

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

**LEA Name: SEED PCS**

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**LEA Type: 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.

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

<sup>2</sup>These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

<sup>3</sup>Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

### School Recovery Operations Plan

#### 1. Describe the LEA's plan to keep buildings clean, including:

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

a. SEED DC will begin the school year in a fully virtual model. All students will learn virtually through at least the first quarter of the school year. Therefore, there will be limited access to school buildings. The only time that students and staff members will access the school building is to pick up school materials and technology at the beginning of the school year and to pick up meals. Access to campus to pick up these items will be limited to the main lobby of the building and the lobby outside of the cafeteria.

The building will be cleaned Monday through Friday each week. Daily cleaning includes removing all trash, wiping down and disinfecting all surfaces (e.g. door knobs, tables), mopping floors, and cleaning bathrooms.

#### Cleaning Schedule for School (Academic) Building:

If and when in-person instruction begins, we will clean the building according to the following schedule:

- Sunday through Friday
  - All classrooms and common spaces (e.g. bathrooms, media center) are cleaned between 5am-8am each day.
  - We will also clean bathrooms once every two hours throughout the day when students are on campus.

#### Cleaning Schedule for Residence Halls:

If and when students move back into residence halls, we will clean the residence halls according to the following schedule:

- Sunday through Friday
  - All dorm rooms and common spaces (e.g. bathrooms, community spaces) are cleaned from 8am-12pm each day.

If and when students resume in-person learning, we will increase the frequency of cleanings, provide disinfectant dispensers throughout the school building and in all classrooms, and deep clean all utilized spaces each once per day.

Based upon the limited access described above, we plan to clean according to the following schedule:

- The main lobby and the lobby outside of the cafeteria will be cleaned Monday through Friday. Additionally it will be deep cleaned weekly on Friday's per the deep cleaning procedures. Lobby area has been provided PPE for themselves and all visitors, if necessary. Additionally, area has been protected with plexi-glass and provided with disinfectant and necessary signage.
- One area of the Academic building (SPED support area) will be utilized during the week and will be cleaned under same schedule as the Lobby area. Additionally this area has been provided with all PPE required. This area and the Lobby are both on the same floor so all bathrooms for the first floor will be cleaned at the same time.
- The rest of the school buildings will be cleaned daily per the contractor schedule and deep cleaned on the first

Friday of every month.

b. We will implement the following procedures if and when an individual in our community tests positive for COVID-19:

- Identify all areas that the individual accessed while on campus by reviewing the school schedule, the campus work log, and the school cameras;
- Immediately close the specific areas that were accessed so that no additional people become exposed;
- Open doors and windows to increase air circulation in the affected areas;
- Wait 48 hours before disinfecting the affected areas to allow air droplets to settle;
- Conduct deep clean of all areas that were accessed by said individual; and
- Wait 48 hours after the areas have been disinfected before allowing any person to access those areas of the school building.

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

We have placed floor markings every six feet throughout our hallways. We have removed excess furniture from classrooms and other spaces, including desks, tables, and chairs. We have posted signs throughout the school building that remind individuals to maintain at least six feet of social distance. We have installed plexi-glass barriers at key points throughout campus (e.g. in front of receptionist desk in main lobby) to prevent individuals from coming within six feet.

In addition to the physical changes described above, we will also implement procedures to ensure social distancing, including allowing only one person in the restroom at once; staggering arrival and dismissal times; and keeping students with the same cohort throughout the school day and not allowing students to change classrooms.

To ensure social distancing in the student residence halls, we will do the following:

- Close off all common spaces;
- Create a hybrid schedule so that only one student is assigned to a room at one time;
- Ensure social distancing when students are entering and leaving the residence halls; and
- Create a shower and bathroom schedule that reduces traffic into the bathroom.

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

SEED employs a fulltime HVAC technician who properly maintains the various HVAC systems on campus. We are changing our HVAC filters to Merv 13 (they filter down to 0.3 micron and trap 95-99% of particles in the air) in all areas of the school building, including the student and staff residences, that will be regularly used during distance learning. Those areas include:

- The lobby;
- The first floor office suite;
- The Student Support Services suite;
- The fourth floor office suite;
- Student and staff residences; and
- Hallways that lead to these areas.

All filters on campus will be changed quarterly (every 3 months) with the exception of the high traffic area of the lobby, which will be changed monthly. Additionally, a portable HEPA air purifier with UV light will be placed in the lobby. All filters will be maintained according to manufacturer's instructions on the unit. Finally, we will only

utilize rooms with windows for group activities, and windows will be opened at all times to increase air flow.

