

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

LEA Name: St. Coletta Special Education PCS

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LEA Type: Pre-K ; Elementary ; Middle School ; High School ; Adult

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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)?**

Regular Cleaning Schedule

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 will adhere to the following:

- 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](#).
- 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. Bathrooms will be cleaned and disinfected as needed throughout the school day.

Frequent cleaning/sanitation of instructional spaces

- Daily professional cleaning of school campus (includes cleaning, sanitation, and disinfection)
- Biweekly (1x weekday and 1x weekend) professional deep cleaning of school campus (includes cleaning, sanitation, and disinfection)
- Cleaning and disinfecting of frequently touched surfaces throughout the school day (e.g. door handles, light switches, bathroom fixtures)
- Each classroom will have a cleaning supply kit that will be checked and refilled by facilities regularly
- Cleaning schedules will be posted with procedures (all cleaning procedures will follow the St. Coletta of Greater Washington sanitation plan and [District guidance on cleaning and disinfecting](#)).
- The school will implement safe and correct storage for cleaning and disinfection products.
- Playground structures will be included as part of routine cleaning.
- 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.

Frequent cleaning/sanitation of instructional materials and shared items

- Each classroom will have a cleaning supply kit that will be checked and refilled by facilities regularly
- Student specific instructional materials/manipulatives will be kept separate when possible
- Instructional materials that need to be used by multiple students will be cleaned between each use
- Items that have been in a student's mouths or soiled by bodily secretions will be immediately set aside. These items will be cleaned and sanitized by a staff member wearing gloves before being used by another child.

- Built in opportunities in the schedule for cleaning instructional spaces
- Laundry rooms will only be used for unsoiled school owned items. Student owned clothing will be sent home in a sealed bag for laundering.
- Machine washable toys should be used by only one child and laundered in between uses.
- Mats and bedding are to be individually labeled and stored.
- Mats will be placed at least six feet apart while in use and cleaned and sanitized between uses.
- Bedding will be washable and laundered at least weekly or before use by another child.
- Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.
- Hand sanitizer and/or cleaning wipes will be readily available next to frequently touched equipment (such as copy machines)
- Approved hand sanitizer will be supplied throughout the school building

Positive COVID-19 Case Cleaning Schedule

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). The following protocols will apply in circumstances in which a 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.
- Staff conducting cleaning must adhere to PPE requirements.

The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting. The scope of deep cleaning includes:

- Use of disinfectant cleaner on hard non-porous surfaces (phones, keyboards/mice, tables, chairs, windows, doorknobs, locker surfaces, outside of appliances, file cabinets, monitors, printers/copiers, and gym bleachers)
- Dusting of vents
- Spray of disinfectant cleaner on walls and vents
- Scrubbing of floors with disinfectant cleaner
- Bonneting of carpets with disinfectant cleaner

Cleaning/Sanitation of Spaces Used for Aerosol-Generating Procedures

- Aerosol-generating procedures (e.g., tracheostomy suctioning) will be done in a dedicated room, only to be occupied by the student or staff member engaged in the treatment.
 - If tracheostomy suctioning is needed multiple times a day, a well-ventilated room dedicated for this purpose, will be assigned for exclusive use by the given student, when possible.
 - If assignment of a dedicated room to a particular student is not feasible, the room will be closed for 24 hours after the treatment to allow respiratory droplets to settle, then cleaned and disinfected prior to use by another individual.
 - St. Coletta School will work with families and the school nurse to identify opportunities to transition the schedule for tracheostomy suctioning to before or after school, if medically appropriate.
- Spaces in which oral or nebulized medication has been administered will undergo routine cleaning and disinfection.

- Students who receive nebulized treatments will be strongly encouraged to replace the nebulizer with oral inhalers whenever possible.
- Nebulizer treatments will be given outside, if feasible and weather permitting, or in a dedicated room.
- St. Coletta School will work with families and the school nurse to identify opportunities to transition the schedule for nebulized medication administration to before or after school, if medically appropriate.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C = Clean D = Disinfect S = Sanitize

	<i>Between Uses (by school personnel)</i>	<i>Throughout Day (by school personnel)</i>	<i>Daily (by vendor)</i>	<i>Weekly (by vendor)</i>
<i>Surfaces</i>		<i>C, D</i>	<i>D</i>	<i>D</i>
<i>Bathrooms</i>	<i>C, D</i>		<i>D</i>	<i>D</i>
<i>Doorknobs</i>		<i>D</i>	<i>D</i>	<i>D</i>
<i>Playground</i>			<i>S</i>	<i>D</i>
<i>Health Suite</i>		<i>C,D</i>	<i>D</i>	<i>D</i>
<i>Hallway floors</i>			<i>D</i>	<i>D</i>
<i>Windows</i>			<i>D</i>	<i>D</i>
<i>Desks and chairs</i>			<i>D</i>	<i>D</i>
<i>Mats and positioning equipment</i>	<i>C,D</i>			

COVID-19 Symptom Cleaning Schedule

In addition to these routine cleaning requirements, the following protocols will apply in circumstances in which a 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.
- Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements.

