

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

LEA Name: District of Columbia International School

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LEA Type: Middle School ; High 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)?

The school will regularly clean, disinfect, and sanitize surfaces, toys, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#).

The school already does and will adhere to the following:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See [CDC's guidance for safe and correct application of disinfectants](#).
- Cleaning staff will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Students will use the bathrooms one at a time. Bathrooms will be cleaned and disinfected after each group has finished.
- The school will implement safe and correct storage for cleaning and disinfection products.
- Cleaning products will not be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Disinfectants

- Meditex Plus Disinfectant Spray
 - Active ingredients: 2-Phenylphenol, 4-tert-amylphenol, Ethanol
- Husky 891 Arena Disinfectant

- Active ingredients: Octyl Decyl Dimethyl Ammonium Chloride, Dioctyl Dimethyl Ammonium Chloride, Alkyl, Chloride
- Husky 802 Detergent/Disinfectant
 - Active Ingredients: Dimethyl Benzyl Ammonium Chloride, Dimethyl Ethylbenzyl Ammonium Chloride

Regular Cleaning Schedule

- Legend: C= Clean D = Disinfect S = Sanitize

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		C, D	S		
Bathrooms	C, D		S		
Door Knobs		D	S		
Hallway floors			C, D		S
Windows				S	
Desks, chairs	C, D		S		

Confirmed Positive Cleaning

- 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.

Deep Cleaning Plan by Vendor or In-house

- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- A 24 hour waiting period should be held in the area so that particles have time to settle.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM

machines.

- Vacuum the space if needed with high-efficiency particulate air (HEPA) filter.
- Temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Soap and water or another detergent to clean dirty items. Then, use a disinfectant.
- Use of an [EPA-registered disinfectant](#) following the manufacturer's instructions to ensure safe and effective use of the product. List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
- Wearing gloves and ensuring good ventilation during use of the product.
- All disposable materials used while cleaning the affected area should be double bagged and thrown away immediately.

Updated - 9/3

Regular Cleaning Schedule

- Legend: C= Clean D = Disinfect S = Sanitize

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		C, D	S		
Bathrooms	C, D		S		
Door Knobs		D	S		
Hallway floors			C, D		S
Windows				S	
Desks, chairs	C, D		S		
Health Suite		C, D	S		
Water Fountains		C, D			

In addition to these routine cleaning requirements, the following protocols apply in circumstances in which 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 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. 14
 - Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements as articulated in Appendix B of [most recent health guidelines](#).
- 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.
- In all cases of the cleaning schedule, staff member must adhere to PPE requirements as articulated in Appendix B of [most recent health guidelines](#).
- If we have any students who require trach suctioning and nebulizer treatments, we will do in compliance with latest health guidance (pages 12-13) issued on August 21, 2020 as well as any forthcoming guidance.

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

Exterior doors with adult keycard entry are equipped with step and pull door openers. All classrooms will be reconfigured so that students and adults are 6' distanced within each classroom. Floor markers will be used to direct foot traffic flow and help to visually guide community members in areas where students and families would line up, at the reception desk, tech help desk, nurse station, outside bathrooms, and exterior entrances.

DCI is also installing protective panels for the frontline office and tech support desk.

Updated 9/3:

Fire-rated doors will not be propped open.

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

DCI is installing Ultraviolet Lights in all Air Handling Units, increasing our filtration from MERV8 to MERV 13; MERV 13 Filters filter out biological contaminants so have been advised that these should be in place before we open for students in classrooms. We are recommending that staff also open windows in classrooms that are being used at least once a day to increase fresh air ventilation. We are also increasing the ventilation air change per hour rate to be 10% above code, which will increase how often air flow is pushed through the filters.

Updated 9/3 in combination with Q4:

Once MERV 13 filters have arrived and we can install them, we will begin allowing priority populations to start doing Distance Learning in the building. This may be in October, September or November. Invited students include those who meet OSSE's at-risk criteria as well as students without access to consistent and reliable technology and students who require in-person supports for academic and/or social/emotional success as recommended by staff (e.g., students with counseling support, IEP services, 504 plans, etc.).

We have called and offered this option to our families that qualify. We expect approximately 130 students will attend in 12 classrooms. Those who choose in-person service, will be cohorted in groups of no more than 11 students with one teacher and attend school Monday to Thursday in the same classroom. Using a custodial care model, students will be completing the same distance learning activities and schedule as their peers working from home. The purpose of on-site schooling during this time is to ensure students have access to the basic needs required to access their education (i.e., safe place, food, technology, etc.).

Students and staff will be advised to consult with their provider if considered high risk before starting in-person activities. For those partaking in in-person activities, students and staff will be advised to take their temperature before commuting to school. During the commute, students and staff are advised to wear masks and maintain social distancing. Once students and staff arrive at school, with staggered start times by cohort (student and adult), students and staff will enter the building through the LAMB side (1399 Aspen St. NW) entrance and will stand on socially distanced (6 feet) markers as they await entry into the building. Students and staff will have their temperatures taken, complete a [health screening form](#) verbally, use hand sanitizer, and have a mask and face shield before allowed entry into the building. Once in the building, students and staff will go to their assigned class and complete the screening form again via an online form for documentation purposes. We've updated the health screening form to include the mayor's travel order guidance. Individuals who have traveled to a high-risk state or country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency. Travel to and from Maryland and Virginia is exempt from the Order.

Students and staff will be excluded from the building in these cases:

- The student, staff member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the “Daily Health Screening” section of this guidance.
- The student, staff member, visitor or any close contact is confirmed to have COVID-19.
- The student, staff member or visitor is awaiting COVID-19 test results.
- The student, staff member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days

If a student or staff member does not meet health guidelines, they will still be included if:

- Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that those specific symptoms are determined to not be due to COVID-19.

If excluded, students/parents/guardians, staff and visitors should call their healthcare provider for further directions.

Once in the classroom, students and staff will also be advised to wash their hands, one at a time. All classrooms have sinks and antibacterial soap. The assigned cohort staff member will ensure only one student washes at a time, windows are open, and no fire-rated doors are propped open. All students and staff must wear their masks and face shield for the duration of the day, except when eating. The only exceptions are those stated on page 10 of the [most recent health guidance \(8.21.2020\)](#). This includes:

- By children younger than 2 years of age;
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;
- When engaged in activities in which there is a risk of burn or injury from the use of a face covering—such as chemistry labs with open flame;
- When participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but not participating in physical activity, face coverings must continue to be worn;
- When actively drinking or eating a meal;
- When in an enclosed office that no one else is permitted to enter.
- Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

Students and staff will partake in the same daily schedule ([middle school](#) and [high school](#)) as at-home peers with an adult to support with staying on task and staying safe (i.e., following all health and safety guidelines).

Each hallway will have an assigned monitor to support with restroom breaks. Only one student will be allowed to use the restroom at a time. The school will use google chat to facilitate this process. No fire-rated doors will be propped open, windows will be opened in classroom spaces.

Lunch service (off site prepared, pre-packaged meals) will be delivered to each classroom or they will be escorted by Cohort to pick up in the lunchroom adhering to the PPE guidelines set forth in Appendix B of [the latest health guidance](#). Students will eat in their assigned room with their cohort and be provided an assigned time for outside activities. Each outside area will only be assigned one cohort at a time to ensure distancing but allow for needed student downtime. Any equipment used during these times will be sanitized after use/between cohorts. Students not in the building will receive grab and go meals via bulk service delivery on our non-instructional day (Friday). We will have no hot bars or cold bars.

At the conclusion of the day's schedule, each cohorted classroom will be released on a staggered schedule so only one group is leaving at a time. A deep cleaning of the building will occur to prepare for the next school day.

No outside visitors beyond assigned staff, students, and teachers will be allowed to enter the priority population entry and part of the building. Mail drop offs, parent enrollment pop-ins, technology office hour pop-ins, material distribution, etc. will all occur through the main drive (1400 Main Dr.) entrance. Anyone who comes in the building must wear a mask and have their temperature taken. They will also be confined to the reception area (which has plexi glass supports and socially distanced markers outside to reduce lines and exposure).

