

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

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LEA Type: Pre-K ; Elementary ; Middle School
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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.

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)?**

All janitorial teams are following CDC guidance* on facilities cleaning. At any point when our school buildings are open to students, each night janitorial staff will clean and disinfect high-touch surfaces in common areas, such as door handles, stairway handrails, light switches, elevators, and all fixtures within bathrooms. Those same high touch surfaces will be cleaned and disinfected throughout the school day. If we are running a hybrid model, all hard surfaces in students' classrooms will be disinfected before we switch from one cohort of students to another (e.g., between "group A" and "group B" students). Non-touch surfaces (e.g., ceilings, light fixtures) are subject to existing cleaning procedures.

We are eliminating most shared supplies, where possible. DC Prep will provide a dedicated Chromebook for every student, books and manipulatives dedicated to each student, and school supplies dedicated to each student. In cases where a supply must be shared (e.g. a projector shared between two teachers), it must be disinfected between uses. In addition, we will carefully monitor the cleanliness of educational equipment, toys & nap mats:

- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.
- Nap mats will be individually labeled and stored. When in use, they will be placed at least six feet apart; we will ensure they are laundered at least weekly.
- Playground structures will be included as part of routine cleaning (as defined in District guidance on cleaning and disinfecting), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.

In the event of a positive COVID-19 case in the school community, the school 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 and masks and other PPE, as deemed necessary. The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting. Any contaminated areas will be deep cleaned by our janitorial vendor. This will entail disinfecting all surfaces with an approved chemical following manufacturer specifications and removing and discarding or disinfecting any materials that cannot be disinfected with disinfecting sprays, such as carpets or other soft surfaces. Where feasible, exterior ventilation will be increased in room by use of windows or other methods, and the room will remain out of use for the period of time recommended by DC Department of Health.

**CDC Guidance found here - <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>; we recognize that, over time, as guidance from the CDC and OSSE evolves to reflect new science, we will also need to update our cleaning protocols*

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

When observing a hybrid posture, DC Prep will have spaced all staff & student desks to be a minimum of 6 feet

apart and will modify the “flow” of buildings to prompt one-way traffic whenever possible. Within each restroom, plexiglass barriers between sinks have been installed since sinks are not 6 feet apart. To promote frequent usage of hand sanitizer when washing hands is not feasible, DC Prep has installed a hand sanitizer dispenser in each room and in select common areas of the building.

In addition, DC Prep will promote social distancing during recess. Each campus has created a unique recess protocol, following consistent health guidance, including:

- Students use hand sanitizer before and after recess
- Students are to remain 6’ apart during recess
- Recess monitors are encouraged to have students participate in pre-planned stations
- Students should be issued their own playground equipment or it must be sanitized between students
- All playground equipment must be sanitized at the end of recess

Finally, we will actively promote social distancing during health screening procedures. First, we will stagger the arrival process and assign students to different entrances to minimize the number of people attempting to enter the building at the same time. In addition, we will have placement markers set out to indicate the required physical space to keep our community safe. Finally, we will have members of our team who will be stationed at key points inside and outside our building to monitor the health screening process and ensure that arrival takes place efficiently and safely.

We anticipate that we will need to regularly review and update all of our health protocols to reflect changes in the health guidance from the CDC.

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

HVAC systems will be modified to increase air exchanges whenever possible to decrease stagnation of virus-carrying airborne particles. Staff will be instructed to open windows when possible in order to maximize ventilation and outside air.

HEPA certified air filtration devices have been added to high traffic areas, such as reception and canteens.

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>.

DC Prep will begin the year in a full virtual model. As health conditions progress in the city, DC Prep will revisit adopting a hybrid operating model (I.e., AA/off/BB) no earlier than 2nd quarter (11/2/20).

Student/Staff Schedules –

School day will typically run from 8:30 am – 4:00 pm and will include a mixture of synchronous and asynchronous lessons.

Weekly Sample Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid: Group "A" Students	Learning At Campuses In Person (8:00 am- 2:00 pm for students)		Virtual Learning at Home; Schools Closed for Deep Cleaning	Virtual Learning at Home (8:00-4:00pm)	
Hybrid: Group "B" Students	Virtual Learning at Home (8:00-4:00pm)			Learning At Campuses In Person (8:00 am- 2:00pm for students)	
100% Virtual Students	Virtual Learning at Home (8:00-4:00pm)			Virtual Learning at Home (8:00-4:00pm)	