- 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>.*

## **VIRTUAL SCHOOL PROGRAM**

SEED made the decision to begin the school year in a fully virtual school model to ensure that all students and staff members are safe. The current plan is to provide virtual learning for at least the first quarter of the school year, at which point we will decide if it is safe to resume some in-person learning. We are prepared to extend the virtual learning model past the first quarter if public health conditions and the general risk of infection do not improve. The following plans apply to the current virtual school model:

### Student Schedule:

- Monday through Friday
  - 8:30 AM - 11:55 AM (synchronous learning)
  - 12:30-3:25 PM (asynchronous learning and targeted intervention and support)
  - 4-8 PM (Student Life programs)

### Staff Schedule:

- Monday through Friday
  - 8 AM - 4:30 PM (Academic Staff)
  - 12 PM - 8 PM (Student Life Staff)

### Meal Service Plan

School meals – including breakfast, lunch, dinner, and snack – are provided to students who opt-in to the meal program during virtual learning. We ask families to complete a survey to indicate that they wish to pick up student meals each week. However, no family is turned away, even if they do not complete the survey. Families pick up their Monday through Wednesday meals on Sunday evening between 4-7 PM. The Thursday and Friday meals are distributed on Wednesday evening from 4-7 PM.

### Distribution of Educational Materials

We distributed educational materials (e.g. Chrome books) the week before school began for students who needed technology. Many students already had technology from last school year and did not need additional materials. The materials were labeled with the student’s name and organized in the main lobby. Families picked up materials on designated days and at designated times to minimize the amount of people on campus at one time. Face coverings were required and social distancing was enforced to ensure that the distribution of materials was done safely.

### Plan for Extra-Curricular Programs

SEED engages students in Student Life activities as an integral part of our program. Part of the Student Life experience is participating in extra-curricular programs, including sports, clubs, and SPARKS. These programs are overseen by our Student Life faculty and occur virtually until in-person learning resumes.

### Plan to Provide PPE

PPE will be provided to both students and staff by the school. We have purchased 3,000 reusable masks and 5,000 disposable masks. When students and staff return to the building, each individual will be provided with PPE

sufficient to cover them while in school buildings. In addition, the school will keep a supply of masks on hand to provide in case of loss or damage to originally provided masks. The school will also provide multiple disinfecting devices to each classroom and space utilized by students and staff.

## **HYBRID SCHOOL PROGRAM**

SEED will continue to monitor public health data to determine when it is safe to resume some in-person learning. If and when that time comes, we will identify the students who would benefit the most from in-person learning, such as students with special education needs, and create a hybrid program for them. One of the more likely hybrid models is described below, along with a description of some of the corresponding routines.

### Student Schedule:

- Students attend school in-person twice per week from 9 AM - 2 PM;
- The other three days will be virtual learning.

### Staff Schedule:

- Monday through Friday
  - 8 AM - 4:30 PM (Academic Staff)
  - 12 PM - 8 PM (Student Life Staff)

### Arrival Procedures:

- Before students and staff arrive to campus (same morning): Students will respond to a short health screen questionnaire that is sent to their phone (or their parent's phone). Questions will ask whether they have a fever, whether they have symptoms (such as a cough), whether they have traveled recently, and whether they have been exposed to anyone with the coronavirus.
- Students and staff will be assigned a specific time to arrive to campus to reduce the number of students entering at the same time.
- Students and staff will be required to wear a mask to enter campus.
- Any student or staff member without a mask will be able to pick one up from a table in the lobby.
- Students and staff members will give their name to a nurse in the lobby when they arrive.
- The nurse will check to make sure that the student or staff member has completed the health screen questionnaire.
  - If yes, then they move forward to next step
  - If no, then they will complete a hard copy questionnaire
- Student and staff will have their temperature taken using one of the touchless, wall-mounted thermometers.
  - Any student or staff member with a temperature of 100 degrees or higher will be isolated and required to go home.
- After taking temperature, students and staff enter academic building and go directly to their assigned classroom.

### Dismissal Procedures:

- Student groups will leave classrooms according to a pre-set schedule to avoid many students in the hallways.
- Staff members will monitor the dismissal process to ensure students wear masks and maintain social distance.
- Students will wait for their ride (if being picked up) on our soccer court or the seating around the soccer court, always maintaining social distance.
- Parents will be asked not to leave their cars when picking their child up.

### Meals

The meal procedures described earlier (under the virtual school program section) will continue for students who are learning virtually. For students who are learning in-person, students will eat in their classrooms. Our meal program

provider will create boxed lunches and deliver the meals to the classrooms. Hand sanitizer stations will be placed in all classrooms and teachers/staff will ensure that students either wash hands or use hand sanitizer prior to eating. Trash cans will be placed in the hallways outside of classrooms to discard boxes and food scraps.

