

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

LEA Name: Capital City PCS
LEA Contact: Karen Dresden
LEA Type: Pre-K ; Elementary ; Middle School ; High School
Date Generated: 10/06/2020

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.

¹Term 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.

²These 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.

³Refer 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)?

As our understanding of coronavirus and its transmission grows, Capital City Public Charter School will continue to update its policies designed to minimize the risk of transmission to any staff, students or visitors to the building. Capital City is currently continuing with 100% remote learning at least through November 6, and possibly longer.

Cleaning Schedule

While we are at 100% remote learning, Capital City PCS will maintain the following cleaning procedures:

- **Daily:** High contact surfaces will be cleaned and disinfected daily. This includes our main entry area, designated restrooms, doorknobs, phones and computers.
- **Weekly:** As the building is largely unused, hallways will be swept weekly.
- **Multiple times per day:** Essential employees and teachers using their classrooms to teach remotely will disinfect their work areas with disinfecting wipes provided by the school.

In the event we bring small groups of students into the building for specific targeted support, Capital City will follow OSSE and CDC guidelines for maintaining a clean and safe building. This will include mask use, social distancing, limits of people in a room, frequent handwashing and hand sanitizing and minimizing time spent in enclosed areas. In terms of cleaning, we will routinely clean and disinfect surfaces and objects that are frequently touched; at a minimum, high-touch surfaces must be cleaned and disinfected daily, and as often as possible. We will avoid the use of shared objects; if objects are used by multiple people, the objects will be cleaned with disinfecting wipes between users.

Positive COVID-19 Test, or Community Member becomes Ill

In the event a member of the school community tests positive for COVID-19, Capital City will notify DC Health and will follow guidance from DC Health. We will use interior cameras to determine whether the member of the school community came into contact with anyone in the building and whether that contact was sustained or otherwise presented a risk of transmission.

In the event a member of the school community has been exposed to someone who has tested positive for COVID-19, Capital City PCS will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves, masks and other PPE, as deemed necessary. The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting. Alternatively, Capital City has acquired electrostatic disinfecting equipment to complete the cleaning and disinfecting with internal staff trained in its use.

If a student or staff member becomes ill,

- Student or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:

- Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.
- Once the room is vacated at the end of the day, perform deep cleaning and disinfection of the full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.
- Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements.
- Student or staff member is confirmed to have COVID-19:
 - If seven days or fewer have passed since the person who is sick used the facility, follow these steps:
 - Close off areas used by the person who is sick.
 - Note: If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the COVID-19 positive individual after the students and staff in those spaces leave for the day.
 - Open outside doors and windows to increase air circulation in the areas.
 - Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
 - Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
 - If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

Water Fountains and Restrooms

Employees have been instructed to only use the no-touch bottle-filling stations provided throughout the building, and should not drink directly from water fountains. Signage will be installed and water fountain bubblers will be covered at such time as students return in small groups to the building. Water fountains are cleaned weekly by our custodial team.

As the building is not being used fully and people are not regularly on all floors, not all restrooms are being used regularly. Cleaning and disinfecting restrooms has been focused on the adult restrooms adjacent to the main lobby. Other restrooms may be used, but employees should notify the front desk if they use a restroom other than in the main lobby area so we can complete the necessary cleaning and disinfecting. Cleaning will expand to all restrooms in the building as use of the building expands.

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

As our understanding of coronavirus and its transmission grows, Capital City Public Charter School will continue to update its policies designed to minimize the risk of transmission to any staff, students or visitors to the building. Our primary policy to achieve this goal is to restrict access to the building to as few people as possible. We will maintain a minimal building support staff on-site each day, rotating teams of essential employees on a weekly basis (one week on, one week off) as feasible. This will allow us to have a full complement of security, operations, maintenance, custodial and front desk staff available even if a cohort of employees is required to quarantine.

All employees, with the exception of essential building support staff, are asked to continue to work from home until further official notice from Capital City unless this is not feasible. We have established guidelines for anyone entering the building and will ensure compliance by those in need of short-term access to classrooms or offices. We have made classrooms available to teachers as a base for teaching remotely.

Necessary Building Access

Nobody may enter the building without wearing a mask that covers both nose and mouth, without vents. Plastic shields have been placed on the security desks and main front desk. With the exception of our cafeteria and gym, while no students are in the building, capacity is limited to one person per room as an additional means of enforcing social distancing requirements. All employees are empowered and encouraged to point out social distancing violations and to guide activities to ensure social distancing compliance.

Employees who need access to the building must coordinate with the Building Access Coordinators prior to entering the building. Access could involve (1) one-time, brief access to the building for a specific duration, or (2) regular, extended access to the building (e.g. to help distribute technology/materials to students or to utilize specialized equipment). Absent a specific, pre-approved plan, NO STUDENTS, FAMILY MEMBERS, or OTHER VISITORS are permitted to enter the building. Capital City maintains an electronic list of people in the building each day as scheduled by the Building Access Coordinators.