Early Childhood Daily Sample Schedules

In Person		At Home		
7:45 – 8:30	Arrival (staggered)		9:00 – 9:30	Specials (PE, Art, Music)
8:30 – 9:00	Breakfast & Morning Centers		9:30 –10:00	Virtual Community Time
9:00 – 9:30	Community Time		10:15 – 10:30	Read Aloud
9:30 – 9:45	Word Play		10:30 - 11:00	Independent Work Time and Asynchronous Lesson
9:45 – 10:00	Movement Break		11:00 – 11:30	Math Lesson
10:00 – 10:15	Read Aloud			
10:15 – 10:30	Snack + Social Time			
10:30 – 11:00	Math Lesson			
11:00 – 11:30	Recess / Centers			
11:30 – 12:00	Lunch			
12:00 – 1:15	Nap			

1:15 – 2:00	Dismissal			
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K-8 Daily Sample Schedules

In Person		At Home		
7:45 – 8:30	Arrival (staggered)		8:30 – 9:15	Virtual Community Time
8:30 – 9:15	Community Time		9:15 – 10:00	Math Lesson
9:15 – 10:45	ELA		10:00 - 10:45	ELA Lesson
10:45 – 11:00	Lunch		11:15 – 11:45	Specials K-6 (Music PE Art Science) 7-8 (Science/Social Studies)
11:15 – 11:45	Recess		12:15 - 1:15	Independent Work Time and Asynchronous Lesson
11:45 – 1:15	Math		1:15 – 2:30	ELA Small Group
1:15 – 2:00	Dismissal (staggered)		2:45 – 3:45	Math Small Group

Educational Material Distribution –

DC Prep is committed to ensuring that all students have the materials they need to learn. Each of our 2100+ students has been assigned a Chromebook; we will make tech support available to ensure those Chromebooks are fully functional.

In addition, we have-- and will!-- make other materials available to students throughout the year to support remote learning. For students who are unable to travel to school, the school's Operations team will work with families to get materials to them.

While at school, we will minimize the situations in which it is necessary for physical materials to be shared between individuals. To this end, DC Prep will provide each student with their own books, manipulatives and school supplies. In cases where a supply must be shared (e.g. a projector shared between two teachers), it must be disinfected between uses. Sample list of items assigned to each student: Chromebook, pencils, crayons, notebooks, reading books, consumable materials, math manipulatives, paper, packets, etc.

We opened our campuses for materials distributions during the weeks of August 10th, August 17th, and August 24th. All distribution of materials follows a grab-and-go format, with social distancing of six feet to be maintained

throughout the process. We hold materials distribution outdoors when feasible. No members of the staff or public are allowed in our facilities if they have symptoms, have tested positive, are awaiting the result of a COVID test, or are under a quarantine order.

Meal Distribution

Given the COVID-19 pandemic and a virtual school day, student meals (breakfast & lunch) will be available for Grab & Go pick-up at three DC Prep campus locations, listed below. Families from any DC Prep campus can pick-up meals from any of these locations. For SY20-21, all DC Prep students at all campuses can eat school meals for free. If your child(ren) have dietary restrictions, please contact your child's school. We are able to accommodate the following dietary restrictions: Vegetarian; Food Allergies (gluten, wheat, milk, eggs, peanuts, tree nuts, fish, shellfish). Meals may be a combination of refrigerated, frozen, shelf-stable, and cold meals. Meals will be accompanied with a menu, along with reheating and cold holding guides.

Student Meal Pick-up Locations

- Anacostia Elementary Campus (Ward 8, 1409 V St SE) - 202-729-3500 (at front door)
- Benning Elementary Campus (Ward 7, 100 41st St NE) - 202-398-2838 (at front door)
- Edgewood Elementary Campus (Ward 5, 707 Edgewood St NE) - 202-635-4411 (at front door)

In general, meal distribution will take place 2 times per week:

- Tuesdays - 9 AM - 3 PM, 3 day supply of breakfast + lunch
- Fridays - 9 AM - 3 PM, 2 day supply of breakfast + lunch

Families must follow these policies in order to pick-up meals:

- Follow all COVID safety protocols, including: (1) wear a mask or face covering and maintain 6' of physical distancing, (2) not be exhibiting any symptoms of COVID-19, and (3) not have been in close contact (15+ minutes within 6' of distance) over the last 14 days of anyone who has tested positive for COVID-19 or is awaiting a test result.
- Take all meals. Menus will still be posted on our website, but we ask that families pick-up all breakfasts & lunches that are being provided on each pick-up day.
- Students are not required to be present with their parent or guardian for meal pick up.
- Families are encouraged to bring reusable bags to transport their food home more easily; DC Prep staff are not permitted to handle personal items.

Staff will abide by social distancing guidelines and we ask that you keep at least 6 feet distance from staff and others while picking up meals. Staff and those picking up meals are required to wear face masks or a face covering.