### PPE

Masks will be provided to all students and staff. We will provide five re-usable masks for each student and staff member at a time. The masks will be distributed on a designated day prior to the first day of in-person learning. We will also provide disinfectant wipes and hand sanitizer stations in all classrooms and common areas.

Any person who cleans or works with sick students or staff will be provided (and will be required to wear) goggles, gloves, coveralls, and a face shield.

### Extra-Curricular Activities

Students who learn in-person will participate in at least one extra-curricular activity each day to break up the five hours of learning that they will engage in each day. The extra-curricular activities will vary and will take place in the classroom, the gym, the media center, or the outdoor courtyard. We will also create a schedule that allows all students to get outside to get fresh air each day. We have enough space on our soccer court and surrounding track to have at least 30 students outside at the same time while maintaining safe social distance. We also have an outdoor courtyard that can accommodate about 15 students safely.

## Instructional Delivery Plan

### **5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21 school year.**

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

a. SEED DC will provide a fully virtual learning program through at least the first quarter of the school year. During this period, students will engage in a combination of synchronous and asynchronous learning. We will use Zoom as the platform for synchronous learning, and we will use Edgenuity as the platform for asynchronous learning. Edgenuity provides the entire curriculum – instructional videos, assignments, and assessments – within a virtual platform.

Students are able to access and complete the Edgenuity coursework at any time, although our schedule will provide students with time to complete work during the school day. We will create an A/B schedule with half the classes providing synchronous learning one day, the other half the next day, and alternating thereafter. Synchronous learning will occur between 8:30 AM and 3:50 PM each day. Students will also have dedicated time to complete coursework during the school day.

b. Students will receive approximately seven hours of instruction per day. The total number of hours includes about 3-4 hours of synchronous learning per day and 3-4 hours of asynchronous learning. The variance is based on whether a student has three classes on a given day or four classes, since we will operate an A/B schedule.

c. Our teachers and staff will participate in three full weeks of professional development before the first day of school. During this time, teachers and staff will learn about and practice using the primary systems used for instruction: Edgenuity, Google Classroom, and Zoom.

Teachers and staff will have up to 10 full days to deeply examine the curriculum, navigate the instructional systems, and plan their classroom routines and systems. Teachers will also receive regular feedback and support throughout the training period (and beyond) from a full-time instructional coach as well as their department and grade-level peers.

d. We will use a variety of data points to monitor, evaluate, and adjust our instructional plan. The data points will include regular student, parent, and teacher surveys; routine observations of synchronous classrooms; systematic monitoring of student progress and performance via the Edgenuity system; and feedback from teacher/staff teams who meet weekly to discuss student performance. The school leadership team will evaluate the program

## **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.**

We will administer three types of assessments this school year. The first type is the NWEA MAP interim assessment (Math and Reading), which measures student learning from the beginning of the year to the end of the year. MAP will be administered at the beginning of the school year (September) as well as in the spring (March). The initial assessment will be administered virtually using NWEA's protocols. Students who require a virtual proctor will receive support from a teacher or staff member.

The second type of assessment that we plan to use is a curriculum-based diagnostic assessment for each course that is provided within the Edgenuity platform. These diagnostic assessments measure student knowledge and skill on the specific standards that are taught in the course, providing teachers with information about where students stand at the beginning of the course.

In addition to the formative assessments mentioned above, we will also prioritize curriculum-based assessments throughout the school year. For example, students will complete regular quizzes and unit assessments in all courses through Edgenuity. The curriculum-based assessments are essential since they tell us how well students are learning

the actual content of the course.

## 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.

Our grading scale will remain the same for the 2020-2021 school year. The scale is as follows:

A = 90-100

B = 80-89

C = 70-79

F = 69 or below

There will be one significant change to our grading policy. Students will not be given a score lower than 50 percent for any assignment or for any marking period. This policy will ensure that students who have difficulty in a virtual learning environment have an opportunity to address their issues and improve their grade to a passing score, even if they initially struggle.

To be promoted to the next grade level, a student must pass all core content courses and at least one additional course.

8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

The only graduation requirement that will be waived for school year 2020-2021 is the requirement that all students have at least 100 hours of community service. Given the uncertainty of the pandemic and the safety of going into the community to provide service, this requirement will be waived for the current school year.