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

Physical Changes to the Environment to Promote Social Distancing

Use of Space

The school will take the following measures in its use of space:

- -Maximize spacing of occupants in each space with a minimum of six feet distance between desks.
- -Limit occupants in any space based on the “Phase” per the DC Health requirement.
 - [Phase 1](#) - 10 individuals
 - [Phase 2](#) - No more than 12 total individuals clustered in one class (possible 13 total individuals to support individual student needs),
 - The same students and staff will be grouped together throughout each day of in-person attendance
 - Phase 3 - Not provided at time of publication
 - Phase 4 - Not provided at time of publication
- -Signs and markers will be used throughout the building and grounds to facilitate social distancing.
- -Staggered entry/exit will be used during arrival and dismissal procedures to decrease clustering in doorways and facilitate social distancing capabilities.
- -Students will have assigned desks and seats throughout the day. They will be encouraged to face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).
 - -Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
 - -Classroom computer stations will be set up at least 6 feet apart. In situations where this is not possible, a physical barrier will be used between stations or students will access the computers on a staggered schedule.
- -The staff lounge (including refrigerators and microwaves) will be closed until further notice. Student kitchens (refrigerator and microwave only) will remain in use only to be used for student medical equipment (such as g-tube extensions) and food items necessary to meet student specific dietary needs. These items will be kept in separate labeled containers within the refrigerator.
- -The cafeteria will be closed for dining until further notice. Student and staff meals will be served in the classroom.
- -Open communal-use spaces (copier rooms, student kitchens, playground, basketball court)
 - -Staggered use schedules will be implemented to provide time for cleaning and disinfecting between use and maintain six feet of distancing.
 - -Signs and markers will be used to facilitate social distancing
 - -Only 1 classroom cohort will use the playground or basketball court at a time.
- -Therapy spaces
 - -Related services will be provided in the classroom as much as possible
 - -PT studio – Students from more than 1 classroom cohort will not use the studio space

simultaneously. Students from the same classroom cohort may be in the studio simultaneously so long as at least 6 feet of distance can be maintained. Equipment and materials will be cleaned and disinfected between each use.

- -Specials classrooms (APE, art, music, and horticulture) will not be used by more than 1 classroom cohort on a given day.
- -Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals.
- -Sneeze guard will be installed at the front desk/admin area
- -A designated area will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.
- -Students will be positioned at least 6 feet apart and head to toe during nap times.

Use of Hallway

- Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including adapted text, pictures, symbols, and highlighting (as needed for students with cognitive, communication, and vision impairments) will be used as needed to provide direction and instruction for movement. All students will be supervised during transitions in hallways. Classroom staff will coordinate staggered use of hallways. Staggered entry/exit will be used during arrival and dismissal procedures to decrease hallway traffic and facilitate social distancing capabilities.

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

Reopening Building After Prolonged Use

St. Coletta School will ensure building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use.

Ventilation

Prior to reopening after any prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. To date, the HVAC has been checked and is operating properly. Doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

Water System

Prior to reopening after any prolonged shutdown, the school will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following [CDC guidance](#) and as described below:

- -Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.
- -Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.
- -Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.

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>.

St. Coletta School is offering two options for instruction for the 2020-2021 school year: a 100% virtual and a hybrid, in-person and virtual model. Students who elect the 100% virtual instruction will participate in all educational programming remotely, including related services. Students who elect the hybrid in-person model will attend school in-person two days per week and receive virtual instruction the other three days per week. Every effort will be made to provide related services when students are at school in person, but some portions of a student’s related services may be provided remotely.

Student Cohorts and classroom schedule

- For the in-person hybrid model, each classroom will be split into two cohorts. On Mondays and Tuesdays, Group A will attend school in-person and on Thursdays and Fridays, Group B will attend school in-person. As such, Mondays will no longer be a half-day, but will be a full-day of instruction.
- In between cohort groups there will be a deep cleaning. These cleanings will occur on Wednesdays and over the weekend.
- Per OSSE guidance documents, classrooms will be limited to 12 people with up to 13 people for brief periods of time. This will consist of approximately six students and six adult staff (e.g., teachers, paraprofessionals, and related service providers).
- There will be six desks within each classroom that will be spaced six feet apart from each other. Students will be encouraged to remain at their desks and use that area to complete activities throughout the day.
- Each classroom will have individual supplies for each student to complete activities and if materials must be shared, they will be cleaned between uses.
- Movement breaks will be provided throughout the day and some of these movement breaks will be outdoors. Only one classroom cohort will be in the playground area or basketball court at a time.
- Students will attend specials (e.g., Music, Art, Horticulture, PE) within their classroom through a livestreamed virtual lesson.
- On the days that students are not in the classroom, they will participate in virtual instruction in conjunction with the students who have elected to receive all programming virtually (i.e., 100% virtual group). They will be provided pre-recorded lessons shared via You-Tube and individualized work packets generated using the Unique Learning System. They will also be able to log in to the live-streamed instruction being led by teachers who are in session at school with the other cohort. In addition, virtual instruction days, students will have the opportunity to participate in individual work sessions with their teachers, dedicated aides and therapists.