- **Will meals be provided on holidays, professional development days, and other non-school days?** No, meals will be provided only on traditional school operating days. Citywide resources for food are listed here: <https://coronavirus.dc.gov/food>.
- **Is there a cost associated with school meals?** No -- effective in SY20-21, DC Prep is a Community Eligibility Program (CEP) school. Meals will be provided free of cost to all DC Prep students from any campus and will be provided in a non-discriminatory manner.
- **What is needed to pick up meals?** Families will be asked to provide the student's name and school when they arrive on site. Staff will then look up the student's name in the school database to verify enrollment and if meals have already been picked up.

If observing a Hybrid posture, meals for in-person students will be individually packaged and eaten in classrooms.

The following will be true if/when DC Prep moves to a Hybrid model:

Arrival

Children need to know that when they enter our building, they are safe, known, and valued. Our families want and deserve to have confidence that we are prioritizing their child's health and safety and that all of our routines are designed to support their child's safety throughout the day. One of the most essential routines in SY2021 will be our Arrival Routine because this is the time when we check our students for health, we ensure they've had a chance to clean off any germs they could have picked up in transit to school, and they are embraced into the community with love and consistency.

Requirements of All Routines

- Maximize spacing between individuals, with at least six feet distance between individuals
- No more than 12 individuals in a room or activity
- Avoid mixing individuals between groups. When necessary, the teacher should rotate instead of students rotating.
- Wash hands or use hand sanitizer when transitioning between spaces or after touching surfaces that may not have been sanitized since their previous user.
- Avoid sharing supplies between individuals. If supplies are shared, they must be sanitized between use, such as by wiping with sanitizing wipes

Each of our campuses has created campus-specific arrival & dismissal routines, detailing:

- A building map, that outlines traffic flow within the building
- Which grades are assigned to each entrance
- Where placement markers must be positioned to illustrate where students should stand during the health check
- Staff placement during arrival & dismissal (who's positioned where, what they're responsible for doing)
- What staff must have on hand (e.g., fanny pack that is stocked with thermometer, additional disposable masks, hand sanitizer, plastic gloves, tissues, pencils, band-aides)
- Safety Interview questions & "look fors"
- What happens after the safety Interview if health inspection is passed (e.g., Student's hand Is stamped; student proceeds to class; teacher checks for hand stamp; preppie removes hand stamp) or if health Inspection raises concerns (whether parent is still present or has left)
- Internal protocols for collecting Information on any students who were excluded due to potential illness
- A "minute by minute" for exactly what staff need to do during arrival & dismissal (specific to role)

Aftercare

DC Prep will offer an aftercare program—operated by Champions-- available to students on the days on which they are engaging in in-person instruction. The aftercare program will adhere to the same health and safety requirements as the daytime program. Where feasible, aftercare groupings will be the same as daytime groupings. In no case will aftercare groupings vary from day-to-day. The aftercare program will be overseen by DC Prep operations staff for adherence to DC Prep's health and safety requirements.

PPE distribution

DC Prep has ordered 2 reusable cloth masks for every member of our community-- both staff and students. We've also purchased disposable masks in case someone forgets their mask at home.

DC Prep has installed no-touch hand sanitizer dispensers in every classroom, as well as throughout hallways and common areas.

All reception areas have been outfitted with plastic sneeze guards.

DC Prep has purchased disposable gloves for use by food workers, those conducting temperature checks, cleaning, and other circumstances as recommended by DC Department of Health.

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.
- a. DC Prep will begin the year in a full virtual model. The school day will include a mixture of synchronous and asynchronous lessons. DC Prep will use Google classroom/Google meets as our main LMS. DC Prep also plans to use the following academic technology programs to provide additional practice on content for students to work on independently: Dreambox, Reflex, Kahn Academy, Agile Minds, Raz-Kids, Lexia, and EPIC!
- b. The school day will typically run from 8:30 am – 4:00 pm for 1st – 8th grade, 8:30 am – 2:15 pm for Early Childhood, and 8:30 am – 3:00 pm for Kindergarten. Synchronous/Asynchronous hours are as followed:
- i. Early Childhood – 4 hours synchronous learning
 - ii. Kindergarten – 4 hours synchronous learning, 1 hour asynchronous learning
 - iii. 1st – 3rd grade - 4 hours synchronous learning, 2.5 hours asynchronous learning
 - iv. 4th – 5th grade* - 4-5.5 hours synchronous learning, .5-3 hours asynchronous learning
 - v. 6th – 8th grade* – 4-6 hours synchronous learning, .5-2.5 hours asynchronous learning
- *certain classes rotate between synchronous and asynchronous lessons*
- c. Staff Professional Development will take place every Wednesday during asynchronous lessons. DC Prep has 4 primary types of Development Days:
- i. Positive School Culture, SEL and UDL Development
 - ii. Teacher Planning Sessions
 - iii. Data Review
 - iv. Diversity, Equity and Inclusion
- d. DC Prep will routinely monitor and review our plan through a series of weekly meetings called ‘Pod Talks’ where team members across a grade level use designated professional development time to coordinate in various subgroups to discuss student supports and next steps. Through these meetings, staff will review student data and make plans to intervene to ensure that all students meet or exceed the goals on their individualized learning plan.