Prior to entering the building, each employee or visitor MUST complete an online health questionnaire or fill out a paper copy that will be scanned and emailed to the Building Access Coordinators. This will provide Capital City with an electronic record of each person's responses to basic health and potential COVID-19 exposure questions. Upon entering the building, each employee or visitor will be asked the basic questions again, in case responses have changed. Non-essential employees or visitors will only be able to access the building through the main front doors.

A designated building access officer will use a non-contact infrared thermometer to take the temperature of each person entering the building. This will require closer than 6 feet proximity, so the interaction should take place quickly, outdoors or in the main lobby, with both parties wearing face masks over their noses and mouths. Per CDC guidance, a plastic shield is in place between the building access officer and any visitor, so the officer reaches around or over the plastic shield to take the visitor's temperature. The officer will wear gloves and will clean the thermometer regularly. Each employee or visitor entering the building will be signed in at the front desk to document they were in the building that day. The building access officer (likely a member of our security team) will fill in the sheet for the employee or visitor. This process provides a back up record of building visitors, and captures delivery and service personnel who have not applied for access through the Building Access Coordinators.

This same procedure will be used for students at such point when any in-person learning occurs.

Capital City is continuing with 100% remote learning at least through November 6, and possibly longer. Nonetheless, we have secured on site masks for adult or child use (reusable and disposable), face shields, gloves, hand sanitizer, and infrared thermometers. Capital City has considered whether there is a safe way to provide supervision for a small number of students who are unable to complete distance learning at home. This could be due to lack of appropriate space or lack of supervision if adults in the home are essential workers, or other reasons. We continue to plan for this possibility, with any plan following OSSE and CDC guidance. This will include restrictions on building access, limited classroom capacity at or below recommended limits, use of cohorts, and time spent outdoors as much as possible.

For now, absent a specific, pre-approved plan, NO STUDENTS, FAMILY MEMBERS, or OTHER VISITORS are permitted to enter the building. This applies to those picking up materials for distribution.

Families are able to pick up educational materials and technology without entering the building, via a table just outside a designated doorway on our main entry plaza or just inside our cafeteria's exterior doors. We will continue to offer pick up times across several days to minimize crowding at any time and will place cones or markings on the ground to indicate required social distancing while queued. Capital City has served as a meal distribution site since mid-March 2020 and is continuing this effort with the new school year. We will need to adjust to new USDA guidelines.

Any necessary in-person assessments, such as IEP evaluations or EL screenings, will be administered 1:1, with an adult employee or contractor meeting with an individual student for a fixed period of time in a single space. The student's parent/guardian will wait outside. The student and staff member will be required to wear masks while they are in the building. Face shields are also available for adult use, if necessary, in addition to,

not in place of masks. Face shields are reusable, but must be disinfected following each use. Specific rooms have been identified for this use, which are (1) easily accessible from a dedicated outdoor entrance; and (2) close to a restroom that will be cleaned and disinfected following each use. No materials will be re-used by students without thorough disinfection.

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

Capital City PCS will continue to use our MERV-8 filters to allow for better airflow compared to MERV-13 filters, while increasing our air flow rates through our building management software. We have reset the individual HVAC units for each classroom and office space being used by staff to bring in outside air six times per hour. We have implemented this change only for rooms being used. As a LEED-Gold certified building, the building has a closed ventilation system. There are functional windows in most rooms, but with limited capacity to open. The windows are not an important part of the ventilation design.

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 provide meals, 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>.

As our understanding of coronavirus and its transmission grows, Capital City Public Charter School will continue to update its policies designed to minimize the risk of transmission to any staff, students or visitors to the building. Our primary policy to achieve this goal is to restrict access to the building to as few people as possible. We will maintain a minimal building support staff on-site each day, rotating teams of essential employees on a weekly basis (one week on, one week off) as feasible. This will allow us to have a full complement of security, operations, maintenance, custodial and front desk staff available even if a cohort of employees is required to quarantine.

All employees, with the exception of essential building support staff, are asked to continue to work from home until further official notice from Capital City unless this is not feasible. We have established guidelines for anyone entering the building and will ensure compliance for those in need of short-term access to classrooms or offices. We have made classrooms available to teachers as a base for teaching remotely.

Capital City is currently continuing with 100% remote learning at least through November 6, and possibly longer. Nonetheless, we have secured on site masks for adult or child use (reusable and disposable), face shields, gloves, hand sanitizer, and infrared thermometers. We have procured electrostatic sanitizing spray equipment to disinfect spaces in the event of any reported contamination. Cleaning and disinfecting by hand is also part of our daily operations.

Capital City has considered whether there is a safe way to provide supervision for a small number of students who are unable to successfully engage in distance learning at home. This could be due to lack of appropriate space or lack of supervision if adults in the home are essential workers, or other reasons. We continue to plan for this possibility, with any plan following OSSE and CDC guidance. This will include restrictions on access, limited classroom capacity at or below recommended limits, use of cohorts, and time spent outdoors as much as possible.