- Students who elect to participate in the 100% virtual option will be provided with instruction via a combination of synchronous and asynchronous lessons led by teaching staff.
- Students will have the option to log in to live-streamed lessons presented by their classroom teacher via the Zoom platform, view pre-recorded lessons provided through videos shared on You-Tube and complete individualized work packets generated from the Unique Learning System, which will be e-mailed to families on a weekly basis.
- Students will have the opportunity to participate in individual work sessions with their teachers, dedicated aides and therapists.

Safe access to instruction in the school

To increase safety throughout the school day, St. Coletta School will implement the following social distancing protocols (as guided by DC DOH, OSSE, and the CDC)

- Social Distancing of at least 6 feet will be maintained to the extent possible throughout the day.
- Signs and markers will be used throughout the building and grounds to facilitate social distancing.
- Procedures for delivery of therapeutic intervention and provision of specialized instruction will include methods to facilitate social distancing.
- Six feet of distance between each individual (except as needed for assisting students with self-care, behavior management, safety, and when a student’s cognitive and physical skills require close physical instruction or assistance)
- Only essential visitors will be allowed in the building (subject to a visitor screen)
- No mixing between groups at mealtime, in the rest room, and on the playground
- To limit mixing between groups of students and staff, bathroom breaks for students will be scheduled by classroom cohort. Members of different classroom groups cannot use the same bathroom simultaneously.

In each classroom, there will be six desks that will be spaced six feet apart from each other. Students will be encouraged to remain at their desks and use that area to complete activities throughout the day. Each student will also have his or her own set of school supplies for the completion of in-class activities and if materials must be shared, they will be cleaned between uses.

Arrival/Dismissal Procedures

Morning Unloading of Buses

- Many of our students are transported via OSSE DOT. These buses will begin unloading at 8am
- Between 6 and 8 buses will allowed into the loading dock area; of those in the loading dock, unload 4 at a time in a staggered fashion (the flow of dismissal will be controlled by someone outside with the buses)
- Students unloading buses will be directed to one of two entry points (regular loading dock

entrance or end of village green entrance)

- Students being dropped off at the front of the building will be escorted to their classroom. The entry area should not have more than 5 parents waiting at once. When that number is reached, anyone who arrives will have to wait outside until someone exits

Health Screen

Temperature Checks

- Students arriving by bus will enter the building using one of two entrances located near the loading dock area. School staff will be located at each entrance taking student temperatures as they enter (per procedures detailed in Appendix A).
- Non-contact thermometers will be used for temperature taking and will be cleaned between each individual.
- Students with a temperature less than 100.4°F will proceed to their classrooms. Any student with a temperature at or higher than 100.4°F will proceed to the identified quarantine area away from classrooms.
- A second temperature check will occur for any student initially presenting with a fever after arriving to the quarantine area. If, at the second check, the student presents with a fever (temperature at or above 100.4°F), the student's parent/guardian will be asked to pick the student up from school. If a student no longer meets the criteria for a fever (temperature at or above 100.4°F) and does not present with symptoms (per nurse evaluation), they will be permitted to go to the classroom.
- Students dropped off by parents will also receive a screening for fever prior to gaining access to classrooms. This screening will be completed by St. Coletta personnel stationed at the parent drop off location. The student/parent/guardian should then check the student's temperature, after washing hands and wearing disposable gloves.
- Any student with a temperature below 100.4°F, will then be escorted back to their classroom location by St. Coletta staff. Students with a temperature at or above 100.4°F will not be permitted back to the classroom.

Visual Inspection

Once in classrooms, students will receive a visual screening for any additional symptoms consistent with COVID-19:

- Cough
- Congestion
- Sore throat
- Shortness of breath or difficulty breathing
- Diarrhea
- Nausea or vomiting

- Fatigue
- Headache
- Muscle or body aches
- New loss of taste or smell
- Other signs of illness (flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness)
- Or otherwise feeling unwell

If school personnel observe these symptoms (or any others they may be related to illness), the student will be evaluated by the nurse as soon as possible.