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 ; NWEA-MAP ; 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.

DC Prep plans to assess all students virtually. All assessments chosen allow for online proctoring and/or are at-home diagnostics.

a. Assessment Calendar:

- a. ANet Math Diagnostic (grades 3-8) – September
- b. In-House Math Diagnostic (grades 1-2), September
- c. ANET Interim in ELA and Math (grades 2-8)– October, December, February, March (tentative schedule)
- d. DIBELS (Grades K-2) -September, November, February-March, June (tentative schedule)
- e. F&P (Grades K-8) - September, November, February-March, June (tentative schedule)
- f. NWEA MAP Reading and Math (grades K-8) – September, March (tentative for subset of students), May/June for End of Year.
- g. PPVT (PK3 and PK4) – late fall, end of year
- h. TEMA (PK3 and PK4) – late fall, end of year
- i. Foundational Math and Literacy (PK3 and PK4) - September
- j. ACCESS –March/April, if required by OSSE
- k. NGSS – April May, if required by OSSE
- l. PARCC – April/May, if required by OSSE

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.

DC Prep's grading and promotion policy has not changed. The most up-to-date policy can be found in the DC Prep Family Handbook found at <https://www.dcrep.org/Resources>

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.

n/a

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?

In 2020-21, DC Prep will utilize two types of attendance: in-person and distance learning.

In-Person Attendance Plan

- DC Prep's **in-person attendance** (if/when we return to hybrid or full in-person instruction) will be implemented in accordance with our normal, in-person attendance policies, which delineate how a student is counted as present, what types of absences are excused and unexcused, and what level of presence constitutes a full or partial school day. Attendance is taken daily by the homeroom teacher directly in DC Prep' SIS, PowerTeacher. The campus Operations Assistant, who serves as an attendance data manager, sends out a daily email to teachers requesting verification that the data is accurate and for teachers to submit corrections as needed.

Distance Learning Attendance Plan

- DC Prep's **distance learning attendance plan** is outlined here: Of the options offered to LEA's for managing distance attendance, DC Prep has chosen Option A: using a learning management system (LMS) for distance learning.
 - All students have been offered a DC Prep school-issued Chromebook (equipped with a camera) to access our virtual school experience. DC Prep is working with each family to ensure wi-fi access through either their own personal acquisition, through a DC Prep provided hot spot, or through DC government provided internet access to families who qualify. DC Prep has set up a tech support form for families to submit if/when a technology issue occurs.
 - In our distance learning schedule for SY 2020-21, students will have a synchronous community meeting session five days per week. These sessions happen in the morning, and are conducted in small 'Pod' grouping of 10-14 students (grades K-8) and 'Pod' groupings of about 24 students with two teachers for PK3 and PK4) . Pod teachers are responsible for building deep relationships with and between students in their Pod and establishing strong relationships with the students' parent/caregiver to ensure academic engagement and growth in SY20-21.
 - Attendance is recorded during the Google Meet community meeting as well as content sessions ELA, Math and Specials (PK3-3rd grade), ELA, Math, Science and Specials (4th-5th grade), and ELA, Math, Sci, Social Studies and Specials (6th-8th grade). Attendance is logged in the Google Meet system and automatically feeds in to our SIS, PowerSchool, which syncs nightly with OSSE's ADT data feed. DC Prep is using the required OSSE attendance codes in our SIS for virtual learning - V for Virtual Present, X - for Virtual Excused, Y - for Virtual Unexcused.
 - Our reasons for Virtual Excused absences are included in our family handbook. They are the same as our in-person excused attendance reasons, with the addition of technology connectivity/access as a newly added excused absence code, for use in SY20-21 only. If/when absences are excused for technology connectivity/access issues it is the Pod teacher responsibility to work with the family expeditiously to get them the connectivity, device, or resource they need to ensure the child can consistently attend synchronous lessons and access our asynchronous content.