Any necessary in-person assessments, such as IEP evaluations or EL screenings, will be administered 1:1, with an adult employee meeting with an individual student for a fixed period of time in a single space. The student's parent/guardian will be asked to wait outside. The student and staff member will be required to wear masks while they are in the building. Face shields are also available for adult use, if necessary, in

addition to, not instead of, face masks. (Face shields are reusable, but must be disinfected following each use.) Specific rooms have been identified for this use, which are (1) easily accessible from a dedicated outdoor entrance; and (2) close to a restroom that will be cleaned and disinfected following each use. No materials will be re-used by students without thorough disinfection.

Families picked up educational materials and technology without entering the building, via a table just outside a designated doorway on our main entry plaza or cafeteria. For future distribution of technology or school supplies, we will again provide multiple days and times for distribution to space out the times families come to the building and will again use cones or markings to indicate social distancing while queued.

Capital City has served as a meal distribution site since mid-March 2020 and is continuing this effort with the new school year. We will need to adjust to new USDA guidelines. We are committed to continuing to provide meals to students even while they are learning remotely. Meals are distributed via an exterior door from our cafeteria and families never enter the building for the meals. If students return for in-person learning, meals will be served outdoors or in our cafeteria, to 13 or fewer students at a time.

We will not be offering before- or after-care, or in-person extracurriculars although we do plan to offer extracurriculars through distance learning.

Necessary Building Access

Nobody may enter the building without wearing a mask that covers both nose and mouth, without vents. Plastic shields have been placed on the security desks and main front desk. With the exception of our cafeteria and gym, while no students are in the building, capacity is limited to one person per room as an additional means of enforcing social distancing requirements. All employees are empowered and encouraged to point out social distancing violations and to guide activities to ensure social distancing compliance. Employees who need access to the building must coordinate with the Building Access Coordinators prior to entering the building. Access could involve (1) one-time, brief access to the building for a specific duration, or (2) regular, extended access to the building (e.g. to help distribute technology/materials to students or to utilize specialized equipment.) Absent a specific, pre-approved plan, **NO STUDENTS, FAMILY MEMBERS, or OTHER VISITORS** are permitted to enter the building.

Prior to entering the building, each employee or visitor **MUST** complete an online health questionnaire or fill out a paper copy that will be scanned and emailed to the Building Access Coordinators. This will provide Capital City with an electronic record of each person's responses to basic health and potential COVID-19 exposure questions. Upon entering the building, each employee or visitor will be asked the basic questions again, in case responses have changed. Non-essential employees or visitors will only be able to access the building through the main front doors.

A designated building access officer will use a non-contact infrared thermometer to take the temperature of each person entering the building before they enter. This will require closer than 6 feet proximity, so the interaction should take place quickly, outdoors or in the main lobby, with both parties wearing face masks over their noses and mouths. Per CDC guidance, a plastic shield is in place between the building access officer and any visitor, so the officer reaches around or over the plastic shield to take the visitor's temperature. The officer will wear gloves and will clean the thermometer regularly. Each employee or visitor entering the building will be signed in at the front desk to document they were in the building that day. The building access officer (likely a member of our security team) will fill in the sheet for the employee or visitor. This process provides a back up record of building visitors, and captures delivery and service personnel who have not applied for access through the Building Access Coordinators.

Prior to entering the building and while in the building, everyone must wear a mask over both their nose and mouth, and inside the building everyone must practice social distancing of at least 6 feet. A mask can be removed to eat or drink, but this should be done completely separated from others, isolated in a different room, or ideally, outdoors. People should **NOT** eat together inside the building.

Employees should only use the bottle-filling stations provided throughout the building, and should not drink

directly from water fountains. As the building is not being used fully and people are not regularly on all floors, not all restrooms are being used regularly. Cleaning and disinfecting restrooms has been focused on the adult restrooms adjacent to the main lobby. Other restrooms may be used, but employees should notify the front desk if they use a restroom other than in the main lobby area so we can complete the necessary cleaning and disinfecting. Cleaning will expand to all restrooms in the building as use of the building expands.

Instructional Delivery Plan

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

Capital City PCS remains committed to meeting its mission, goals, and student academic achievement expectations as set forth in its charter agreement, as well as providing the equivalent of 1,080 instructional hours through synchronous and asynchronous remote learning opportunities. The core elements of our instructional approach remain unchanged, and consistent across our PreK - 12 program, including:

1. **Deeper Learning:** Helping students develop critical 21st century skills necessary to succeed in a changing world;
2. **Authentic Experiences:** Making learning compelling for students and connected to the real world;
3. **Personalized Instruction:** Ensuring every student is well known by their teachers and peers, and challenged and supported in their learning.
4. **A Whole Child Approach:** Educating the whole child by focusing on social curriculum, arts, health and wellness.
5. **Family Engagement:** Actively engaging families through conferences, events and volunteering.

Additionally, to address our current circumstances, we developed an Interim Strategic Plan that helped shape our plan for SY20-21. The priorities in this plan are:

1. Implementing a comprehensive distance learning program aimed at academic growth, equity, and providing rich opportunities and experiences for all students.
2. Providing the social-emotional support that our students need at this time to navigate their lives and the world around them.
3. Implementing best practices for supporting English Learners and Students with Disabilities.
4. Strengthening and deepening Capital City's commitment to equity and social justice with the ultimate

goal of closing the racial achievement gap for Black and Latinx students.

