of language

development classes, sheltered content classes, and co-taught content area classes when students are taught language and content in inclusive settings.

Language development courses can be found in the course catalogue under F-codes. These courses are designed to support the language development needs of ELs and may include literacy or native language literacy instruction, as well as targeted instruction for Students with Limited/Interrupted Formal Education (SLIFE). Sheltered Content Courses Language Development instruction is purposefully integrated into content classes. This include the use of language objectives and ESL specific scaffolds for all content lessons. Inclusion/Co-teaching -ESL and General Education teachers who co-teach should also co-plan together. It is recommended that all co-teachers (ESL, Special Education and General Education) follow a collaborative instructional cycle for best results.

Itinerant ESL Services K-12

Itinerant ESL Services are provided to schools with smaller EL student populations. Itinerant ESL teachers work with between 3-6 schools every year, supporting EL students and collaborating with the grade level teachers and school administration. Given the re-opening plans for DCPS, itinerant ESL teachers may schedule virtual supports that group students from across school sites.

Access to Content

DCPS has made a tremendous effort to build scaffolds and language supports (i.e. vocabulary charts, sentence starters, videos, writing exemplars) which have been embedded in content course companion courses that were digitalized over the summer. All teachers can access the tools so that EL students access academic content by grade level.

Technology Policy

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

DCPS is prepared to ensure students have the technology - both devices and internet access - they need to participate in virtual learning. Each student will need their own device with a keyboard and unlimited internet access. Preferred devices run either Windows 10 or iOS. Students who cannot purchase their own devices or Internet access will be supplied with these by DCPS. To assess student need, DCPS launched a Technology Access Survey at the end of July that will remain open through the month of August.

DCPS is growing its inventory to over 45,000 student devices for SY2020-21 to support students in need of a device. We are currently assessing student need through a device survey and have reached out to families to promote the survey via email, text messages, robocalls, school communications, social media, and have advertised ways for families to call DCPS to complete the survey. DCPS set an initial deadline for families to complete the survey of Friday, July 31 at 6pm but will continue outreach through August. DCPS will allocate devices to schools based on

survey responses to ensure students in need of a device have one.

Devices issued to students for learning at home will have content filtering applied according to the Children's Internet Protection Act (CIPA). In addition, devices are covered for accidental damage protection and are covered by theft insurance. Students and families will be able to access support remotely for device troubleshooting or other issues but may need to return devices that need to be repaired in person or submitted for a warranty claim. Students and families will be responsible for promptly reporting device issues in accordance with the [DCPS Student and Staff Technology and Network Acceptable Use Policy](#), which students will sign when they are issued a device.

DCPS will offer live training for families on how to navigate virtual learning platforms via Parent University. Additionally, in partnership with OCTO, DCPS will launch direct technical support through a family-facing call center for issues related to devices. For information about technology, including how to obtain a device, how to log into Canvas, get tech support, training sessions and more - families can visit [dcpsreopenstrong.com/technology](#).

Family Engagement Policy

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

All DCPS Schools

Schools should conduct a "Back to School" meeting and an end of the year meeting which includes updates on the Comprehensive School Plan, performance and "glows and grows", Principals will communicate weekly with families. Schools should communicate in a way that considers families' linguistic diversity.

DCPS will communicate with school communities via emails, texts, or robocalls from Blackboard, depending on the urgency of the situation. If needed, we may also utilize the DCPS website or other web based platform for notifications to parents and families. All communications will be drafted by the DCPS Communications team.

DCPS will host a series of Online Parent University sessions specific to reopening and include a variety of timely guidance for families on supporting learning this fall. DCPS will also host Family Townhalls to share information and expectations. These sessions are recorded and posted on the DCPS website so families can access them at any time.

Partnerships between educators and families are critical to student wellbeing and success. This connection is especially important as we navigate the uncertainty of next school year together. We want our families to know we care about them and are here to support them. This can happen in a variety of ways through initial welcome conversations and strong ongoing communication practices. DCPS is providing guidance to educators on beginning of the year virtual relationship building and family wellness checks.

School leaders should set an expectation for two-way communication with families about student's learning, including at least two parent-teacher conferences each year. Schools will have a system for teacher-parent

communication about individual student level progress. (Secondary student progress is recorded every 10 days in the Aspen.)

Title 1

Schools may schedule monthly in-person (or virtual) opportunities for families to connect with school leadership (e.g., principal chats, office hours) that invite parents to offer suggestions and participate in decisions relating to the education of their children. The format should be in response to the needs of the individual school community. DCPS expects schools to provide weekly communication to parents. Communication can come in the form of an email, text message updates, take-home folder or other. To the extent practicable, communications are translated for families who have limited English proficiency.

In alignment with section 1116 of ESSA, each DCPS Title 1 school must have developed in collaboration with parents and families:

School Parent and Family Engagement Policy, which lays out how the school will meet the requirements under this policy and described in section 1116 c-f, including:

- Involving parents and families in making decisions about the policies, programs and activities at the school;
- Holding shared responsibility for high academic achievement (see School-Parent Compact below);
- Building capacity for involvement at the school;
- Communicating transparently with all families, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children; and
- How the school will continue to update the policy, as needed, in response to families and the community.

School-Parent Compact, which lays out the shared responsibilities between the school, parents and families, and students. The compact must:

- Describe shared responsibilities of the school and the parent:
- The school will provide high-quality curriculum and instruction and a conducive environment for students to meet state standards.
- Address how parents will support their student's learning and participate, as appropriate, in decisions about the education of their students.
- Describe parent-teacher communications, including:
  - For elementary schools, how the school shall facilitate parent-teacher conferences, at least annually, during which the compact must be discussed as it relates to strategies that families can use to support their student's individual learning.
  - How the school shall provide frequent reports to parents on their student's progress.
  - How the school shall facilitate reasonable parent access to staff and opportunities to participate or observe in their student's class.
  - How the school shall ensure regular two-way, meaningful communication between family members and school staff, in a language that family members can understand.

Alongside parent and family members, each school should educate teachers, specialized instructional support personnel and other staff in the value of contributions of parents and family members. All staff at the school should understand how to reach out to, communicate with, and work with parents as equal partners and build ties between parents and the school. Schools may train and develop the capacity of a group of parents in the school.

Schools should have a system for updating parents about individual student academic and social emotional progress. For students in grades PK-5 this update can come via a variety of modes, for example; regular email, progress report or weekly take home folder. For students in grades 6-12 this update should come every 10 days via the Aspen Parent Portal.

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

☑ Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☑ LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

☑ LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.

☑ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

☑ During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

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

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

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

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

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

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

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

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

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

LEA Name: DC Public Schools

LEA Leader Name: Aiyana Mourtos

Date: 10-16-2020 11:44 AM