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

- During distance learning DC Prep has incorporated the following additional touch points to ensure **distance learning academic engagement**:
 - All students are participating in our rigorous common-core aligned curriculum, supplemented with access to academic tech platforms. Students will receive instruction in large groups (not to exceed ~25 students) and small group, all while having opportunity to engage with their peers to ensure social emotional engagement in addition to academic engagement. During synchronous learning, all students are expected to attend with their camera on, so the teacher can monitor engagement with the content being delivered and allow students the best opportunity to engage with their peers.
 - DC Prep is using Google Classroom (grades 4-8) and SeeSaw (grades PK3-3rd) portals to provide students with access to synchronous lessons, asynchronous lessons, and classwork submission. Student will submit classwork and homework by uploading a document or taking a photo and submitting it to their classroom page.
 - DC Prep is utilizing Clever to facilitate easy access to academic tech platforms with one single sign on for students - ensuring that students will have smoother experience with accessing and completing classwork through academic tech partner websites. DC Prep is utilizing a variety of academic tech programs including Dreambox, Lexia, and Agile Minds (full list available upon request).
 - As part of DC Prep's in-person and distance learning expectations, students receive grades in the following categories - Classwork Effort, Classwork Mastery, Homework Effort, Homework Mastery, Assessment Effort, and Assessment Mastery, in compulsory grades K-8. Students will submit homework and classwork via the learning platform (Google Classroom or SeeSaw). Assessments will be completed in the virtual setting either through the vendor provided website (ex, NWEA MAP) or via a 1:1 Google Meet where the teacher administers the assessment (ex, Fountas and Pinnell Leveled Reading).
 - Families are establishing a communication plan with the Pod teacher in the parent's preferred format (facetime, phone, etc) for regular conversations about attendance, engagement, social-emotional wellbeing, access to necessary resources (academic, food, community resources, etc), and to discuss academic growth. Teachers are problem solving with parents/caregivers and parents/caregivers are receiving support in any of those areas as needed. When age appropriate, teachers may be having these conversations with students as well.

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?

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?

Attendance Data process –

- a. **By 2 pm, DC Prep's Data team will refresh Google Meet Data in Tableau.**
- b. **By 2:30 pm, the Data team will upload Google Meet Data to PowerSchool**
- c. **By 3:00 pm, Operation staff will email out an Attendance Report to staff**
- d. **Between 3:00 pm – 5:00 pm, Teachers and Campus Leaders will make corrections to the attendance report and share back with the operation and data teams.**

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 & Mental Health Needs

Strong social-emotional development is foundational to students’ growth. We firmly believe that all students need SEL supports, but what that looks like for different students should vary, based on their unique needs. All of our students participate in “Community Work”-- explicit instruction on our SEL framework, which helps students reflect on their own Values, helps them build self-awareness and self-management skills, and supports them to grow in their social awareness and relationship skills and responsible decision-making. This is done individually and as part of their classroom community, with support from an advisory teacher. A focus on SEL is not new to us-- we’ve always had “Prep Skills”, but the work that we’re doing now is based on an updated SEL framework and benefits from much more extensive and intentional, explicit instruction, opportunities for independent self-reflection and collaborative discovery through circles. These skills are then reinforced throughout the day, across all subjects.

For students who need additional support, i.e., students who may need short-term individual or group counseling to deal with a specific trauma, or students who may need individualized long-term counseling support, we have additional resources. Each of our campuses has a Psychologist, a Clinician, and a Dean. We’ve also added a Behavior Specialist role this year to provide targeted support to our students with IEPs who may need more support to be successful. Students can be referred for additional mental health supports by their family and/or teachers. Referrals go to the Student Support Team facilitator who determines next steps in terms of how to provide the supports for which the student was referred. This may include immediate assignment to a counselor for mental health services, assignment to a Tier 2 group for mental health support shared with other students, or another approach as recommended by the schools Student Support Team. Families will be contacted immediately upon referral and will be included as integral members of the team problem solving student support needs.

Beyond explicit instruction on SEL and tiered supports for students, we also believe in the importance of supporting teachers with their own Wellness efforts. The relationship between our teachers and students is critically important to students’ academic & SEL growth. While clinicians are hugely important, teachers play the most significant role in students’ SEL development. By supporting teachers to be at their best, we are making it possible for them to have a more positive impact on the students they teach each day.

Over the past two and half years, we’ve been building the adaptive leadership skills of our adults across DC Prep. We have partnered with Matt Taylor’s Noble Story group to help our adults reflect on the same skills as our students: to identify their own values, self-awareness, self-management, social awareness and relationship skills. We’re building that focus into all facets of our work-- including, for example, the way in which our leaders coach teachers, and how we as an organization can support all of our teachers and staff.