Any students exhibiting signs of COVID will be immediately sent to the room identified as the isolation suite. The student will be walked socially distanced from the Aspen street entrance to the parking lot entrance outside so that the potentially exposed student is not walking through the building. The student's parents will be immediately contacted and will wait in the nurse's suite until a parent picks him/her up. The family will be advised to receive a COVID test before returning to school. Any staff member exhibiting signs of COVID will be immediately sent home and advised to receive a COVID test before returning to school.

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>.

Safe access to instruction, either in person or at home.

DCI will open in SY20-21 with [full distance learning](#) for all students. As soon as we have our building upgrades as described above and all the PPE equipment in-house, students who we consider our Priority Populations, and want to join us, will be able to do Distance Learning in-person at DCI.

Our entire student population 6-12 , 1450 students, will be experiencing their education in a Distance Learning framework as described below. Priority Populations will receive their Distance Learning in classrooms that meet the CDC and DC Health Social Distancing guidelines using a custodial care model.

We had hoped to invite our Priority Populations into the building so they could do distance learning and be supported on site on opening August 31. However, the promised building upgrades did not arrive in time for us to implement. We will hopefully bring them in Quarter 2 (November) or before if it is possible.

We would like to bring in more students in a cohort / hybrid model. However, because of our complex schedules, we were not able to do this without the movement of students between classes. We will continue to monitor the situation: City Health Statistics and DC Health and CDC guidelines. If we are able to begin to move students from class to class, or if we can find a way to adequately cohort students we will plan to bring more in a phased way.

When the crisis started in March 2020, our team quickly pivoted to [distance learning](#) given our ready access to technology (devices and platforms for every student) and investment in technological training, physical resources, and human resources (e.g., a leader overseeing all aspects of technology and blended learning). Before schools closed, we were able to train teachers and students on our virtual model, which included use of Zoom to facilitate live instructional sessions. At the end of the previous school year we administered surveys to all stakeholder groups (students, staff, families) to reflect on what worked and what didn't work to update our model for this upcoming school year. Once we had an idea of how we wanted to update the model, we held town halls and regular task force meetings to get feedback on our plan as well as pilot new parts of our plan with stakeholder groups (students, staff, and families). Our team is committed to continually updating and enhancing the following plan based on OSSE, DME, DC Health guidance, stakeholder input, and regular review of data.

Student and staff schedules

Student schedules and staff schedules will guide the distance learning schedule for all staff. Once we have necessary safety measures in place, DCI will start bringing in Priority Populations. The HS and MS schedules will remain the same, but students and staff who are on site will have an additional schedule to help guide arrival, dismissal, and lunch periods.

- [Middle School Schedule](#)
- [High School Schedule](#)

Arrival/dismissal procedures

Anyone entering the DCI facility must have their temperature checked as well as complete a [health screening questionnaire](#). Staff is scheduled to arrive prior to any students, ensuring that there are enough staff members to help students arrive and maintain social distance once at the site.

Each entrance will have at minimum 3 staff members, as well as a hand sanitizing station. Two staff members will be temperature checking and administering the entrance survey, while one staff member will ensure social distancing at the student line.

Each student will enter the facility after verbally responding to the entry questionnaire and head straight to their student desk. Once at their desk, each student will complete the same entry questionnaire electronically, so we can have the written record of their responses to the entry survey.

When the school day is over, classes will leave in a staggered fashion. Each classroom will have an assigned dismissal order. The first classroom to exit will signal to the second classroom they are leaving, and the second classroom can exit after the previous classroom has exited completely. Staff will exit along with students.

Plan for distributing educational materials

DCI has employed Chromebooks to distribute the majority of our learning content since we opened. We have decided to create and distribute lab and art kits. We will follow [this protocol](#) when mass distributing supplies. Students will not be allowed on site beyond these pickup times unless they are part of the priority population or hybrid assigned cohort groups for that day.

Plan to oversee before/after care and extracurricular activities

After care will not be provided. We will continue to offer virtual after school extracurricular activities and lunch clubs. We are also working on a plan to offer e-sports.

Plan to provide meals

DCI is administering a survey to see how many students will come to the facility to pick up meals. We will provide daily meals to all students who want/need meals who are on-site, as well as students who want to pick up bulk meals on a weekly basis.

Plan to provide personal protective equipment (PPE)

- DCI will require masks at all times for students and staff, unless there is exception is per CDC guidance, for example when students or staff are eating, and when staff are alone in their offices.
- DCI has disposable masks for students/staff who do not have masks and will distribute upon arrival
- DCI has purchased face shields for students and staff who are in daily, to be marked with student names and reused only by those students
- Face shields will be stored in 2 gallon ziploc bags - marked with student names, while not in use.
- Face shields, masks, and gloves required for all food handling and custodial staff

Updated 9/3 - In combination with Q2:

Once MERV 13 filters have arrived and we can install them, we will begin allowing priority populations to start doing Distance Learning in the building. This may be in October, September or November. Invited students include those who meet OSSE's at-risk criteria as well as students without access to consistent and reliable technology and students who require in-person supports for academic and/or social/emotional success as recommended by staff (e.g., students with counseling support, IEP services, 504 plans, etc.).

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basic needs required to access their education (i.e., safe place, food, technology, etc.).

Students and staff will be advised to consult with their provider if considered high risk before starting in-person activities. For those partaking in in-person activities, students and staff will be advised to take their temperature before commuting to school. During the commute, students and staff are advised to wear masks and maintain social distancing. Once students and staff arrive at school, with staggered start times by cohort (student and adult), students and staff will enter the building through the LAMB side (1399 Aspen St. NW) entrance and will stand on socially distanced (6 feet) markers as they await entry into the building. Students and staff will have their temperatures taken, complete a [health screening form](#) verbally, use hand sanitizer, and have a mask and face shield before allowed entry into the building. Once in the building, students and staff will go to their assigned class and complete the screening form again via an online form for documentation purposes. We've updated the health screening form to include the mayor's travel order guidance. Individuals who have traveled to a high-risk state or country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency. Travel to and from Maryland and Virginia is exempt from the Order.

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- By children younger than 2 years of age;
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without

assistance;

- When engaged in activities in which there is a risk of burn or injury from the use of a face covering—such as chemistry labs with open flame;
- When participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but not participating in physical activity, face coverings must continue to be worn;
- When actively drinking or eating a meal;
- When in an enclosed office that no one else is permitted to enter.
- Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

Students and staff will partake in the same daily schedule ([middle school](#) and [high school](#)) as at-home peers with an adult to support with staying on task and staying safe (i.e., following all health and safety guidelines). Each hallway will have an assigned monitor to support with restroom breaks. Only one student will be allowed to use the restroom at a time. The school will use google chat to facilitate this process. No fire-rated doors will be propped open, windows will be opened in classroom spaces.

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At the conclusion of the day's schedule, each cohorted classroom will be released on a staggered schedule so only one group is leaving at a time. A deep cleaning of the building will occur to prepare for the next school day.

No outside visitors beyond assigned staff, students, and teachers will be allowed to enter the priority population entry and part of the building. Mail drop offs, parent enrollment pop-ins, technology office hour pop-ins, material distribution, etc. will all occur through the main drive (1400 Main Dr.) entrance. Anyone who comes in the building must wear a mask and have their temperature taken. They will also be confined to the reception area (which has plexi glass supports and socially distanced markers outside to reduce lines and exposure).

Any students exhibiting signs of COVID will be immediately sent to the room identified as the isolation suite. The student will be walked socially distanced from the Aspen street entrance to the parking lot entrance outside so that the potentially exposed student is not walking through the building. The student's parents will be immediately contacted and will wait in the nurse's suite until a parent picks him/her up. The family will be advised to receive a COVID test before returning to school. Any staff member exhibiting signs of COVID will

be immediately sent home and advised to receive a COVID test before returning to school.