Students with pre-existing health conditions resulting in a presentation similar to that of COVID-19 are asked to provide documentation from a health care provider. Students with this documentation on file with the school will not be prevented from entering the school building. Additionally, St. Coletta has notified (via letter) and will update families and staff of the DC Health recommendation that those who are high-risk should consult with their medical provider before attending in-person activities at school.

Afternoon Loading of Buses

- Groups of students will be dismissed to buses directly from classrooms using a system of walkie-talkies and video conferencing technology to announce bus arrivals. Any medical, wheelchair safety, or other checks will be completed as students exit the building to board the bus.
- Students who are being picked up from the front of the building will be called from the front, via walkie-talkie and will be escorted by a staff member from his or her classroom cohort. The area at the front of the building should not have more than 5 parents at a time. If that number is reached, anyone waiting to pick up their child will need to wait outside.

Providing Meals During the School Day

- To limit mixing between groups of students and staff, mealtimes (for both students and staff) will take place in the classroom.
- Meals will be delivered to the houses by food service personnel
- The staff lounge (including refrigerators and microwaves) will be closed until further notice. Shared refrigerators (within student kitchens) will only be used for student medical equipment (such as g-tube extensions) and food items necessary to meet student specific dietary needs. These items will be kept in separate labeled containers within the refrigerator.

Plan to provide personal protective equipment (PPE) Personal Protective Equipment

- All staff members must wear a non-medical face covering/mask at all times while at school.
- St. Coletta of Greater Washington will provide 2 face coverings/masks to each staff member.
- Students will be required to wear a non-medical face covering/mask as often as possible as appropriate to the student’s cognitive and physical abilities. Students will be provided face masks to wear.
- St. Coletta staff will be responsible for maintaining and sanitizing their face coverings/masks.
- Gloves, face shields, and disposable gowns will be made available as needed for student instruction and management of student personal care.

Medium Risk:^[1] *Staff are in close/direct contact with less than 6 feet of physical distance. Close contact with secretions or bodily fluids is possible or anticipated.*

These guidelines will be followed for staff working with students in close proximity in the classroom, bathroom, while supporting during lunch/feeding, transitioning from one area to another e.g. off the bus into the school building with a student requiring close and/or hand-over-hand guidance.

- Non-medical (cloth) face covering
 - If potential for bodily fluids to be splashed or sprayed (e.g., student who is spitting, coughing; while providing a nebulized medication), instead use surgical mask and eye protection (face shield or goggles)
- Coverall
- Gloves must be used per existing procedures (e.g., when diapering, administering medication)

[1] Scenarios that would be classified as “medium risk” include close contact between a student and a related service provider, paraprofessional and/or dedicated aide in which close contact with secretions or bodily fluids is possible or anticipated. This also includes personal care (e.g., diapering) and oral medication administration. For nebulized medication administration, must wear surgical mask and eye protection, as per criteria for “if potential for bodily fluids to be splashed or sprayed.”

WORKING WITH STUDENTS WHO ARE KNOWN OR SUSPECTED TO HAVE COVID-19

Staff working with any child who is known to have COVID-19 or who is exhibiting symptoms of COVID-19 must take additional steps.

While responding briefly to a sick student, or while escorting a sick student to the isolation room:

- If the student is wearing a face covering (non-medical (cloth) *or* surgical mask), and is able to maintain 6 feet of distance, accompanying staff must wear:
 - Non-medical (cloth) face covering

- If the student is not wearing a face covering (non-medical (cloth) *or* surgical mask), or is not able to maintain 6 feet of distance, accompanying staff must wear:
 - o Surgical mask
 - o Eye protection (face shield or goggles)
 - o Coverall
 - o Gloves
 - o Surgical mask
 - o Eye protection (face shield or goggles)
 - o Coverall (e.g., long sleeve button-down shirt)
 - o Gloves
- o *Note:* The student in the isolation room must also wear a non-medical (cloth) face *or* surgical mask.

While supervising a sick student in the isolation room, staff must always wear:

The sick student and any staff accompanying or supervising them to/in the isolation room must safely remove and store their cloth face covering, or dispose of their surgical mask, after use.

PPE FOR STAFF IN SPECIAL SITUATIONS

Custodial Staff

- Non-medical (cloth) face covering
- Gown/coverall
- Gloves
- Other PPE may be needed based on cleaning/disinfectant products being used and whether there is a risk of splash. For more information, visit the CDC's website here.

Classroom educators and staff who are cleaning and disinfecting areas or equipment utilized by a sick individual must follow Custodial Staff guidelines above. Classroom educators and staff doing routine

cleaning (e.g., of high-touch surfaces) must wear non-medical (cloth) face covering and gloves.