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

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

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

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

SEED DC will select Option A and use Edgenuity, our learning management system, to track and monitor



student attendance. Edgenuity provides a student-level report that shows how long each student is engaged in using the system to complete coursework. We will run these reports each day at 4 PM and upload the attendance data into PowerSchool (our student information system).

All students will be required to spend a minimum of four hours per day in the Edgenuity system in order 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?

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

Daily attendance reports will be downloaded from Edgenuity for all students. This data will be transferred to PowerSchool at the end of each day. In the event of an audit, PowerSchool attendance reports and the Edgenuity attendance data will be furnished to OSSE.

## **Whole Student Support**

### **A. Student Support**

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

#### **SOCIAL-EMOTIONAL SUPPORT**

SEED PCS offers a comprehensive Student Support Services program encompassing a range of social-emotional, mental health, and academic interventions. Our Student Life program uses an evidence-based social-emotional curriculum called Habitudes that focuses on developing the following five social and emotional learning (SEL) competencies: self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. All students will participate in this programming each week. In addition to the formal SEL curriculum, SEED students also participate in a program called SPARKS that focuses on providing students with the opportunity to pursue unique interests in a club format to reinforce the academic, social, and emotional skills they are learning in the classroom.

#### **MENTAL HEALTH**

SEED DC also has a robust mental health support program. SEED employs two Licensed Clinical Social Workers, one School Psychologist, and a licensed clinician through the Department of Behavioral Health Expansion Partnership with One Common Unity. Students have the option to self-select mental health supports if they believe it would be beneficial. Additionally, SEED will operate a School Support Team referral process that allows educators and parents to refer students for mental health services or other interventions. Mental health services will be provided virtually while the school is in a virtual learning format. Parents will have to consent to tele-health services for their child if they are interested.

## ACADEMIC INTERVENTION

SEED will assess students' academic progress using curriculum-based diagnostic assessments as well as the MAP interim assessment. SEED will identify students who are in need of additional intervention and provide tutoring services during a targeted instruction block in the afternoon or early evening depending on the course.

## **B. Behavior**

**12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**

- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
- **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

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

SEED strives to keep all students actively engaged in learning during this period of distance learning. However, there may be times that a student's behavior disrupts the learning environment and needs to be addressed prior to that student continuing their participation in live instruction with peers.

The Student Code of Conduct and behavior expectations are the same for virtual learning as they are for in-person learning. However, there are certain behaviors that are more relevant in a virtual learning context. The following behaviors are examples of behavior that could result in a student being temporarily excluded from distance learning:

- Repeated inappropriate language used during virtual lessons;
- Use of threatening language toward a teacher or peer;
- Any form of bullying of another student;
- Displaying drug paraphernalia or weapons during live instruction; or
- Failure to abide by the virtual dress code policy.

If a student is excluded from distance learning for any reason, a school staff person (typically a dean) will contact the family by phone to discuss and address the problem behavior. Students will continue to work through the Edgenuity platform during their temporary exclusion from live virtual lessons. Edgenuity provides all components of the curriculum, including instructional videos, which means that students will still have full access to coursework.

## **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](#).*

**IDEA Compliance Timelines:** All MDT meetings will continue through conference lines or Zoom based on parent/guardian preference. SEED continues to schedule meetings with parents or educational decision makers as well as ensuring the participation of all mandatory team members. All efforts are documented in SEDS. Distance Learning Status will be documented through PWN at every annual IEP meeting during the Distance Learning period.

**Specialized Instruction:** Co-Taught and Self-Contained instruction will continue to be facilitated via the Edgenuity Platform. Courses will be modified for students with disabilities in accordance with course requirements and modifications to ensure access for all learners. Additionally, special education teachers will have tutoring hours, which support small groups and additional hours outside of general education.

**Related Services:** All related services are being provided through teletherapy options and Zoom. Service delivery continues to be documented in SEDS/EasyIEP through logs and service trackers. Teletherapy consent will be provided through text, email, or verbal confirmation documented in SEDS and email.

**Nonpublic Compliance:** SEED has received and reviewed Distance Learning plans from nonpublic day schools and notifications of continued services for students placed in residential programs. SEED has submitted payment requests to OSSE to continue tuition reimbursement. Additionally, SEED is also providing technology to any SEED students attending Nonpublic schools that need to access distance learning.

**Compensatory Education Assessment:** All special education teachers and related service providers will continue to monitor and document progress towards IEP Goals. We will also consider attendance in virtual class sessions, assessment data, work completion, and accuracy to determine needs for compensatory services. With respect to recovery planning, SEED PCS will partner with the DC Special Education Cooperative to assess and provide intervention for students with IEPs through the SRI and SMI assessment followed by the subsequent appropriate intervention.