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.

Identify the instructional methods (e.g., 100% synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during SY 2020-21 to ensure rigor across settings:

DCI will continue to utilize synchronous and asynchronous delivery methods and high-quality materials to ensure rigorous instruction via distance learning. All students will use a DCI-issued Chromebook to engage in learning. We have invited over 325 students who meet the requirements of our priority population to take part in their learning in the physical building, once we have made modifications to the building where we deem it safe to do so. So far, 100 students have said that they will do their Distance Learning on site at DCI. Criteria for the priority population includes: students who meet OSSE's at-risk definition and students recommended by leadership who require in-person support for social, emotional, and/or academic success. We'll consider bringing in more students when we can move children safely between classes/teachers. Regardless, our overall plan is to phase students in to ensure our systems are scaffolded to scale. Our current thinking is contingent upon phase changes in the city, including: priority populations, hybrid learning 1-2 days a week for all students, 4 day week, full/original 5 day week. The specific triggers will be based on OSSE, DC Health, and DME guidelines and recommendations as well as capacity in our building for cohorting students and shifting between classes/teachers in order to fulfill our rigorous IB requirements.

Synchronous instruction:

- Teachers will use either Zoom or Google Hangouts Meet for live class meetings.
- All class materials will be posted on Google Classroom (Learning Management System- LMS).
- Teachers will use and adapt the following structure for live meetings:
 1. Take attendance.
 2. Open class with community building or reflection and/or a content-related do now: Question of the day: Ask a silly or thoughtful question each day, and have the class answer via the chat feature or Padlet; Two truths and a lie: Have students submit these to a form at the beginning of the year, and

then ask the class to guess which is the lie about one student each day; Virtual Show and Tell: One student per day shows and explains an object that is meaningful to them; Write a collaborative story as a class on Boomwriter; Have students spend a few minutes journaling. Allow anyone who would like to share the space to do so; Or, begin a digital dialogue journal practice. Here is a dialogue journal template to use right away in class; Have a shared reading experience: select a book that is related (or not related) to your content, and spend a few minutes at the beginning of class reading to your students/discussing that reading with them.

3. **Help your students get organized:** Review the day's agenda and the week's agenda; Review upcoming deadlines; Provide students time to add projects and assignments to their Google Calendars (Google Classroom will automatically populate these if your due dates and times are correct, but students can and should add to their calendars, including any classes for the upcoming week, live or pre-recorded, and times they plan to work on or study for tests and projects.
4. **Intro to new material/mini-lesson/direct instruction:** Slides + verbal instruction; Read something, watch something, or listen to something; Model/think aloud; Explain independent or group work expectations. Provide a time expectation for your independent work/assignment. For example, "This worksheet should take you twelve minutes." or "This two-page paper should take you 75 total minutes. You have until the end of this week to complete it."; Q&A.
5. **Group or independent work:** Use breakout rooms or other features for group work; visit breakout rooms to support each group; Use GoGuardian teacher to monitor independent work; Provide options of an open Zoom room for students to get extra help for assignments or be available on chat for the rest of the class period.

Asynchronous instruction:

- All class materials will be posted on Google Classroom, DCI's learning management system.
- Teachers are expected to be online and available, providing feedback and/or hosting individual conferences or small group instruction during asynchronous lesson time.
- DCI teachers will receive the following guidance on possible structures for building asynchronous or self-paced assignments. They may select or adapt one of these for their asynchronous lessons:

1) Video Lesson + Independent Work: In this "asynchronous" model, the teacher pre-records a lesson (10-20 minutes) that students can access on-demand. This can be treated just like a live mini-lesson, with independent practice attached to round out the lesson. Tool recommendations: Screencastify, Explain Everything, EdPuzzle

2) Guided Lesson Module: In this model, students are digitally paced through a module. The module empowers the student to practice, reflect, engage, and respond directly within the lesson process. The student is seamlessly guided between "instruction" and engagement activities. Tool recommendations: Nearpod (student-paced option), Peardeck (student-paced option), Hyperdocs, Playlists

3) Online Discussion Board: In this model, the teacher provides the class with reading(s), video texts, audio text(s), scenarios, or other food for thought. Students consume that text and then engage in a structured, online discussion around it. Teachers generally require students to create an original response to an open-ended discussion question and then require that students respond to a certain number of their peers. Tool recommendations: Parlay Ideas, FlipGrid, NowComment

4) Individual Project Work Time + Individual Conferences (during scheduled class time only): A teacher may choose to use asynchronous days to give students work-time on an ongoing project. Alongside this work time, the teacher might create a check-in schedule via chat or video conferencing software to allow for individualized feedback and support on the project.

5) Group Project Work Time + Group Consultations (during your scheduled time only): Similar to above, group projects can follow the same model. Teachers can give groups time to meet during the asynchronous class time and might set up a schedule in which they chat and check in with each group.

Materials: DCI will continue to use vetted curricular materials and high-quality teacher created resources to ensure rigorous instruction throughout the 2020-21 school year, regardless of delivery method. These materials include but are not limited to...

Middle School

- **Math:** Illustrative Math, iXL and IB MYP-aligned curricular materials for mathematics.
- **Language:** EMC Passport/Carnegie Learning and IB MYP-align for World Language
- **English Language and Literature:** Expeditionary Learning/Wit and Wisdom/Hodder and MYP aligned curricula for English Language and Literature.
- **Individuals and Societies:**Teacher-created MYP-aligned curricular materials and Hodder textbook and dynamic learning resources for Individuals and Societies, Science, and electives
- **Science:** Teacher-created MYP-aligned curricular materials and Hodder textbook and dynamic learning resources for Individuals and Societies, Science, and electives.

High School

- **Math:** For math, EngageNY, Pearson Diploma Programme-aligned textbooks, Kognity Online Interactive Diploma Textbooks.
- **English Language and Literature:** Teacher-created, MYP-aligned curricular materials for English Language and Literature in 9th and 10th grade and IB Diploma aligned materials for 11th and 12th grade.
- **Individuals and Societies, History, Psychology, Global Politics:** Hodder Texts/Dynamic Learning Platform, Kognity Online Textbooks, Big History Project, and teacher-created MYP and DP materials for Individual Societies, History, Psychology, and Global Politics.
- **Language:** Hodder, Oxford University Press, and Cambridge University press texts and teacher-created resources for world language.
- **Science:** Cambridge University Press texts, Kognity Online Interactive Texts, and teacher-created MYP and DP aligned curricular materials.

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);

In HS, will follow a schedule that mirrors the traditional in-person instructional bell schedule, see the schedule [HERE](#). Each day students will attend 4 periods daily. On A Days (Mondays and Wednesday) students will virtually attend periods 1 - 4 and B Days (Tuesdays and Thursdays) the will attend periods 5 - 8. This will mean students will meet in their courses twice a week. For each period, HS teachers will be required to deliver synchronous instruction for 30 minutes of the 85 minute period block, meaning they must be live every period they teach for at least 30 minutes, this 30 minutes can occur during the first portion of class or the last 30 minutes depending on the need of the specific instructional activity. Teacher must notify students of the time in which the 30 minutes will be situated in the period. For the remaining 55

minutes teachers can choose to (1) continue synchronous instruction; (2) move to asynchronous via platforms such as FlipGrid or EdPuzzle; or (3) may monitor student work via GoGuardian or other monitoring tools. In this model students will receive one hour of synchronous instruction for each class and 110 minutes of asynchronous instruction weekly.

In MS, students will follow the typical bell schedule as outlined [HERE](#). Most course classes will meet daily while others will meet every other day. Monday through Thursday courses include Math, English, Science and World Language. All other courses will meet on an alternating schedule. For example, Social Studies might meet Mondays/Wednesdays or Tuesdays/Thursdays. For most classes, the teacher must have synchronous live sessions at least 50% of the instructional time for the week resulting in about 50% asynchronous learning environment (independent learning that takes place without real-time input from the teacher) for all students. Teachers are expected to take attendance and not allow live sessions to exceed the 25-minute mark of their schedule time. For the remaining 55 minutes teachers can choose to (1) continue synchronous instruction; (2) move to asynchronous via platforms such as FlipGrid or EdPuzzle; or (3) may monitor student work via GoGuardian or other monitoring tools.

Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and

During staff PD, the instructional leadership team led by the Director of Educational Technology will review and demo the tools teachers can use for instruction in both the synchronous and asynchronous environment. We will also have staff members organized into self selected virtual learning communities to deep dive into a technology tool of choice meant to deliver high quality instruction.

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.

Teacher supervisors will be required to (1) be available online for teacher support by no later than 8:00am daily, (2) ensure that teachers are online when they are supposed to be and have all necessary student facing work posted by; (3) ensure teachers are posting grades and feedback weekly for students and adhering the communication norms for families; (4) hold bi-weekly check-in meetings with teachers. In addition, teacher coaching and supervision will prioritize practice and use of critical tools for distance learning.

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 ; 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.

Description of Internal IB Diploma Programme Diagnostic:

- **DP ELA Diagnostic Assessments for SY 20-21:** Students entering 11th grade will take a diagnostic ELA assessment covering the cumulative content of IB Middle Years Program math for grades 6-10 in the areas of using language, producing text, analyzing, and organizing. Students entering 12th grade will take a diagnostic assessment covering the cumulative learning from 11th grade, Year 1 of their IB Diploma course, similar to a final exam from spring 2020. Teachers will analyze the results to determine any learning gaps due to the pandemic's affect on spring instruction, or summer slide over July and August.
- **DP Math Diagnostic Assessments for SY 20-21:** Students entering 11th grade will take a diagnostic math assessment covering the cumulative content of IB Middle Years Program math for grades 6-10. The diagnostic will slightly differ based on the particular IB Diploma math course a student has chosen from among the four possible math course options, but the core of the assessments will be the same. Students entering 12th grade will take a diagnostic assessment covering the cumulative learning from 11th grade, Year 1 of their IB Diploma math course, similar to a final exam from spring 2020. Teachers will analyze the results to determine any learning gaps due to the pandemic's affect on spring instruction, or summer slide over July and August.

Until it is safe for students to be physically present, DCI plans to assess all students remotely. Students in grades 6-10 will be assessed at home using NWEA MAP with online proctoring by staff members. Students in grades 11 and 12 will be assessed through an internal diagnostic (as described above). The internal diagnostic will also be administered remotely with online proctoring by staff members. Go Guardian, screen monitoring software, will be utilized to ensure fidelity of results on both sets of exams. Once it is safe for students to be physically present in the building, we will administer assessments in person, while also allowing remote options for students staying at home.

All students will be assessed through one of the formative assessments listed above. Grades 6-10 will be assessed in the Fall, Winter, and Spring via NWEA-MAP remotely. Assessment in the Fall will occur in September/the first six weeks of school. Students will be assessed via the platform remotely with staff online as proctors. Grades 11 and 12 will take an internal diagnostic to determine potential learning loss. Students in English and math support courses will, additionally, be assessed via IXL or Achieve3000 to better inform instructional practices. All data will be used to inform instruction for the year by appropriate departments.

Feedback expectations & Grading:

- All students & families should expect bi-weekly contact via email and/or phone regarding student performance.
- Teachers have autonomy over how they provide ongoing feedback. To that end, students and families can expect notes or feedback via [Google classroom](#), [iXL](#) or [Illuminate](#).
- Managebac will be used to report summative assessment scores
- Teachers will contact families via email and/or telephone to support students showing evidence of academic challenge i.e. failing a test, excessive absence or missing work.

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.
8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation

Students will be promoted based on course performance. We'll use grade level SST (Student Support Team) data on a quarterly basis to design academic interventions for students in danger and provide eighth graders with access to Edgenuity during the summer should they be in danger of retention.

For High School:

- A final semester grade of 3 must be earned to achieve credit in a class graded on the 1-7 IB scale. Certain classes will be graded Pass/Fail, with Pass being the grade for high school credit.
- Students must have at least 6 credits towards graduation to be considered a 10th grader; at least 12 credits, and a satisfactory MYP Personal Project, to be considered an 11th grader; and at least 18 credits to be considered a 12th grader.

For Middle School:

- **Grades 6 &7:**
 1. **Grades:** Students must earn passing grades of a 3 in all classes. In lieu of retention, students will be encouraged to complete summer work but not required.
 2. **Attendance:** Students may not have more than 30 absences (60 tardies or fewer) for the entire school year. Special considerations regarding attendance will be based on OSSE guidance
 3. **Retention danger:** Students in danger of retention will be contacted by early May of the current school year by the principal.
- **Grade 8:**
 1. **Grades:** Students must earn passing grades of a 3 in all classes. Completion of summer school courses is required to be promoted to the 9th grade. are NOT ELIGIBLE to participate in the June ceremony.
 2. **Attendance:** Students may not have more than 30 absences (60 tardies or fewer) for the entire school year. Special considerations regarding attendance will be based on OSSE guidance
 3. **Celebratory exercises:** Students must complete 12 hours of service toward the goal of their Community Project and present their Community Project presentation to their ATL advisor via virtual exhibit. Virtual volunteer hours are sufficient. Any student who does not complete a Community Project will NOT participate in annual ceremonies.
 4. **Retention danger:** Students in danger of retention will be contacted by early May of the current school year by the principal.

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.

We do not intend to waive any policies that are not waived by OSSE for all high school students in the District of Columbia.

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

- 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?

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?

DC International School commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of "seat time" per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

Attendance will be taken every period in the first five minutes for every class in our SIS (eSchoolsPlus). For synchronous/live class periods, attendance will be taken via presence in Zoom or Google Meet (this is the back-up platform in case of any outages in Zoom). For asynchronous/student paced lessons, we will use GoGuardian, our screen monitoring technology, to ensure students are "present" and working on given tasks.

The first class of the day, our advisory/homeroom course, is a live session to ensure we can catch absences early and make the necessary calls to get students to class and/or mark their absence accordingly. An attendance team will make calls 15 minutes into each period for students who have not shown up to class. This way the team can identify the barriers to attendance and problem solve with students/families accordingly. At 3 unexcused absences or in the event that we cannot reach a family or student, the attendance team will refer to the counseling team for further follow-up. If students continue to be absent unexcused, an SST referral will be made and attendance interventions administered. At 10 unexcused absences, the counseling team will contact CFSA to submit an educational neglect report.

In the case of technology issues or other unforeseen issues that may arise, the following touchpoints will be used to take attendance. Only attendance team members, reception team members, leadership team members, or counselors will be able to make changes to attendance based on these modalities:

- Phone conversations or virtual meeting (via Facetime or some other method outside of Zoom) one-on-one with instructional staff to discuss content
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work
- Completed assignments uploaded to secure folder within school's system (Google Classroom) from daily activity (>50% complete will be considered present, regardless of accuracy)
- Email (using school-provided and secure student and teacher email addresses) or upload photos of

that the official attendance records of students are accurate? What student-level data specifically would be

completed assignments, projects, or videos of activities (such as PE) in a secure portal.

- Instructional staff check-in of students working during class time on GoGuardian during asynchronous days after the first 5 minutes of assigned class time

furnished to OSSE in the event of an audit of attendance records?

Collecting, verifying, entering and storing supporting data will occur through the following methods:

- Eschools attendance records
- Collection of student assignments as artifacts
- GoGuardian records for the day are stored on the site as proof of student attendance
- Documentation of calls made home
- Emails to families
- Documentation of Google Chats with students

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.

DCI will continue to use ATL or Family (advisory) as a space for developing connections, building positive school climate, and utilizing trauma-informed practices with students and staff even via distance. Students and advisors will meet daily for 30 minutes where students will be expected to use their camera feature and connect with their peers.