Foodservice Staff

- • Non-medical (cloth) face covering
- • Gloves (when handling food products)
- • Additional PPE may be required per food preparation regulation and requirements

Performing Physical Temperature Check: per Appendix A

St. Coletta will not offer any before or aftercare programs and does not have any extracurricular activities.

For students accessing virtual/distance learning:

- Students accessing the full-time virtual learning environment, as well as those accessing the hybrid model who are on off-cohort days, will have programming that consists of a combination of online lessons from the Unique Learning System platform and video instruction.
- The video instruction will contain both synchronous and asynchronous sessions. Teachers will also be providing individualized, one-on-one instruction with students.
- In order to access the distance learning platforms, a Chromebook device has been procured for each student attending St. Coletta and provisions will be made to ensure that each family has access for the device to the Internet.
- In addition to the Chromebook, each student will have a home learning kit, tiered specifically to his or her educational needs. These kits can be used to in conjunction with video instruction, ensuring that all students, whether in the school building or at home, will have access to the materials needed to complete the lessons.

- Opportunities for families to come to the school and pick up the Chromebooks and home learning kits will be provided. For those families unable to come to the school to retrieve these items, they will be sent to the families' homes.

- In addition to providing the Chromebooks and learning kits, informational and training sessions will be provided to families during the virtual open house to occur before the start of 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.

Instructional Delivery Plan

While St. Coletta School will begin the school year in a 100% virtual setting, we are committed to providing parents the choice for hybrid in-person once it is safe to do so. The following plan includes our hybrid in-person program as it is likely to be implemented at some point during the 2020-2021 school year.

St. Coletta School is offering two options for instruction for the 2020-2021 school year: a 100% virtual and a hybrid, in-person and virtual model. Students who elect the 100% virtual instruction will participate in all educational programming remotely, including related services. Students who elect the hybrid in-person model will attend school in-person two days per week and receive virtual instruction the other three days per week. Every effort will be made to provide related services when students are at school in person, but some portions of a student's related services may be provided remotely.

Student Cohorts and classroom schedule

- -For the in-person hybrid model, each classroom will be split into two cohorts. On Mondays and Tuesdays, Group A will attend school in-person and on Thursdays and Fridays, Group B will attend school in-person. As such, Mondays will no longer be a half-day, but will be a full-day of instruction.
- -In between cohort groups there will be a deep cleaning. These cleanings will occur on Wednesdays and over the weekend.
- -Per OSSE guidance documents, classrooms will be limited to 12 people with up to 13 people for brief periods of time. This will consist of approximately six students and six adult staff (e.g., teachers, paraprofessionals, and related service providers).
- -There will be six desks within each classroom that will be spaced six feet apart from each other. Students will be encouraged to remain at their desks and use that area to complete activities throughout the day.

- -Each classroom will have individual supplies for each student to complete activities and if materials must be shared, they will be cleaned between uses.
- -Movement breaks will be provided throughout the day and some of these movement breaks will be outdoors. Only one classroom cohort will be in the playground area or basketball court at a time.
- -Students will attend specials (e.g., Music, Art, Horticulture, PE) within their classroom through a livestreamed virtual lesson.
- -On the days that students are not in the classroom, they will participate in virtual instruction in conjunction with the students who have elected to receive all programming virtually (i.e., 100% virtual group). They will be provided pre-recorded lessons shared via You-Tube and individualized work packets generated using the Unique Learning System. They will also be able to log in to the live-streamed instruction being led by teachers who are in session at school with the other cohort. In addition, virtual instruction days, students will have the opportunity to participate in individual work sessions with their teachers, dedicated aides and therapists.
- -Students who elect to participate in the 100% virtual option will be provided with instruction via a combination of synchronous and asynchronous lessons led by teaching staff.
- -Students will have the option to log in to live-streamed lessons presented by their classroom teacher via the Zoom platform, view pre-recorded lessons provided through videos shared on You-Tube and complete individualized work packets generated from the Unique -Learning System, which will be e-mailed to families on a weekly basis.
- -Students will have the opportunity to participate in individual work sessions with their teachers, dedicated aides and therapists.

Accessing instruction

- -To support learning in the home environment for both models, each student will be provided with a Chromebook and an individualized distance learning kit. The distance learning kit will consist of hands-on classroom supplies and materials that are differentiated for varying student levels.
- -Virtual schedules will consist of both synchronous (i.e., live instruction) and asynchronous learning opportunities (e.g., activities completed on the Unique Learning System). Synchronous learning opportunities will consist of livestreaming group classroom lessons as well as individual sessions with teachers and related service providers. Per OSSE guidance, attendance will be taken daily.
- -Parents will also be provided with training on the technology that will be used to provide virtual instruction, setting up to home environment to promote successful home-based instruction and use of the Unique Learning System.