5. Assessing the impact of the pandemic on students, and developing a new three-year strategic plan by the end of SY20-21.

Capital City PCS will continue to fully implement the Common Core State Standards for Mathematics and English Language Arts (ELA), and the Next Generation Science Standards. Standards are taught in an inquiry-based approach, and often with the context of an expedition. Teachers develop curriculum maps that outline the content and skills to be taught over the course of the year and resources that will support instruction.

a/b. Instructional Plan

All Capital City PCS students will engage in remote learning through at least the end of the first quarter, November 6, 2020. A decision for the remainder of the school year will be made based on available information and city-wide health trends, and communicated to our community, DC PCSB and OSSE, as soon as possible.

Daily schedules were created by all three campuses with the aim of replicating the Capital City experience as closely as possible for a virtual environment. Social-emotional learning, the arts, health and wellness, and academic enrichment continue to be priorities. Campus teams also solicited and incorporated feedback from families, staff and students in creating their daily schedules.

Capital City has always built time into the schedule for teachers and staff to engage in professional learning and development. During in-person learning, the student's school day would end at 1:30p; during distance learning, we will shift this time to Friday morning, where the school day will begin around 11a. Students are expected to engage in asynchronous work on Friday mornings, and meet synchronously with teachers/crew leaders/advisors starting around 11 a.m., depending on campus.

Lower School Campus (PreK - 4th Grade)

Capital City Lower School will be utilizing two Learning Management Systems (LMS) for coordination of assignments and materials: SeeSaw (PK - 2nd) and Google Classroom (3rd - 4th); and Zoom for synchronous lessons and meetings. Based on feedback, the Lower School schedule aims to create a balance for students between synchronous and asynchronous lessons and on-screen and off-screen time, while maintaining the recommended minutes of instruction to maintain the integrity and rigor of lessons. There will be a Pre-K schedule, and K - 4th schedule. Implementation of the latter may differ slightly as students increase in age, maturity, and independence level.

Students will be expected to attend school Mondays through Thursdays, 9a - 2:30p and Fridays, 11a - 3:30p. After-school clubs and/or other enrichment activities will be available for all students, Monday - Thursday from 3 - 4p. See supporting documents for additional information regarding the instructional day.

Middle School Campus (5th - 8th Grade)

Capital City Middle School will be utilizing Google Classroom as a Learning Management System and Zoom for synchronous lessons and meetings. The Middle School team incorporated feedback from families, students and staff to create a schedule that included (1) more live lessons, (2) more time for students to socialize and build community, and (3) opportunities for support and enrichment throughout the day. Academic blocks will allow time for students to complete assignments, and no additional homework will be assigned.

Students will be expected to attend school Mondays through Thursdays, 9a - 3:15p and Fridays, 11:30a - 3p. Additionally, extracurricular clubs and Math/Literacy Labs will be offered after school on Mondays - Thursdays. See supporting documents for additional information regarding the instructional day.

High School Campus (9th - 12th Grade)

Capital City High School will be utilizing Canvas as a Learning Management System (LMS) and Zoom for synchronous lessons and meetings. The High School team shifted their daily schedule to begin the school day later, at 10a. Feedback from families and students indicated that many of our High School students are tasked with helping their younger siblings start their day, so this slightly delayed start will allow for that. Campus leadership also wanted to ensure students were able to earn the necessary credits, so the distance learning schedule allows for earning up to 6.5 credits for the school year.

Students will be expected to attend school Mondays through Thursdays, 10a - 3:30p and Fridays, 11:30a - 3:30p. Additionally, extracurricular clubs and academic supports, Writing Center, STEM Ready club, and Homework Center will be offered after school on Mondays - Thursdays. See supporting documents for additional information regarding the instructional day.

c. Professional Development

Capital City PCS made the decision to end instruction one week early last Spring to allow time for teachers and staff to debrief distance learning and set the stage for summer work. Teams have been working this summer to prepare for our August staff PD, which starts on August 6th for new teachers and August 17th for returning staff.

During these three weeks of PD, all staff will be trained on best practices for delivering instruction virtually, as well as the chosen platforms for distance learning. The PD schedule has been carefully crafted by Instructional Coaches, and will focus on the following key areas:

1. **Distance Learning:** Prioritizing training on the tools, technology and pedagogy for delivering content in a remote setting.
2. **Curriculum through an Equity lens:** Ensuring curriculum at all grade levels is anti-racist, culturally relevant, and provides opportunities for students to work for social and racial justice.
3. **Special Populations:** Honing practices of Universal Design for Learning (UDL) and providing training to all staff on how best to support English Learners and Students with Disabilities.
4. **Social-Emotional Learning:** Learning tools for building strong teams and connections, modeled throughout PD with staff-focused SEL activities.
5. **Family Engagement:** Sharing strategies for building trusting relationships with families, and utilizing available tools and resources effectively.

d. Monitoring:

Capital City's Senior Leadership Team (SLT) will continue to monitor and check-in on our Continuous Education and School Recovery Plan. This team, which consists of the Head of School, School Principals, the Chief Operating Officer, the Director of Special Populations, the Director of Development and Outreach, the Director of Library and Innovation, and the Director of School Quality, meets weekly. As we found in the Spring, regular check-ins on how distance learning is working, and what adjustments are needed to meet the needs of all students will be critical to ensuring a successful program.