Academic Intervention

To maintain a focus on Individual Student Growth, DC Prep will produce an Individual Learning Plan (ILPs) for each student. ILPs will be used to help students understand and be the drivers of their own learning progress and goal setting. It will be anchored in the most important tier one content for all students at their grade level for both academics and well-being. Families and students will know how they are growing and performing relative to benchmarks and targets. ILPs will take the form of individual student academic goals based on where they are entering the year. DC Prep will create data reports for families to show how their child is accessing current grade level content and how their child is making progress on gaps.

In addition, to ensure that each student receives the supports they need in order to grow, each of our students will receive small group support in ELA and Math two to four times a week (based on need), with a group of 4-5 other students with similar academic strengths and growth areas.

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.

Guidance on Student Behaviors, Supports & Consequences for Virtual Learning – PS – 8th Grade

- The behaviors that are part of our tiered behavioral change system are described in the table below, including those which could result in a student being excluded from distance learning. Across all tiers, decisions made about consequences are based on the frequency, intensity and/or severity of behaviors. **All consequences are at the discretion of the leadership team.**
- In the table below, we highlight the importance of communication with the child's parents if we are seeing patterns of behavior. In addition, the child's pod teacher should be in regular communication with the child's family, providing an additional avenue to (we hope!) head off issues before they become significant enough to warrant an alternative individual student schedule.
- Students may be excluded from virtual learning for up to 5 days of learning if they violate community commitments, as outlined in the Code of Conduct. Examples of actions that could lead to an alternate individual student schedule include any pattern of behaviors involving racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress.

If a student has been assigned the behavioral support of an alternate individual student schedule, the Dean reviews the child's current schedule to determine all of his/her daily courses, coordinates with the child's teachers to get all assignments and then sets up a separate virtual classroom for the student to attend with guidance and check-ins from the Dean throughout the day for support. The student will continue to engage in that day's learning but will do so removed from the class. The student will engage in restoration work before returning to their whole group class.

Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence
1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> • Off-task behaviors/minor disruptions to the learning environment (i.e., taking self on and off mute intentionally, typing distracting comments in the chat, speaking over the teacher and other classmates intentionally, making noises, 	<ul style="list-style-type: none"> • Re-Teaching • Re-Direction • 1 on 1 conversation • Planned Teaching • Review Tech Routines & Expectations • Corrective Teaching 	<p>Logical Consequence (verbal reminder)</p> <p>OR</p> <p>Breakout Room Conversation (if 2nd teacher in the virtual class)</p>

	etc.)		<i>Notify parent of behaviors based on intensity, frequency and severity</i>
2	<ul style="list-style-type: none"> Hurtful language/teasing/name calling verbally or via chat. (i.e., stupid, dumb, fat, stinky, ugly, etc.) 	<ul style="list-style-type: none"> Peer Mediation Work for students to bring to circle Family /Teacher Conference 	Parent, Student, Teacher Reflection & Problem Solving
Tier 3: Dean Involved in Follow Up For Behaviors & Support			
3	<ul style="list-style-type: none"> Behavior of a sexual nature Major disruption in the virtual classroom Repeated usage of inappropriate language Editing/ using a classmates work without their permission Using curse words / obscene gestures or drawings / hurtful language (ie., derogatory insults against race, nationality, sexuality, etc.) Destruction of tech due to behavior (along with payment of replacement cost) Academic dishonesty (cheating or plagiarism—major projects, tests, or exams). Student will also earn a 0% (zero) for the grade. 	<ul style="list-style-type: none"> Peer Mediation Restorative Work/ Meeting Family Communication/ Meeting/ Shadow Behavior Contract Counselor Support 	Dean Involved in Student Reflection Meeting (SRM) with teacher, student and family <p style="text-align: center;"><u>AND</u></p> Community Restoration Assignment <p style="text-align: center;"><u>AND</u></p> Logical Consequence <p style="text-align: center;">OR</p> Alternate Individual Student Schedule – Extended Community Restoration Time
Tier 4: Leader Assigned Only			
4	Multiple Tier 4 behaviors within the same class or school day may result in a higher-level infraction. Decisions are made based on frequency, intensity and/or severity of behaviors.	Need to engage leader right away	Dean Involved in Student Reflection Meeting (SRM) with teacher, student and family

	<ul style="list-style-type: none"> Any of the behaviors (outlined in this section) that repeatedly occur off school grounds or outside regular school hours that causes, attempts to cause or threatens to cause bodily injury or emotional distress Any pattern of behaviors involving racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress 		<p><u>AND</u></p> <p>Alternate Individual Student Schedule</p> <p><u>AND</u></p> <p>Development of Behavior Support Plan</p> <p><u>AND</u></p> <p>Community Restoration Assignment</p>
<p>Tier 5: Leader Assigned Only</p>			
Tier 5	<p>Tier 5 Behaviors can result in an extended alternate schedule for the student</p> <ul style="list-style-type: none"> Any communicated threat or action that involves the bodily injury or emotional distress of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders). 	<p>Need to engage leader right away</p>	<p>Dean Involved in Student Reflection Meeting (SRM) with teacher, student and family</p> <p><u>AND</u></p> <p>Alternate Individual Student Schedule (potential for up to 5 days)</p> <p><u>AND</u></p> <p>Development of Behavior Support Plan</p> <p><u>AND</u></p> <p>Community Restoration Assignment</p>

Go Guardian Alerts:

All DC Prep computers have software intended to provide our leadership team with flags should students access

content deemed unsafe for our preppies. When these flags are received by deans they will communicate that information to families.