Instructional Hours

There are 6 hours of instruction scheduled per each day, taking place between the hours of 9:00 a.m.-3:00 p.m. Hours in synchronous versus asynchronous instruction will vary based on the elected instructional model (in-person/virtual hybrid versus 100% virtual instruction).

Hybrid in-person/virtual model:

- 2 days per week: 100% in-person instruction
- 2 days per week: 66% synchronous instruction/33% asynchronous instruction
- 1 day per week: 100% asynchronous instruction with opportunities for live tele-sessions with therapists/teachers as scheduled with the family on an individual basis

100% virtual model

- 4 days per week: 100% virtual
- 2 days per week: 66% synchronous instruction/33% asynchronous instruction with opportunities for live tele-sessions with therapists/teachers as scheduled with the family on an individual basis
- 1 day per week: 100% asynchronous

Training and professional development

Our teachers, therapists, and support staff will receive initial training on the distance learning program during orientation, and ongoing professional development throughout the year. Training will include:

- -Implementing curriculum in a virtual platform
- -Structuring classroom schedules
- -Models of instructional delivery
- -Use of technology (use of Chromebooks and online instructional tools)
- -Effective Virtual Instruction (including sample of lessons and how to provide individualized, differentiated support during virtual instruction)
- -Unique Learning System

Program monitoring

- Parents who choose the hybrid in-person/virtual model will be able to change to the 100% percent virtual model at any time should it be determined that the hybrid model is not working or they are uncomfortable with having their child attend in person.
- Parents who choose the 100% virtual model of instruction will have the opportunity quarterly to have their child begin to participate in the hybrid in-person/virtual model as it will require more logistical planning for transportation, staffing and classroom capacity.

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?**

Developmental Reading Assessment/DIBELS/Acadience Reading ; 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.**

Assessment

Assessing our students for current levels of performance and to determine regressions of skills will begin at the beginning of the school year. As a virtual platform is not a reliable method of assessing students with disabilities, nor are standardized tests an effective way to measure our students skills, teachers will use a variety of methods to assess students using both formal and informal measures. The below assessments will be utilized:

- -Developmental Reading Assessment (DRA)/DIBELS/ Acadience Reading
- -Other (identify vendor)
 - -Developmental Assessment for Individuals with Severe Disabilities, Third Edition (DASH-3)
 - -The Student Annual Needs Determination Inventory (SANDI)
 - -The Brigance Inventory of Basic Skills-2
 - -The Woodcock-Johnson Test of Achievement-4

Whether in-person or virtual, progress will be monitored through continuous data collection. Data will be collected on goals and used to determine progress made on an individual basis. IEPs will be updated as needed to reflect the needs of each student based on the progress that is made and decisions will be made for adjustments to programming as needed. Quarterly progress reports will continue to inform data-based programming decisions. Teachers will work closely with parents whose children participate in the 100% virtual model in order to ensure data is collected and analyzed via individual sessions with the parents and through the work completed by students at home using the Unique Learning System.

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.

Promotion & Graduation

St. Coletta's grading and promotion policies will not be altered in light of distance learning. Teachers will continue to monitor student progress on IEP goals and objectives through live teaching sessions (both in-person and virtual), individual teacher-student sessions, and through the use of the Unique Learning System, as appropriate. Progress on the goals and objectives will continue to be reported out quarterly. St. Coletta is an ungraded, certificate-track program so students are neither promoted to nor retained in any specific grade.

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.

Not applicable

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?

Attendance Policy

It continues to be St. Coletta's expectation that students attend school daily (whether virtually or in-person) unless the parent/guardian provides a valid reason supporting the student's absence. St. Coletta's attendance policies and practices for students attending in-person remain unchanged and follow DC regulations that specify a student can only be marked present if they are present (in-school) 80% of the school day. When tracking in-person students, St. Coletta will implement its previous coding system that designates whether the student was in school for 100% of the day (present-full), present between 80% and 100% of the school day (partial present), absent for the enter school day (absent- full), or in attendance less than 80% of the school day (absent- partial).

St. Coletta elects to implement Option B to monitor virtual attendance, though the school intends to use the Unique Learning System as a component of attendance tracking.

- -All students participating in virtual learning are expected to attend at least one of two synchronous sessions (a literacy or numeracy based lesson) alongside their peers each day to be considered present.
- -Students absent from both sessions will be marked absent within the school's record. For days in which a live session is not provided (e.g. Wednesdays), the school will look for engagement with the Unique Learning System.
- -Only students who have logged in **and** completed an activity in ULS will be considered present. If a student does not complete a ULS activity while logged in or does not log in at all, this student will be marked absent.

that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

Attendance Procedures

It is St. Coletta's expectation that all students, regardless of age, regularly attend and engage in learning to ensure the implementation of special education programming.