Each week, critical team members meet to analyze student data and design supports. The team includes MS Grade Level Leaders, Director of Student Support Services, Counselors, Dean of Students and Assistant Principals. We'll continue to host weekly Student Support Team meetings to analyze data and design supports for all students. Our counseling teams will continue to host sessions, ATL/Family advisors will continue to do virtual check-ins and students will be surveyed monthly to monitor their needs. In addition, SST meetings will be the main vehicle to identify, refer and monitor students with mental health and other nonacademic support needs across all learning environments)

DCI will use teacher-created assessments to determine which students have lost the most learning due to COVID-19 and assign interventions accordingly. The protocol outlined above will support all students, including those with significant learning loss.

Incidences related to suicide awareness and prevention, sexual harassment, prevention of sexual abuse will be handled in accordance with both our Staff and Student & Family Handbooks.

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:
Schools are expected to implement their normal, in-person discipline policies and procedures when students

- 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.

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.

DCI Staff will set and teach clear and consistent expectations with students, outlining appropriate use of any digital learning platforms being used. The appropriate use of technology has been a focus for DCI since its inception, and staff will continue to proactively teach digital citizenship while outlining expectations that student engagement mirrors respectful and active participation during in-person learning. Student engagement on DCI learning platforms, such as Zoom, Google Classroom, and Google Meet will be actively monitored by teaching staff during all live, synchronous instruction. Staff will also monitor communications and engagement on self-guided platforms during any asynchronous learning that occurs during class time. Staff will ensure that behaviors are respectful and conducive to a safe and engaging learning environment, by ensuring that behavior and communications on discussion boards, chat features, collaborative platforms (i.e. Google Documents), and any live discussion via video meets expectations as outlined in Student Handbook. DCI continues to expect students to uphold all email and electronic communications expectations as outlined in the DCI Student Handbook, noting that any school e-mail and communications are subject to inspection by the school at any time.

DCI Staff response to misbehavior during synchronous digital sessions will be to first attempt to redirect and reintegrate students into the learning environment. Staff will explicitly redirect a student to change their behavior (e.g. "Please display an accurate Zoom name.") and will celebrate students whose behaviors are redirected. If student misbehavior continues, in some cases staff may disable certain features of the digital learning platform to limit available avenues for disrupting student learning (i.e. muting the student or disabling chat functionality). Staff are directed to take a screenshot of the misbehavior and share the screenshot with the student's caregivers and the DCI Discipline Team. The DCI Discipline team will intervene using the guiding principles of Restorative Justice: identifying harm caused, ensuring those who have caused the harm take responsibility to restore and repair harm done (including relationships), and ensuring those most directly impacted by that harm can participate in the justice process.

While all efforts will be made to support students to remain in the synchronous learning environment, certain behaviors could result in a student being excluded from synchronous (live) learning. Students may also be excluded from synchronous learning if their behaviors that occur outside of synchronous learning pose a disruption to synchronous learning (such as transmitting inappropriate language/material or communicating a threat). Such behaviors include but are not limited to those outlined as Tiers 3 and 4 behaviors in DCI's Student Handbook, as well as the following:

- Utilizing any electronic communication feature (chat, video, discussion boards, etc.) of the digital learning platform to transmit language/material that may be considered profane, obscene, abusive, or offensive to others during synchronous learning.
- Consistently sharing off-task communications that are disruptive to instruction or learning.
- Misrepresentation of student identity on learning platforms. Properly identifying oneself is critical for academic integrity as well as the safety of all staff and students on certain learning platforms.
- Communicating a threat to self or others.
- Persistent communication with staff and peers that is not polite, courteous, or respectful.

- **Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language.**
- **Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on the internet or sending material electronically (via email or cell phone).**
- **Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs).**

Immediate Exclusion or Removal from Digital Learning:

DCI staff will communicate with the DCI Discipline Team if the student must be immediately removed from the synchronous digital learning platform. A member of the DCI Discipline Team or instructional staff will contact the family that same day via email and phone indicating that the student was excluded from class, describing the misbehavior, and outlining how the student will be able to access and complete any instruction or work missed. Additionally, the student support team will work in tandem with the DCI Discipline team for any student with an IEP or 504.

Exclusion as a Consequence:

If deemed appropriate based on the severity and frequency of the misbehavior, the student may be excluded from future distance learning or families may opt into a digital version of “reverse suspension.” Student families will be notified via phone or video conferencing of any exclusionary consequence. If phone or video conferencing is not possible, guardians will be notified via phone/video conferencing and email. Otherwise, the student will be excluded from synchronous digital learning, and expected to complete all asynchronous work and review any recordings of the synchronous learning they may have missed. The Student Support team will be consulted before the removal of any student with an IEP or 504 plan is executed, consistent with Federal and State regulations

Restorative Justice Mediation:

Students who have been excluded from the synchronous learning environment will have the opportunity to participate in a mediation with the staff and/or any peers involved in the behavior incident. The mediation will be facilitated via video conference by a third party and participants will work to identify how the student and staff member can support one another in the digital learning environment and repair any harm done. Students with a high number of classes or days of exclusion will be monitored closely by the DCI Discipline Team to ensure proactive interventions are put in place to help the student succeed in the digital learning environment.

Access to Learning:

As outlined previously, all class materials will be posted on Google Classroom, DCI’s learning management system; students who have been excluded from synchronous learning will still have access to this platform. Students who have been excluded from synchronous learning will be provided with an alternative asynchronous or self-paced assignment, which will be clearly communicated to the student and their family

ahead of time via email. Those asynchronous options have been previously outlined and include Video Lessons + Independent Work, Guided Lesson Modules, Online Discussion Boards, and Individual Project Work Time + Individual Conferences. The asynchronous model will be chosen based on the specific student and incident.

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](#).

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;

DCI sent an email, in English and Spanish, to new and returning families at the end of July offering time to speak to each family of students with disabilities before the start of school to discuss individual student needs. One week prior to school, DCI will send a letter to all families detailing it's approach to special education services while in Distance Learning. This letter will be sent in English and Spanish. Also, DCI will continue to work with families to address all timelines outlined within IDEA, including addressing any overdue evaluations by providing families the option of coming into the building for in-person testing, when that is an option. If a family indicates they are uncomfortable with in person testing, a Prior Written Notice (PWN) will be generated denoting the delay as a result of the parent, consistent with OSSE monitoring guidance issued in the Spring. DCI will continue to follow the same structure, as mandated by IDEA, for initial eligibility referrals. Parents, students, and staff will still reach out to the Director of Student Support Services for a referral, the referral will be documented, existing data will be reviewed, and consent will be obtained for any student who needs additional testing. DCI will also issue an additional PWN documenting any additional delays in evaluations. If there is a delay for any student going through an initial evaluation, DCI will develop an individualized interim support plan to ensure the student has support while waiting for additional data. That plan will be documented in SEDs and through a PWN.

Additionally, all IEP meetings, 504 meetings, 30-day reviews, recovery meetings, and eligibility (pending evaluations) meetings will be held via video conferencing or via phone. DCI will continue to have team members reaching out to families in August to set up the relevant meetings for the school year. Once it's set, the letter of invitation will be generated and sent, which will denote the LEA's intention to adhere to IDEA timelines for meetings. DCI has already set dates for quarterly progress reports and dates for monthly service

trackers for Related Service Providers. Finally, DCI will be meeting with all 350+ families with IEPs/504 plans within the first 60 days of school, with priority for new students within the first 30 days.

DCI will continue to have case managers check in with their respective students daily and track their engagement in a tracker. They will continue to check-in on three (though not limited to) questions - 1. Are there any classes the student is having challenges with? 2. Is the student receiving their documented accommodations? 3. How is the student doing from a social-emotional point of view? - These questions are designed to ensure the student has a voice in the process and the team is able to address any concerns immediately. Case managers will also communicate with families once a week, denoting their preferred method of communication and what information they would like to know at the end of each week. Finally, DCI has expanded the amount of support classes to supplement general education instruction for students with disabilities who need them. This will provide a smaller group environment for students to engage with a special education teacher.