Capital City previously announced its intention to be 100% virtual through at least the first quarter, or November 6th. SLT will also be working to make a decision about the remainder of SY2020-21 by mid-October so that staff, students and families can properly prepare for any change to our format. This decision will hold the health and safety of our students, families, and staff at its core, but it will also be important to ensure that any return to the building (either in a hybrid or full model) continues to build on this plan we've put into place for distance learning. We believe the planning around instruction that we have done will guide our work, regardless of the physical circumstances.

Parent and staff feedback has served, and will continue to serve, an important role in the success of our plan. Capital City families and staff were surveyed in June, and the feedback we received about the elements of our Spring program that worked, and didn't work, was critical to creating this plan. We plan to administer an additional survey at the end of the first month to get a pulse check on how this improved program is working for all stakeholders.

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?

NWEA-MAP ; Reading Inventory (RI) ; Other (identify vendor)

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

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

Capital City will continue to administer NWEA MAP Growth as a formative interim assessment in SY 2020-21. Students will take Growth assessments in Reading (Grades K - 12), Math (Grades K - 8; Algebra 1, Geometry, and Algebra 2), and Science (Grade 5 - 8; Biology). Additional reading assessments will be given - NWEA's MAP Reading Fluency at our Lower School campus and Reading Inventory (RI) at our Middle and High School campuses. Finally, our PreK team will continue to utilize Teaching Strategies' GOLD to record observations for students. While Capital City continues with 100% virtual learning, assessments will be administered remotely utilizing the publisher's testing website and Zoom conferencing to visually monitor testing. Should we be able to return to in-person learning this school year, we will resume in-person testing.

Growth assessments will be administered three times for the year - Fall (Sept/Oct), Winter (Dec/Jan), and Spring (Mar/May); MAP Reading Fluency will be administered three times for the year - Fall (Sept); Winter (Jan); and Spring (May); and Reading Inventory will be administered twice - Fall (Sept) and Spring (May). GOLD checkpoints will be finalized in November, February, and June.

Additionally, instructional teams will continue to use curricular and classroom assessments, as well as daily checks for understanding, to monitor student progress on a more regular basis.

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.

Grading

Capital City employs a standards-based grading system across all campuses. Student grading policies will remain the same at all three of our campuses for SY20-21. Grades are an important way for us to assess mastery and

communicate progress with students and families. High School is adding an option for 11th and 12th grade students, only, wherein they can select to receive a Pass/Fail grade for a course, instead of the standards-based 1.0 - 4.0 scale. Information on grading policies will be explained to families at our Fall Back to School Nights and in our regular newsletter. Policies are also posted on the Family Resources page of our LEA [website](#).

Promotion

Our wish is for all students to make suitable progress and achieve a level of proficiency that enables them to be promoted to the next grade level. Students who fail to meet grade-level standards in literacy and mathematics courses will be required to attend summer school focused on skill development and remediation. If a student does not meet expectations in literacy and/or mathematics, and fails to meet adequate progress during summer school, a comprehensive plan for improvement will be developed through home-school collaboration prior to the end of the first month of school. For students with disabilities, this will be part of the IEP review process. During the COVID-19 pandemic, Capital City will not retain any students at grade level. Capital City is committed to meeting students where they are and helping them get back on track if needed.

High school promotion will continue to be credit-based to ensure that all students are on track to graduate. Capital City will continue to offer summer school focused on credit recovery and is committed to supporting all students in being on track to graduate. See supporting documents for additional information about High School promotion requirements.

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.

The High School campus will not waive any school-specific graduation requirements for SY 2020-21.

However, if OSSE offers flexibility regarding the service requirement for seniors, we will extend that to students.

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

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

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

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

Capital City PCS will be using the following learning management systems for distance learning:

- SeeSaw (Pre-K through 2nd Grades)
- Google Classroom (3rd - 8th Grades)
- Canvas (9th - 12th Grades)

These platforms will be used to share lessons, assign tasks, and receive work from students. They will **not** be used to authenticate daily attendance for students.

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

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

Students will have consistent daily schedules with 2 - 4 synchronous classes per day, as well as a class or small group meeting [Morning Meetings in Lower School; Crew in Middle School; Advisory in High School]. All classes/meetings will take place via Zoom. Students are expected to be present at each synchronous lesson. Teachers/Crew Leaders/Advisors will record attendance in the Rediker Teacher Portal at the start of each class or meeting.

Classes at Capital City PCS are interactive by nature and built on participation. Despite the move to a virtual platform, students will continue to be expected and encouraged to actively participate in class. Expectations for engagement have been clearly communicated to students, and include any of the following:

- **Students will keep their cameras on throughout synchronous lessons, unless permission is granted by the teacher.**
- **Students will participate in group discussions, either out loud or by utilizing the chat.**
- **Students will engage with classwork or Nearpod assignments during class.**

Additionally, teachers have access to Hapara, an instructional suite that helps teachers manage teaching and learning with Google Suite for Education. They can utilize this dashboard in real-time to determine if students are off-task during class, and redirect them.