- -Only absences/partial presents in which the family has provided a valid reason (including, but not limited to: illness, medical/dental appointments, death in the student’s immediate family, religious holiday, emergency or other circumstances approved by DCPS or school principal, etc.) will be considered excused.
- -The school’s social worker will meet with the family of any student when a pattern of unexcused absences is noted in an effort to identify challenges the family may be experiencing as well as provide resources if warranted.
- -Additional steps taken by the school following excessive or chronic absenteeism, however, will vary depending on student age.
- -When a student aged 5 to 17 accrues 10 unexcused absences, a report of educational neglect will be made to CFSA.
- -When a student aged 5 to 17 accrues 15 unexcused absences, a referral will be made to the Court Services Division of the Family Court and to the Juvenile Student Division of OAG.

Attendance Tracking

- Attendance records for all St. Coletta students will be kept in the school’s custom Student Information System (SIS) using codes provided by OSSE. Here, the school will also note any communications with families related to absence, late arrival, or early dismissal.
- Attendance status is collected from several sources including the Front Desk manager, classroom teacher, and other school personnel. Follow up regarding absences, however, will generally be completed by the school’s Attendance Coordinator (or other support staff for students in virtual learning). Additionally, attendance codes are manually entered into OSSE’s online platform, eSchoolPlus, by the school’s Attendance Coordinator. Hardcopies of any documentation supporting absences (notes, emails, etc.) are kept in hard copy at the school. Records of log-in and activity completion are stored within ULS should it be necessary to audit to reference the information. Each classroom will report student participation in virtual live lessons using a spreadsheet format. These spreadsheets will remain on file at the school.
-

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.**

Whole Student Support

Student Support

According to the American Academy of Pediatricians, “Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities.”

Below are several interventions for students’ social-emotional and mental health needs during continuous learning and school recovery.

- -Teachers and related service providers will embed social-emotional and wellness checks/screens

within daily asynchronous and synchronous classroom lessons or therapy lessons. Students displaying need for support will be referred to the school social work team.

- -School multidisciplinary team will conference with families as needed.
- -The social work team will collaborate with teachers and instructional support teachers to develop asynchronous videos and/or lessons for students.
- -School social workers will model social-emotional and wellness checks during professional development time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- -The social work team will create tele-health options for students to call and schedule sessions.
- -The social work team will make referrals to neighborhood [Family and Support Collaboratives](#) or the school's Department of Behavior Health Liaison for families in need of additional social-emotional and mental health support.

Academic Intervention

St. Coletta school will implement a variety of assessment modalities with whole-student and data driven approaches to identify and provide academic intervention to students who have experienced severe learning loss during remote learning.

- -Areas to be assessed will include functional math, functional reading, social-emotional skills, physical (fine and gross motor) skills, communication and language, behavior, adaptive skills, sensory (e.g. vision and hearing), and daily living skills.
- -Assessment will be made by teachers and related service providers. Data will be collected using formal assessments (where appropriate) and informal assessments (adapted testing protocols, screens, and classroom/clinical observations).
- -Specific data will be collected on each student's IEP goals and objectives. All collected data will be evaluated by the multidisciplinary team in relation to the student's previous data/skill performance.
- -Where needed, the team will identify a skill recoupment timeline and instruction delivery plan.

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.

Behavior

Discipline policy

St. Coletta School serves students with significant disabilities, which may include students that

present with behavior challenges. All students are managed on an individual basis to determine the level of supports and/or consequences required to address severe behaviors that may disrupt the classroom environment or put themselves and/or others at risk of harm.

Response to disruptive behaviors

Behaviors exhibited by students are typically a manifestation of their disability and are addressed in behavior support plans within their IEPs.

Virtual Instruction behavior

- -Expectations for online behavior will be reviewed within the first few days of virtual instruction, and strategies for supporting behavior will be provided to families such as visual rules and expectations, token boards for appropriate behavior, etc.
- -If a student is disruptive or inappropriate during online instruction, the teacher and staff will follow strategies outlined in our positive behavior supports trainings. Additional support will be provided on an individual basis to support students having significant challenges participating in the virtual sessions.
- -Students will not be removed or excluded from virtual sessions.

Hybrid in-person behavior

- -Behavior management will follow strategies outline in our positive behavior supports training and follow specific student behavior plans.
- -Our discipline policy will be adhered to during all in-person instruction.

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](#).

Special Populations

Students with disabilities

St. Coletta School is an 11-month program that offers up to 6 weeks of Extended Year School services in order to prevent regression of skills and allow for timely recoupment of skill loss over breaks.