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

Whenever a family member with a disability is seeking support with a student, DCI will ensure a meeting is set to discuss the curriculum, review supports, and discuss any interventions. DCI will also ensure that any documentation that requires translation, needs to be JAWS ready, information that needs to be communicated through relay services, requires information be developed in a tactile accessible system, or any other specific accommodation is done so in accordance with family needs. Additionally, DCI will provide re-aloud services to any parent / family who requires that accommodation to access the material to support their student in accessing content at home.

DCI will be meeting with all 350+ families with IEPs/504 plans within the first 60 days of school, with priority for new students within the first 30 days. These meetings will be translated or use the appropriate medium that meets the student and families accessibility needs. During these meetings, the primary focus will be ensuring that students have access to the curriculum through the distance learning format. If adjustments are needed for the IEP/504 plan, they can be done at that time. DCI will also conduct a series of training sessions for all teachers prior to the start of the year that focuses on the implementation of the IEP/504 plan during distance learning. Students continue to have access to a Chromebook for daily instruction, daily check ins with their case manager, and access to an expanded set of support classes designed to enhance access to the general education curriculum. DCI will offer a training for parents in the fall that is focused on supporting their student that has an IEP/504 plan - this training will provide parents with an understanding of how to support their student at home, what accommodations should look like, and strategies for engagement with distance learning. Below is DCI's anticipated training plan for the first quarter:

- **August: Distance Learning and Accommodations, DCI Distance Learning Plan for Students with IEPs and 504 plans**
- **September: Trauma-Informed Care at Home, Occupational Therapy Strategies for Home**
- **October: Speech-Language Strategies for Home, Executive Functioning Development for all**
- **November: Transition Planning during Distance Learning, Social-Emotional Support for Families and Students, Physical Therapy Strategies for All**

Subsequent training sessions will be based on family need and interest. Finally, DCI will undertake a rigorous training program for staff members to learn how best to support students and families during distance learning.

The manner in which LEA deliver related services for students in distance learning;

DCI had success with a telehealth model for related services in the Spring and will continue to follow that model in the Fall. Related service providers will continue to send a calendar invitation that includes the parent, student, and teacher, if applicable, that denotes the time and length of the session. Students will also receive a chat from their related service provider to remind them of their upcoming session. DCI sent a survey in the spring for families to opt into in-person related services, if necessary. DCI will also send the same survey in the fall to provide families with options. If any family opts for in-person services, a safety protocol will be put in place and schedules will be adjusted accordingly. Related Services Providers will meet with Middle School and High School teaching staff during their weekly case debrief meetings. For students who receive Occupational Therapy / Physical Therapy and the family opts out of in-person support, the related service provider will attempt to provide services through telehealth services. DCI will make every effort to send materials and equipment, whenever possible, that is required for a session. If the student continues to need additional services, the IEP team will convene and discuss ways to account for services / develop a plan that meets the needs of the student when school reopens.

Finally, DCI students who have a dedicated aide will be recommended as a priority population to be able to come into the school building and receive support from their aide in person. If families do not opt to allow their students to come into the building, the dedicated aide will support the student through distance learning. Dedicated aides will attend each synchronous live class session. During asynchronous sessions, dedicated aides are expected to be working one-on-one with their student to complete assigned tasks, assist with focus on assigned tasks, and maintain an assistance consistent with the IEP team. The dedicated aide will not be responsible for delivering content, however will reach out to teachers on student's behalf if more support is needed.

The manner in which the LEA will support parent training for students receiving related services through distance learning;

As mentioned above, DCI will be providing training in the Fall for families to learn how to support their student with a disability during distance learning. DCI will also provide additional training to families whose student receives related services. This training will teach parents about the strategies being used for the respective area of related services, what considerations need to be made for the environment the related service is being provided in, and finally what strategies parents can use to continue student growth beyond the related service session. Training will also focus on the hierarchy of prompts for students and how parents can support students based on their individual needs. The training will be ongoing, based on demand and need for parents. DCI will ensure training sessions cover Social/Emotional Health, Physical Therapy, Occupational Therapy, and Audiology - all of which are services provided to students at DCI. All training sessions will be conducted and recorded through zoom. Below is DCI's current planned trainings for quarter one:

- August: Distance Learning and Accommodations, DCI Distance Learning Plan for Students with IEPs and 504 plans**
- September: Trauma-Informed Care at Home, Occupational Therapy Strategies for Home**
- October: Speech-Language Strategies for Home, Executive Functioning Development for all**
- November: Transition Planning during Distance Learning, Social-Emotional Support for Families and Students, Physical Therapy Strategies for All**

Subsequent training sessions will be based on family need and interest

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;

DCI has developed a recovery worksheet in collaboration with OSSE and other LEAs which the school will

utilize to determine the needs of students for recovery services. All recovery meetings will take place following diagnostic assessments provided to the whole school population. DCI will also be partnering with our five feeder schools to address any recovery needs for sixth grade students. Once a determination is made based on the available data, DCI will design an individualized recovery learning plan, which could include tutoring / enrichment programs after school, additional related service sessions, and access to online resources to supplement instruction for students to review concepts they may be struggling with based on their data. DCI will also work with families to determine when and how recovery can take place, if needed. DCI remains committed to ensuring that students are able to recover any learning needs consistent with the progress of their general education peer's performance.

DCI will communicate the recovery plan to students and families during the recovery meeting. The meeting will have translation services, as needed by each family. The team will develop the plan together and agree on an implementation plan. Additionally, the team will outline a trajectory that details the timeline for which the plan will be implemented. All team members will sign off on the plan.

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

All students, including students with disabilities, will be administered diagnostic tests to determine their grade level functioning, areas of deficits, and overall performance in a subject area. Those assessments will be compared to diagnostic assessments taken in the Winter of 2020, prior to schools closing.. DCI will also examine classroom based assessments, performance on reading and math interventions, and data gathered that measures performance on IEP goals to compare with data collected prior to the end of the school year. Finally, DCI's student support team will work with parents, teachers, and students to ensure all diagnostic assessments are completed with any and all accommodations students receive based on their IEP / 504 plan.

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.

Consistent with the plan for supporting students with disabilities, DCI plans to assess all students using diagnostic testing and compare that with previous performance and overall performance of the general education population to determine any recovery needed for a student. If a student is determined to be significantly behind their general education peers, then an individualized recovery plan will be developed and implemented for the student. DCI will also leverage any and all community partnerships to ensure families have housing support, food support, and support for medical needs, as necessary and based on individual family needs. Additionally, students who are experiencing homelessness have been recommended as a priority population and are being offered the ability to come to the building in the Fall, which is subject to parent approval.

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 description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;

Identification and screening: During distance learning, DCI will continue to follow OSSE EL policy as it relates to the identification and screening of ELs. Most of our DCI EL students are returning students or, if new, have previously attended schools in the OSSE system. Therefore, we have their EL data via the Early Access to EL Data Application in Qlik. We are currently using Early Access data to place new students already in the system in the appropriate EL classes within our program. In the case of students who are new to the system, our school enrollment process includes the administration of the Home Language Survey. If potential ELs are identified via the Home Language Survey, we will utilize the WIDA online screening assessment in order to determine the student's EL status and ACCESS level, and place them accordingly.