A student absent from all live sessions in a given day will be identified as "Absent Unexcused." Per current school policy, to excuse an absence, the parent or guardian must provide written documentation (e-mail, letter or note) explaining the reason for the absence within five days of the student returning to distance learning. Valid reasons for absence can be found in our Capital City Attendance Policy.

Capital City PCS will take the following actions to address absences and/or disengagement:

- **Office Managers will communicate daily absences with families following a review of first period attendance. This will serve as a reminder for students to join the day's afternoon classes and/or meetings.**
- **Teachers/Crew Leaders/Advisors will follow up with students and families about student attendance and engagement. Any student with an unexcused absence will be contacted by their Teacher/Crew Leader/Advisor.**
- **Staff will log contacts with students and families.**
- **Campus Student Engagement Teams - admin and specialists identified by each campus - will regularly review engagement data, including attendance, work submission, and LMS usage, to determine students who are disengaged. They will confer with teachers/crew leaders/advisors, and reach out to families via email and/or phone to determine what's needed to ensure future engagement.**
- **Campus Student Engagement Teams may refer students and/or families to our LEA Family Engagement Team for additional follow-up if they are unable to successfully connect with families or feel that families need support for their students to successfully engage with learning.**
- **Students who meet the definition of chronically absent will be reported to Child and Family Services or the Court Social Services Division of the Superior Court of the District of Columbia, as required by law.**

Additionally, Capital City PCS has adopted [Remind](#) as a communication platform and will be training teachers and staff on best practices for using this system to communicate with families and/or students.

Examples of how Remind may be used are:

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure

- Daily messages from Teacher/Crew Leader/Advisor to get ready for school.
- Messages from Teacher/Crew Leader/Advisor 5-10 minutes before class.
- Daily communication by Office Managers regarding attendance.

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?

The manner in which we collect, verify, enter and store attendance data is not changing from our typical process, with the exception of asking teachers to enter period attendance directly into the Rediker Teacher Portal. Office managers and campus administration will continue to follow up with teachers missing attendance on a daily basis to ensure accurate daily accounting; office managers will continue to update individual student's daily attendance codes as absences are excused, etc.; and our Compliance Manager will review attendance monthly to ensure accurate reporting.

Logs from Zoom meetings will also be archived to serve as backup, if necessary.

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.

Capital City PCS is committed to ensuring that all students are engaged in Distance Learning. Engagement teams will be created at each campus to regularly review engagement data, including attendance, work submission, and LMS usage, to determine students who are disengaged. They will confer with teachers/crew leaders/advisors, and reach out to families via email and/or phone to determine the root cause behind disengagement. Where it is determined that disengagement is caused by mental health needs or trauma, teams can refer families to the LEA Family Engagement team for additional follow-up.

Capital City PCS will also employ a Tiered approach to intervention to support students' social-emotional and mental health needs:

Tier 1: Social engagement and connection opportunities will be available to all students. These include Morning Meetings (Lower School), Crew (Middle School) and Advisory (High School); social activities throughout the day such as lunch groups, social clubs, and recess; and continuing extracurriculars in PreK - 12th that students can engage with after the regular school day. Additionally, all staff will participate in Trauma Response Recovery and Social-Emotional Learning training during August Professional Development.

Tier 2: Targeted supports for specific students, including restorative circles, peer mediations, groups led by school counselors, mentoring and support. These students will have regular check-ins with a trusted adult.

Tier 3: Students whose IEPs indicate counseling needs will continue to meet regularly with School Counselors (1 per campus). Additionally, we have approved funding for three Mary Center counselors this school year who would be available to support this work for General Education students.

At Capital City, every student is well known by their teachers and peers, and supported in their learning; students are comfortable reaching out to their teachers and know they will be responsive and supportive. This environment will aid in identifying and providing any academic intervention to students who have lost the most learning during COVID-19.

Additionally, we will be enhancing our work around Universal Design for Learning (UDL) techniques,

training staff on best practices during August PD. This work will be key to distance learning as it provides flexibility of access points to lessons and materials across the board for all students. Daily schedules and class time have been structured to allow time for student support, either individually or in small groups and all campuses have built in additional opportunities for students to receive support through Intervention blocks and/or office hours. Our High School will also continue offering foundation classes as part of their regular class schedule.

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.

Capital City will continue to follow our existing Discipline Policy where relevant to the context of Distance Learning. Key to this is the use of positive discipline and restorative practices. Staff members will treat students respectfully in all situations, rules and expectations will be clearly communicated to students, and consequences for breaking rules will be administered calmly and fairly. Teachers/crew leaders/advisors will continue to collaborate with families on solutions to any ongoing behavioral issues and restorative practices will be used. For repeated or serious infractions, students may be referred to campus administration for follow-up with families, mediation, or further consequences.