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. DC Prep will continue collaborating with families to find mutually agreeable times to hold IEP and eligibility meetings to ensure compliance with IDEA timelines. Communications with families will be documented internally, via Prior Written Notices, and in the communications log in SEDs. Service delivery will be documented in SEDS under related service session notes.

b. DC Prep is conducting individual meetings with each student and family prior to the start of the school year. During these initial conversations, DC Prep staff will assess any unique needs of each family, focusing on those with specific disabilities that require modifications to communicate and/ or access learning platforms. DC Prep Principals and campus leadership teams will train all teachers on how to effectively assess needs of families during these conversations. Based on the needs assessed at the start of the school year, the Teacher and Special Education Coordinator, in partnership with their Principal if necessary, will establish specific communication protocols for individual family members with specific needs.

c. DC Prep will deliver related services as outlined on a student's IEP, to the greatest extent possible, in a remote, online setting. Sessions will be documented in SEDS under related service session notes.

d. DC Prep will conduct regular and responsive parent training sessions, including family orientations and individual student/ family meetings to ensure that parents/ caregivers are prepared to reinforce and transfer skills with teachers and/ or service providers. Training will be provided remotely through an online video conferencing platform. These training sessions will be conducted both prior to the start of school and during the entire period of remote learning.

e. DC Prep will deliver recovery services in asynchronous and synchronous formats that allow students to participate in general education whole group instruction, general education small group instruction, and specialized instruction services delivered in the manner most appropriate to the students' needs. Students may receive individual or small group specialized instruction.

Prior to the start of the school year, Special Education Coordinators will notify families of the overall service delivery plan with timelines that outline additional rounds of communication from teachers and related service providers to schedule services. DC Prep teachers and related service providers will collaborate with families to determine a mutually agreeable time to deliver remote instruction within the overall DC Prep instructional delivery model. Specialized instruction will be delivered, to the greatest extent possible, through small group and/ or individual sessions focused on ensuring student access to the general education curriculum and particular focus on student IEP goals.

f. All of DC Prep's students will be assessed at the beginning of the school year remotely. DC Prep's students with disabilities will be assessed through the whole school assessment process to set a baseline for progress monitoring throughout the school year. This data will be analyzed alongside assessment and anecdotal data collected during the period of remote learning that took place from March 16, 2020 through May 29, 2020. The data analysis, teacher input and parent input on remote learning effectiveness will allow DC Prep 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 across all students.

g. DC Prep will conduct additional outreach to families experiencing homelessness and those in the care of the District of Columbia to ensure that the remote learning plan is accessible. Accommodations including provision of technology or phone-based instruction will be considered to ensure participation and access to learning during this additional period of 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. DC Prep will deliver programming to English Learners via a distance learning environment in asynchronous and synchronous formats that allow students to participate in an inclusion model where instruction is designed and implemented based on students' strengths and needs. Students will participate in a mixture of small group and/ or individual instruction to access grade-level content.

The Special Education Coordinator at each campus, in consultation with the Director of Special Education, will progress monitor student growth periodically in order to assess the ongoing fidelity of EL programming.

b. All of DC Prep's students will be assessed at the beginning of the school year remotely in reading and writing. DC Prep's EL students will be assessed through the whole school assessment process to set a baseline for progress monitoring throughout the school year. This data will be analyzed alongside assessment and anecdotal data collected during the period of remote learning that took place from March 16, 2020 through May 29, 2020. The data analysis, teacher input and parent input on remote learning effectiveness will allow DC Prep to determine the severity of the impact of learning and language loss due to the ongoing pandemic. EL data will be compared to general education data to determine the rate of learning loss across all students.