**Access for Parents/Guardians:** SEED will contact all parents/families of students with disabilities at the start of the school year to identify accessibility issues. Although we currently do not have any parents with accessibility issues, we will continue to monitor our parent needs through direct communication (i.e. phone calls). If and when we have a parent with an accessibility concern, we will provide the appropriate accommodation to ensure accessibility of information to all parents. The accommodations may be provided through a third-party service if necessary (e.g. translating information into another language, providing information in braille, etc.).

**Wards of The District of Columbia and Housing Insecure:** These students will have access to all recovery assessments and interventions provided to the general education population. Accommodations will be made based on case-by-case needs of students experiencing hardships.

**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.**

SEED PCS currently has one dual-identified student. The student continues to receive accommodations and modifications as needed to access curriculum across language domains. Access Assessment data is used to determine language goals across the Reading, Writing, Listening and Speaking Domains. SEED DC will hire a part-time ELL teacher to work 1:1 with this student to support success. The student also receives the support of a dedicated aide providing daily touch points. All documents can be sent home in Spanish, in addition to bilingual staff availability to provide translation support to ensure access to content and provide technology support. Additional translation supports available include The Language Line.

**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.**

a. All students will receive a Chromebook that will be used for virtual learning. The Chromebooks will be outfitted with the appropriate programs prior to student distribution. Many students already have Chromebooks from last school year. We will survey families in August to find out who needs additional technology devices or support. Students will participate in training the week before school starts to ensure they know how to use the device as well as the software programs required for the virtual program.

b. SEED will administer a survey via email and text message that assesses families’ technology needs with regard to Internet and devices. Staff members will follow up with families

c. SEED will ensure that all students have access to the Internet and to the technology devices necessary to

participate fully in the virtual program. Staff members will assist with signing families up with the Internet Essentials program and potentially covering the cost for our at risk populations. Hotspots may be provided in certain circumstances.

d. Students will be assigned an advisor that checks in with the student at least twice per week. If a student needs a device repaired or replaced, the student will contact the advisor via email, phone, or during a scheduled virtual advisory. The advisor, in turn, will be responsible for communicating the issue with the appropriate person and resolving the problem within 48 hours.

e. SEED advisory teachers will provide students with guidance on how to safely access the Internet. Students will be taught to avoid providing or sharing personally identifiable information on the Internet or at any time when engaged in school activities.

f. We have a software program that prohibits students from using their devices to access websites that are not approved by the school. This program will serve as a firewall to prevent students from misusing their devices.

g. The technology policy does not differ by grade level.

## **Family Engagement Policy**

### **16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:**

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

a. Families should expect to hear from SEED at least once per week. The communication with families will be shared via email, text, and social media platforms.

b. SEED will survey students and families on a weekly basis through the first month of the school year (and monthly thereafter) to ensure that we are providing an optimal learning environment for students. The surveys will be administered via Google forms and will focus on the quality of the virtual program. The student survey will be administered on Fridays during a scheduled class period, and the data will be analyzed the same day so that improvements can be made for the following week.

In addition to the weekly surveys to start the year, SEED will organize a School Planning Committee comprised of

students, parents, teachers, staff, and school leaders. The purpose of the committee is to provide regular feedback on school plans, including the virtual learning program. The committee will be asked to provide feedback at least monthly.

Finally, SEED will solicit student feedback through our advisory program. The advisory program is a 30-minute weekly check-in that provides students with a structure to monitor performance, evaluate routines, and make adjustments to improve performance. It is also a place where students can connect with both adults and peers to focus on their emotional, mental, and social well-being.

c. School closures will be communicated via email, text, and social media platforms.

d. We will outline our expectations for family participation in their student's learning in a written 1-page document that will be shared with families prior to the first day of school. We will also provide a virtual parent training to review expectations and provide suggestions and tips for how families can support their child's learning experience.

e. SEED will host an orientation for all students the week before school begins. Students will have opportunities to meet and interact with their teachers and peers during the orientations. Also, teachers will facilitate icebreakers and other interactive activities the first week of school to allow students an opportunity to get to know each other.

f. SEED will provide formal feedback on student performance at least eight times during the school year: at the end of each quarter, and at the mid-point of each quarter. SEED will also establish a standard expectation for when, how, and how frequently teachers provide informal feedback to students and families on student work. Feedback will be shared via live Zoom lessons, in written form through Edgenuity, and through email, phone, and text.

## 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:** SEED PCS

**LEA Leader Name:** Brian Rahaman

**Date:** 10-14-2020 01:10 PM