Certain serious infractions, including cyberbullying or inappropriate use of technology, may lead to short-term suspension of access to CCPCS technology and accounts. In this case, the decision would be communicated to the student and family by a campus administrator. Students would be provided with hard copies of assignments and materials and be responsible for completing any missed work asynchronously. Students would also receive 1:1 support as necessary to complete work and catch-up on any missed experiences.

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](#).

a. Capital City will continue to work with families to schedule IEP related meetings in accordance with IDEA timelines at mutually agreeable times. Services will continue to be documented through service logs in SEDS, IEP progress reports quarterly, and internal progress monitoring systems.

b. Capital City's Director of Special Populations will continue to collaborate with the School Information System and Family Engagement teams to identify the unique needs families have indicated during the enrollment process. This information will be shared with instructional leadership teams across the LEA to ensure that all families have access to all platforms necessary to support student learning.

c. Capital City will deliver related services for students as outlined on their IEPs, to the greatest extent possible, in a virtual setting. Sessions will be documented as required in SEDS as well as through internal monitoring systems.

d. Capital City will conduct Family Town Halls for students with disabilities to prepare parents to partner with Related Service Providers and Inclusion Teachers to provide support to students with disabilities as needed. Town Halls will provide workshops through video conferencing platforms to inform and train families prior to and throughout the period of remote learning.

e. Capital City will deliver recovery services via synchronous and asynchronous modalities, providing SWDs opportunities to participate in whole and small group general education instruction as well as small group or individual (1:1) specialized instruction delivered in the manner best fitting the student's needs. Prior to the start of the school year, Capital City's Director of Special Populations will notify families of students with disabilities of the overall service delivery plan for the remote setting to include expected additional communication from campus directors, case managers and related service providers to schedule services. The primary mode of service delivery will be through inclusion in the general education classroom. Special education teachers will, to the greatest extent possible, service students in general education sessions in addition to providing small group or individual sessions focused on ensuring student access to the general education curriculum and focus on student IEP goals.

f. Capital City students will be assessed at the beginning of the school year remotely or in-person adhering to health and safety guidance. Students with disabilities will be assessed using grade level diagnostics to set the baseline for progress monitoring throughout the year. This data will be analyzed against data collected during the March 16-May 29, 2020 remote learning period. The data analysis, parent input, teacher input, and where appropriate, student input on remote learning effectiveness will allow Capital City to determine the severity of the impact of learning loss due to the ongoing pandemic. Special education data will be compared to general education data to determine the rate of learning loss to all students.

g. Capital City will conduct additional outreach to families experiencing homelessness and those in the care of the District to ensure that the remote learning plan is accessible. All students will be provided devices and where needed, hotspots for internet connectivity to ensure participation and access to learning during remote learning.

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

- A description of the EL program model and how it will maintain fidelity across in-person, distance

learning and hybrid learning environments;

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

a. Capital City uses a sheltered instruction model in which general educators and inclusion teachers collaborate with guidance and coaching from the campus-level EL Specialist to plan and implement language instruction within co-taught general education classes. Dually-identified students, ELs at levels 1 and 2, and other ELs identified as needing support through the MTSS process also receive targeted tier 2 and 3 interventions led by general educators, inclusion teachers, the EL specialist, and/or the literacy and math specialist. During distance learning, general education classes will take place synchronously and asynchronously depending on grade level on Monday-Thursday, with some tier 2 and 3 interventions taking place as a part of those classes within small-group breakout rooms. Additional small group and individualized tier 2 and 3 interventions will take place synchronously on Fridays.

b. At the Lower School campus, inclusion, content teachers, and the EL Specialist will collaborate to determine 2-3 student language goals in Speaking, Reading, Listening, & Writing for each EL student across the school year. The goals will be monitored quarterly and student growth will be rated on a 1-4 rating system for each language goal. At the Middle and High School campuses, content teachers and the EL Specialist will collaborate to set and monitor progress on language goals for all ELs in Speaking, Reading, Listening, & Writing based on student data and the language skills needed to access and demonstrate understanding in their content area. At all three campuses, the EL Specialist and special education case managers will collaborate to include individualized language goals for dually-identified students in the relevant domains within the student's IEP, which are then included as a part of the IEP progress monitoring cycle. The EL Specialist will also set and monitor progress in individualized language targets in all domains for any students at levels 1 and 2 who are not dually identified, as well as other students identified as needing support through the MTSS process.

c. As described above, language instruction will take place within daily synchronous and asynchronous content classes for all ELs depending on grade level. Dually-identified students, students at levels 1 and 2, and any other ELs identified as needing support through the MTSS process also receive language instruction through tier 2 and 3 interventions delivered in small group breakout sessions on Fridays. At the High School campus, students will attend grade-level support sessions on Fridays as needed.

d. All content and inclusion teachers will complete training on how to ensure EL students have access to academic content through the sheltered instruction model. They will use Universal Design for Learning strategies to differentiate their materials and instruction to meet the needs of ELs. Through weekly co-planning processes, inclusion teachers and the EL Specialist will implement additional modifications and accommodations needed to meet the needs of students at levels 1 and 2, and any other ELs identified as needing support through the MTSS process.

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.