DC Prep is also conducting individual meetings with each student and family prior to the start of the school year. During these individual meetings, DC Prep teachers will assess speaking and listening skills with each student in the course of conversation to inform that student's Individual Learning Plan (ILP) for the beginning of the school year. Each student at DC Prep will benefit from co-creating an ILP with their teacher to set individualized goals in academic content areas as well as social-emotional growth areas which will be

progress monitored throughout the year.

c. In accordance with our inclusion model, DC Prep will deliver programming to English Learners via a distance learning environment in asynchronous and synchronous formats that allow students to participate in an inclusion model where instruction is designed and implemented based on students' strengths and needs. Students will participate in a mixture of small group and/ or individual instruction to access grade-level content. Students may receive individual or small group instruction tailored to their Individualized Learning Plans.

d. DC Prep will deliver programming to English Learners via a distance learning environment in asynchronous and synchronous formats that allow students to participate in an inclusion model where instruction is designed and implemented based on students' strengths and needs. Students will participate in a mixture of small group and/ or individual instruction to access grade-level content. Students may receive individual or small group instruction tailored to their Individualized Learning Plans.

All teachers will receive professional development in Universal Design for Learning approaches prior to the start of the school year and in an ongoing way to improve accessibility for all learners, including EL learners.

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.
-
- DC Prep will provide a device (Chromebook) for every student.
 - DC Prep will teach students how to use the device, as well as provide technical support resources for families.
 - DC Prep will support families in obtaining internet access if they are not able to do so on their own
 - DC Prep's in-house technical support team will repair/replace damaged or malfunctioning devices provided by DC Prep.
 - DC Prep has an acceptable use policy for internet access that is included in our family handbook found at <https://www.dcrep.org/Resources>
 - DC Prep employs monitoring software on its student devices to monitor for use that is outside of the acceptable use policy
 - DC Prep's technology policy does not differ by grade levels, but the software and tools available to students do vary by grade level.

DC Prep will safeguard PII during distance learning using its existing PII policy. DC Prep's PII policy outlines guidelines for secure handling of data during data acquisition, data storage, and data transmission. All staff members who may encounter PII are trained on secure handling of PII. We would be very glad to share the full PII policy.

We have made Chromebooks available to every DC Prep student. As of August 31, there are a very small number of families who have not picked up a device; we have been following up with them to understand why so that we can ensure that every family has the technology they need. Last spring, we did a significant amount of work to ensure that every family had internet access at home. This fall, we have continued to communicate with families to ensure

they have what they need. We have proactively communicated about the new program run by the city to ensure that families who receive SNAP can get access to free internet and, when necessary, we have provided hot spots to families directly. Finally, now that school has started, we are closely tracking attendance and actively following up with families whose children have not attended consistently. If that is due to tech or internet access, we should be able to address it quickly.

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).**

- a. **Families have received weekly org-wide emails throughout the summer with updates and announcements from DC Prep. DC Prep will also be making routine wellness calls to families throughout the school year.**
 - a. **Consistent "Wellness Calls" with Pod Teachers**
 - i. **Families have direct access to their child's Pod Teacher. Each student is assigned one Pod Teacher for the year who should be their primary point of contact. Pod Teachers make "Wellness Calls" to every child in their Pod at least 1/month. The guidance is for Pod Teachers to contact families in an ongoing way that is based on their mutual relationship—to check-in, to celebrate a highlight from their student's day, etc. In an initial conversation, teacher and family discuss how they'd like to communicate, frequency and even schedule, if helpful to the family.**
- b. **DC Prep has hosted several summer townhalls collecting feedback from families about Fall programming.**
 - a. **June 10 - Student Schedules**
 - b. **July 1- Planning for hybrid model**
 - c. **July 16th - Hybrid model presentation**
 - d. **Aug 6th - Virtual model presentation**
- c. **DC Prep has created a COVID action team, composed of members of the Operations and Talent teams. In the event that any member of the DC Prep community has a positive case of COVID-19 or suspects they might have a case of COVID-19, the team will be notified and follow up with the potential case, share information with DC Health, and follow their protocols for community notification, quarantining, and cleaning. In their response, DC Prep will prioritize the safety of the community, the privacy of individual staff members, students, and families, and the operations of the program. As DC Health advises, DC Prep will notify impacted community members immediately.**
- d. **DC Prep will be hosting virtual orientation weeks prior to the beginning of the year. During those weeks, families will:**
 - a. **Get updates from the school leadership**
 - b. **Meet their Pod teacher**
 - c. **Receive Tech Training**
- e. **Students will have coaching conversations with their Pod teacher to review their Individualized**

Learning Plan. There will also be 4 Parent Teacher Conferences that are planned throughout the year. We will also distribute Quarterly Report Cards

- f. **Families will have access to the Parent Portal in Gradebook for access to their child's grades ongoing.**
- g. **Prep Packs (weekly campus newsletter for parents) will be sent electronically with important information from campuses.**

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 Prep

LEA Leader Name: Laura Maestas

Date: 10-05-2020 10:17 AM