Program model: DCI EL service model will continue in full operation during SY20-21. Our model consists of a combination of English Language Development (ELD) courses, EL co-taught courses, native/heritage language instruction, and EL case management and capacity-building, as follows:

- **ELD courses:** We will offer four ELD courses, three in middle school and one in high school, to ELs with ACCESS scores from 1 to 4.4. These classes are specifically designed to support students' academic language development needs in the four language domains: reading, writing, listening, and speaking. Based on an analysis of our DCI curriculum language demands, SY2020-21 ELD units of study will match or complement units of study in ELA, science and social studies classes. This will ensure that ELs are learning the academic language skills that they will need to be successful in their core academic subjects. These classes will be taught online, utilizing synchronous and asynchronous delivery methods and high-quality EL materials created by our teachers based on various curriculum resources.
- **EL co-taught courses:** Last school year we launched EL-ELA co-taught classes in selected grades with good results. During the 2020-21 school year, based on our analysis of ACCESS and grade data, we are expanding our EL co-taught classes. In total, we will offer 10 co-taught classes in ELA, math, and science in selected grades, based on student linguistic needs. In these classes, content teachers and EL teachers will work together to make sure ELs receive linguistic accommodations and differentiation, during synchronous and asynchronous instruction, so that they can fully access the curriculum and successfully engage in grade-level academic tasks. Co-teaching responsibilities include adapting lessons and assignments, and providing small group instruction to ELs and other students with academic language needs during classes and tutoring students, as needed, during EL teachers' office hours on Fridays. We are in the process of developing clearer expectations and training for co-teachers based on lessons learned from last year's implementation, before and after the implementation distance learning, and current research on EL co-teaching,
- **Native language instruction:** The great majority of our Spanish-speaking ELs will also take intermediate or advanced Spanish courses via synchronous and asynchronous instruction. These courses allow our Spanish-speaking ELs to develop academic language in their native or heritage language. Research shows that providing rigorous first/heritage language instruction not only fosters high levels of bilingualism, but also allows students to develop metalinguistic awareness essential to learning languages.
- **EL Case Management:** Each of our four EL educators will case manage approximately forty EL students. Each case manager will be assigned certain grade(s) in order to promote collaboration with general education grade level teams. Case managers will:
 - Work with students to analyze their ACCESS data and classes' grades and set SMART language development goals
 - Conduct one-on-one check-ins with EL students to monitor their emotional well-being, ensure engagement in online learning and academic progress, and provide/coordinate supports, as needed. Check-ins were piloted last school year with positive results.

- **Work with general education and special educators of ELs in their caseload to ensure linguistic accommodation are implemented across the curriculum.**
- **EL Capacity Building: Finally, we are committed to ensuring that both our EL core team and every educator at DCI increase their capacity to appropriately serve ELs. With this goal in mind we will implement the following actions:**
 - **Our Director of Language Learning and one of our instructional coaches will work closely with our EL teachers, via weekly coaching and check-ins, to make sure that ELD and co-taught lessons are both rigorous and accessible to students and utilize language instruction best-practices.**
 - **This summer, 4 EL educators and 8 general education teachers across content areas and grade levels are participating in WIDA online self-paced workshops to increase their capacity to serve ELs.**
 - **EL teachers and the Director of Language Learning will organize PD workshops, co-planning sessions and consultations focused on how to scaffold and differentiate lessons/assignments for ELs, depending on student and teacher needs.**

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;

- **In order to facilitate EL case management, communication with students and families, and ensure that each student has clear linguistic goals they are working on, we are in the process of developing an EL Individualized Learning Plan (ILP) template.. We are utilizing models provided by OSSE and the DC Public Charter School Board to design the EL ILP that will best fit our students and faculty's needs. This tool will most likely contain the student's ACCESS scores, key background information, language strengths and needs, and SMART language development goals set in collaboration with EL students.**
- **Each EL teacher will meet individually with the ELs in their case management load during the first four weeks to build relationships, review their latest ACCESS data, identify their strengths and needs, and develop SMART language goals. During the remainder of the year, periodic check-ins will be conducted to monitor students progress towards their goals and set up action steps to support students.**
- **Training and a calendar will be provided to EL educators to ensure that the EL Individualized Learning Plan, and the goal setting and monitoring processes are done with fidelity.**

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

- **All students who scored 4.4 or below in ACCESS, in all grades, will receive instruction in social and academic reading, writing, listening and speaking skills in their ELD courses and co-taught classes, as described above. Furthermore, our ELD courses will teach lessons aligned to key academic language demands of DCI's content courses, in the four language domains.**
- **Additionally, our IB curriculum focused on inquiry based instruction and using content knowledge in authentic ways. Thus, in every content area, units integrate reading, writing, listening and speaking tasks to the benefit of ELs.**

The manner in which the LEA will provide EL students access to academic content by grade and proficiency

level.

- As mentioned above the curriculum for ELD classes are being developed based on the proficiency levels of students and the language demands of their core content classes (ELA, science and social studies). This approach will support student access to academic content.
- Additionally, co-taught classes will ensure all ELs with ACCESS scores 4.4 and below receive linguistic accommodations and small group instruction by co-teaching EL teachers.
- Access to academic content for students with higher English proficiency (4.5 to 5 in ACCESS) will be supported through EL case management and EL capacity building (co-planning, coaching and consultation), as needed.

Linguistically accessible and culturally competent communication with families

DCI is committed to communicating with families in a language they understand, to the extent practicable, in compliance with Title I and the Language Access Act. Additionally, our school understands that communication styles and preferences vary across linguistic and cultural communities and educators have to consider these variations in order to effectively communicate and partner with families. Since frequent communication with culturally and linguistically diverse families is even more important in the context of distance learning, we are continuing key language access strategies and adding new ones:

- DCI will continue to send all key communication to parents in both English and Spanish (distance learning policies, schedules, weekly parent online newsletter, report cards, curriculum updates, etc.) since Spanish is the most common heritage/world language spoken in our school community.
- DCI will continue providing simultaneous interpretation (or a parallel Spanish meeting option) for key family meetings via Zoom and utilize the DC language line to support verbal translation of all other languages.
- DCI will develop a Language Access hub where we will clearly outline expectations, protocols and resources for teachers to effectively communicate with parents whose dominant language is not English. Resources will include how to request translation/interpretation services from bilingual staff, how to use technology tools to translate/interpret, and bilingual email templates, among others.
- DCI will provide training to staff at the beginning of the school year on how to utilize the new Language Access hub, as well as culturally competent strategies to improve communication with culturally and linguistically diverse families.
- At the beginning of the school year, EL team will provide multilingual information to EL families about our DCI EL programming during distance learning.
- During the first three weeks of school, EL Case Managers will send a video to families and call families of the ELs in their caseload to introduce themselves and learn more about them. In addition to student check ins, case managers will check-in with families (via text, phone, video, and/or Whatsapp, meetings) in their preferred language, as needed.

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.

Describe the LEA's policy for technology use during distance learning, including:

Expectations for student access to devices and technical training:

- **100% of DCI students have access to a Chromebook. This has been the case since we opened in 2014. DCI students who have been enrolled previously have received training on the fundamentals of Chromebook use in the past.**
- **New-to-DCI students have been invited into the building for Chromebook pick up and orientation. At this time, students receive training on Chromebook use. Students are also being provided with a link for online Chromebook technical training.**
 - **An in-person lesson on Chromebook basics occurs during pick-up.**
 - **Students who do not come to distribution lessons will be able to participate in grab and go pick up and be provided with links to virtual training.**
- **Families who do not have reliable internet access have been and will be provided with a hotspot for at-home use and/or receive school support in connecting to free or low-cost internet options in the district.**
- **Families will receive training on how to use the hotspot upon pick up.**
- **All students have access to software platforms as selected by teachers and the school. Software platforms include the following**
 - **Google Classroom, Managebac, EdPuzzle, Nearpod, IXL, Parlay Ideas, Newsela, Sora, online textbooks, and more.**
 - **Training for these platforms will be conducted on an as-use basis. Students will learn by doing in their classes.**

Assessment of Family Technology Needs:

- **DCI surveyed family members in the Spring about internet access to gain an initial understanding of which families are in need of in-building support and which are in need of hotspots. We will do this again before school starts.**
- **DCI staff will analyze attendance data to gain insights into students who are missing classes. DCI staff will reach out to those families to learn whether absences are related to technology access issues.**
- **DCI technology staff will be in frequent contact with teachers to assess whether or not there are students who have expressed concerns over connectivity to teachers.**
- **Hotspots will be available for grab and go pick up for invited families/families in need during office hours.**

Family Engagement Policy

The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control:

- **Students without reliable access to the internet will be on DCI's priority populations list. They may be invited into the building to complete their school work.**
- **Students without reliable access to the internet who elect to not come into the building will be provided with a hotspot to ensure connectivity at home. DCI staff will also work with the family to help them get set up with special internet programs.**

The plan for replacing/repairing devices:

- **DCI has provided each student with a Chromebook since we opened in 2014. We are able to successfully provide support for students with devices. We did, starting in March of last year, and will continue with our successful tech service and operations.**
- **DCI technology staff will be on-site every day that the school building is open. Students may access technology support and repair services every day that the building is open for operation. When we are in full virtual mode, not serving priority populations DCI will be open for tech support M,W and Friday 9-1pm We have offered tech support onsite since the pandemic started and through the summer.**
- **Students learning remotely will be able to make an appointment with technology staff during school hours for device repair.**
- **Loaners will be available for any repair that cannot happen immediately.**
- **Insurance is available for families to purchase at \$20.00/year.**

Expectations for student access to internet and safeguarding personally identifiable information (PII):

- **Again, DCI has provided ALL students with Chromebooks since 2014 that they bring home everyday and during all breaks, including summer. We have worked to make sure safeguards are in place, specifically.**
- **Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites.**
- **DC International School complies with the Children's Internet Protection Act, filtering content that is inappropriate, monitoring student online activity on school-issued devices, and providing ATL/Family leaders with digital citizenship lessons that educate students on online safety. A summary and link to the full law can be found [here](#).**
- **DC International School uses the Google Suite For Education. GSFE collects information based on its services and does not share personal student data with outside organizations or companies. The Google Core services do not contain ads. The Google Additional Services may contain ads but do not contain targeted ads for K12 students logged in under a school domain. The full GSFE security and privacy policy can be found [here](#).**
- **DC International School only condones the use of websites and programs that are COPPA and FERPA compliant.**
- **DC International School primarily purchases and supports programs that have signed the Student Privacy Pledge. DCI prioritizes digital citizenship in ATL classes, teaching students to be safe online.**

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:

- **Access to most social media is prohibited on DCI devices.**
- **Streaming media access is disabled during school hours.**
- **General filtering, including limiting student searching to safe search on Google, Bing and Yahoo; putting YouTube in safety and/or education mode; URL and keyword scanning; and filtering out sexual content, drugs, gambling, other adult content, social media, computer and network misuse websites, chat and messaging websites, webmail, search engines without safe search, websites pertaining to school cheating, games, and other health categories**
 - **DCI uses software called GoGuardian, Securly, and GAT shield to put these parameters in place.**
 - **DCI teachers have access to GoGuardian Teacher, which allows them to put additional restrictions in place during their classes.**

If/how the school's technology policy differs by grade level:

- **DCI 11th and 12th graders have more freedom from safe search parameters than middle school students and younger high schoolers. This is to allow for more research opportunities in advanced classes.**

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).**

How often families can anticipate hearing from the school, and through which methods of communication;

DCI, as we have since we opened, sends out a weekly dispatch with important updates. Our Weekly Dispatch sent out in Spanish and English. We will continue to communicate with the entire community via email throughout the summer on a bi-weekly basis and during the school year on a weekly basis, at minimum. As we have in the past, DCI will host Zoom meetings throughout the summer and frequently throughout the school year to answer parent questions directly. Furthermore, we have specialized meetings: Principal Coffees, Tech Nights, Student Led Conferences, Cafe Charlas, PTO and much more that we have transitioned successfully online. All of these meetings are also held in Spanish. Families of priority populations will receive phone calls and emails regarding their individual situations and options. This information will also be posted on the DCI website and the DCI Parent Portal.

How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;

DCI used Citywide survey data as well as school-created surveys to create our Distance Learning plan and will continue to survey students and families for their feedback throughout the school year. Throughout this process, we have already surveyed families and students on topics such as non-instructional days and feedback on DCI's spring 2020 distance learning plan. We have also created both a student and a parent taskforce to consistently solicit and record input from from these groups. Furthermore we announced our plan in July and held multiple zoom calls to answer questions and talk to families.

How you will communicate about unanticipated facility closures and the health/safety of the school community;

DCI will continue to send text alerts and emails for all time sensitive communications in both English and Spanish. We already have all these programs and procedures in place and utilize them for school closures during weather events. The school is developing templates for the specific COVID communications to ensure they are able to be sent in a timely manner. This information will also be posted on the DCI website, Twitter, Facebook and the DCI Parent Portal.

How you will share expectations and training for family participation in their student's learning, including trainings for technology;

DCI will utilize email, online resources, and Zoom meetings to explain expectations and technology support. As we do at the beginning of every school year, DCI will host virtual tech and other trainings with parents and give them access to our [Parent Technology Resources site](#). Incoming students will also have the opportunity to sign up for in-person, socially distanced pickup of technology and a mini-orientation before the beginning of the school year.

How you will facilitate introductions to new teachers and classmates at the beginning of the school year;

DCI is planning for online team building sessions and orientations for new staff, students, and families. Depending on health regulations, small groups will also be brought to the building for in-person sessions AFTER our building upgrades are completed. In the interim, we will host students and family orientations with targeted training to facilitate introductions and build community.

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).

DCI utilizes Google Classroom, Managebac, and will introduce the eSchools Home Access Center to continually provide academic feedback and communication. Each week, teachers will update a syllabus that includes upcoming class plans, assignments, assessments, and expectations. Teachers will be and are given clear expectations to follow regarding both formal and informal feedback and check-ins with students.

Updated 9/3:

To support families and ensure they have all necessary feedback to support the learning of their child from home, we have setup a number of systems and expectations for staff and teachers in the following areas:

- **Attendance and Schedule-** We have set up a parent portal, the home access center in Eschools, to ensure families have real-time access to their student’s schedule, attendance status for each class, and a weekly syllabus for each class with all assignment due dates and expectations.
- **Grades (formal feedback)-** All teachers are expected to input at least one grade per week in our Managebac system. Our school will continue to use our IB, mastery-based system of grading. Everytime a grade is entered into the system, parents are notified via email of the grade. Teachers will include relevant comments regarding why the student received the grade they did and what resubmission looks like (i.e., tutoring hours, retake dates, etc.).
- **Informal feedback-** All teachers are strongly encouraged to regularly complete formative assessments via pre-assessments, exit tickets, weekly quizzes etc. to input into Managebac to ensure families have formative, informal data. Staff are expected to contact all families bi-weekly to ensure families have regular progress updates. Any student who receives failing grades (i.e., a 1 or 2 on an assessment-summative or formative) must complete an additional communication beyond the grade notification in our Managebac system.
- All staff members were trained in [these expectations and requirements](#) on August 20, 2020. The leadership team plans on having a refresher session with all teachers this Friday, September 4, 2020.
- Parents receive weekly communications from Securly about their student’s internet use.
- Parents receive daily or weekly (their choice) updates from Google Classroom (LMS) about students' assignments: what is turned in, what still needs to be turned in, etc.
- Teachers also communicate with parents and respond to parent emails. Our virtual Back to School Night will be on September 16, 2020. In November we have Student Led Goal Setting Conferences when parents meet with students and teachers about their progress.
- Signage of all preventative measures have been published throughout the school and communicated to families via our application, townhalls, direct phone calls, and emails
- Once our application is fully approved, the finalized plan will be published on the school website.
- Currently [our website](#) has a reporting form to report positive COVID cases. Once received, our COVID taskforce team will
 - Step 1: immediately notify DC Health by submitting [an online form](#) on the DC Health COVID-19 Reporting Requirements website under the section “Non-Healthcare Facility Establishment Reporting.”
 - Step 2: Communicate with families and students per [the latest guidance](#) (pg. 22)
 - Step 3: Clean, sanitize, and disinfect affected spaces per [the latest guidance](#) (pg. 22)

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: District of Columbia International School

LEA Leader Name: Mary Shaffner

Date: 09-25-2020 12:49 PM