Capital City PCS is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Pre-COVID-19 students' use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. Capital City PCS is committed to equitable access to technology resources necessary for learning for all students. Caregivers will sign and submit a Technology Lending Agreement, and students will be subject to the Acceptable Use Policy.

In March, Capital City surveyed students and families regarding technology needs, and checked in with families throughout the Spring to make sure they had what they needed to fully engage in distance learning. Hotspots were provided to those who requested them in the Spring, and data plans on those devices have since been upgraded. Additional hotspots have been ordered and we will survey each family regarding internet access when they come to school this August to pick up their computer(s) and/or tablet(s).

Capital City PCS has worked this summer to procure additional computers to bolster our existing fleet of classroom-use computers. Every student will have a dedicated home-use computer during the period of distance learning. Students in PreK - 1st grade will be supplied with a ChromeOS tablet (Lenovo 10e); students in 2nd - 12th grades will be supplied with a Chromebook (Lenovo 300e, 1st or 2nd generation). Online training will be provided for all families prior to the start of the school year on appropriate use of both the devices, and the software that will be used for Distance Learning. Furthermore, families will receive contact information for our internal IT team in the event that any ongoing support is needed. Should hardware issues with devices arise, families will be able to exchange their non-functioning unit for a functional one during regular building hours. Capital City IT staff have the ability to handle some repairs in-house, as well as partnerships with vendors to whom units can be mailed for repair.

Capital City PCS utilizes [GoGuardian](#) to funnel all internet traffic on tablets and chromebooks issued to students. This service provides filtering and site restrictions, such as social media, games, certain video content, as well as detection of self-harm and/or explicit content. These detection alerts are received by IT staff, campus administration, and counseling staff. Additional tools to better identify if students and staff are sharing or hosting personally identifiable information (PII) have been added through [Managed Methods](#).

Capital City PCS will maintain its LEA-wide technology policy, as applicable to distance learning. Each campus will have slightly different access to Google G Suite tools (e.g. email functionality), as well as utilizing different educational software. Expectations for use will be communicated with families at the start of the school year.

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).

Capital City Public Charter School was founded by parents, and as such we take the role of families in education extremely seriously. We will continue to encourage collaboration between students, parents, staff, and the community to address and creatively solve any obstacles.

Capital City PCS will continue to send a weekly e-newsletter to families on Monday afternoons, including relevant information and updates for all three campuses and the LEA. The first newsletter of the year will be sent on August 10th, and will be especially comprehensive and include all relevant Back to School information. Texts are sent to families when the newsletter is sent so that they know to look for it in their inboxes.

We will also continue to host regular meetings with families. Our Head of School and Chief Operating Officer host monthly virtual coffees to share LEA-related updates and respond to parent questions. Our Principals will also be holding monthly chats during Distance Learning to share updates and hear from parents/caregivers.

In the event of something urgent that needs to be communicated with families, we typically send an email, a text message, and a robocall (in English and Spanish) to make sure we have reached everyone. We also post communications on the Families Resources page of our website.

Feedback from families is important and informs our thinking and planning. Parent and staff feedback informed many of the changes we have made to our distance learning structure. We plan to survey parents at the end of September to get information on how things are going and to inform our planning for re-opening. We will also hold focus groups in both English and Spanish. We analyze the data from surveys and focus groups and make a point of sharing feedback and actions planned in response with stakeholders.

For each student, there is a teacher who serves as the primary point of contact for caregivers. Typically this is the classroom or inclusion teacher in the Lower School, the Crew Leader in the Middle School, and the Advisor in the High School. Teachers/Crew Leaders/Advisors will hold conferences with each family in August before school starts. This will be an opportunity for students and parents/caregivers to meet their teachers. Teachers/Crew Leaders/Advisors will check-in regularly as the year launches. We are using the Remind app this year to facilitate teacher-parent communications.

We want to ensure that all families have the training and resources needed to support their learners at home. At our Back to School Nights, held in September, we will provide an overview of the various systems that students will be using (Zoom, learning management systems, gradebooks, etc.). We will then offer follow-up sessions for families that are differentiated to meet parents where they are. Our Library Media Specialists have shifted into roles of Distance Learning Coordinators and will be planning and leading most of these trainings. In addition to offering training on the use of technology, we will be supporting families in understanding the curriculum, and learning strategies to support their children at home. Offering a breadth of training opportunities was something we heard clearly that our parents wanted.

Families in Middle and High School can use the JumpRope portal to check their children's grades and look for missing assignments. Lower School families can access information about assignments through SeeSaw. Families receive quarterly grade reports through the mail. Student-led conferences (parents/caregivers-teacher/crew leader/advisor- student) in November, February, April (students at-risk), and June provide information on progress.

To communicate more clearly with families about assignments and expectations during distance learning, we are setting up a Distance Learning Portal for families that will have all relevant schedules and links in one place. This will be linked through the Parent Resources page of our website.

All communications with families are provided in English and Spanish. Our training sessions and meetings are interpreted for Spanish speakers; and all written communication is sent in both languages. Our Language Access Team ensures high quality interpretation and translations, and supports teachers in communicating with parents.

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: Capital City PCS

LEA Leader Name: Karen Dresden

Date: 10-05-2020 10:15 AM