During our typical school year, students are assessed through data the week before an extended break, and then upon their return to determine if there was skill loss unable to be recoupled in an appropriate

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

amount of time (not to extend 4 week.) We understand that this school closure is likely to lead to skill loss, and we will follow our typical course of recovery learning upon return to in-person instruction. Regression of skills and steps for recovery will be addressed through assessment and the IEP process. The same procedure will be followed during distance learning, using assessments to the extent feasible. Anecdotal notes from families and data on completed tasks in the ULS will support recovery learning plans.

- -During distance learning, all IEPs will be held remotely with the full IEP team within timelines. Collaboration will continue virtually/via phone/via email between team members and families.
- -Teachers and therapists will consult with families regarding any accommodations they may need to provide support to their child during direct instruction. 1:1 sessions with teachers/therapists, and support staff will provide opportunities for discussing strategies.
- -During virtual instruction, related services will be provided during 1:1 telehealth sessions with therapists, combined therapist/teacher sessions, and therapist/support staff sessions. During our hybrid model, all related services will be provided on days students are in-person as feasible.
- -Once school resumes in-person, assessment of present levels will be conducted and decisions related to recoupment of skills will be made during all student IEP meetings. Periods of direction instruction will focus on specific IEP skills and data will determine next steps for recovery learning.
- -Training will be delivered during orientation on the distance learning program and the essential steps for accessing different aspects of the program such as the Unique Learning System, Zoom sessions, and accessing recorded video lessons
-
- **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.**

English Language Learners

Supports and strategies used with our EL students include supports that are provided for all students, as their learning is more significantly impacted by their cognitive disability. Visuals are labeled in their home language as a support, and other strategies focus on hands on materials for learning. As the virtual component takes away from strategies utilized in person, other supports will be made available.

- -EL students will receive support during the virtual lessons from a translator that will join live sessions.
- -Activities such as journal, morning meeting, or other repetitive activities will be translated into Spanish with pictures for support.
- -For the students that have scored at an EEL level of 1, St. Coletta has ensured that at least one staff member in the classroom speaks conversational Spanish.
- -Given a hybrid model, St. Coletta will continue with all listed measures and ensure the classroom is labeled with English and Spanish words as well as a Spanish speaking staff member.

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.**

Technology

- -During distance learning all students will be provided a Chromebook to participate in virtual lessons and independent on-line work. Student email accounts will be set up prior to distribution, along with bookmarks for needed distance learning sites.
- -During a mandatory orientation session, technical guidance on how to access features of the Chromebook and the various sites will be provided by our IT director along with an opportunity for Q & A. A help desk will also be available via email or phone. In addition, IT will create supports that allow them to remote access Chromebooks to manage issues. Videos will also be created on accessing Chromebooks and other aspects of the virtual program and included on our distance learning resources page of our website.
- -We have conducted surveys assessing the initial technology needs of our families. We will be reaching out again to ensure we have reached all families and are providing them with the tech access they need. Teachers and therapists will also refer them to the helpdesk if they discover a family is having challenges with tech access that they have not communicated.
- -A technology agreement will be sent with all families outlining the expectations for use and care of all devices and other technology provided to families. We expect them to be cared for properly, though understand our students, given specific behaviors as part of their disability, may break devices and they may need replacements. If a device is broken, it will be replaced. Multiple requests for devices will be addressed on an individual basis.
-
- - For any broken or lost/stolen devices, parents are directed to contact the IT support desk to report the broken/lost device. The expectation is that parents will secure the device sufficiently to prevent loss or theft. Replacement for devices lost and/or stolen will be managed on a case by case basis. Parents signed off that they understand replacement devices may take longer to obtain given the current demand on inventory.
-
- -Our technology agreement will outline the expectations for use of the school distributed device. It is to be used for educational and instructional purposes only, not for leisure use, to watch tv, or play video games. This will increase the likelihood of it not being misused and/or broken.
-
- -Personal information is protected through use of window authentication in accessing our network. Our network is protected by a firewall Cisco pix 6e. Group policy allows for

different levels of security.

- -Parents will be encouraged to use parental controls on what their child can access on the internet. For Chromebooks provided with internet access, STC will put limits on access to sites with inappropriate content.

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).**

Family Engagement Policy

- -St. Coletta prioritizes parent involvement, as outlined in our parent involvement policy, and recognizes the importance for increased opportunities to communicate school program updates to families.
- -School program updates will be communicated bi-weekly through newsletters sent home via text alert and email. Monthly town hall meetings will be held to discuss updates more in-depth and to get input on the distance learning program. Updated resources for instruction, health/safety, and mental health will be updated and maintained on our website.
- -Our text alert system will be utilized to communicate pertinent information regarding school closure and/or positive cases of COVID should school be operating in-person.
- -Our virtual learning parent/school agreement will include expectations for parent and student participation in virtual learning and the roles and responsibilities of all team members providing support and instruction to students. A mandatory orientation will be held at the beginning of the school year to introduce parents/students to the distance learning program. Video demonstrations will be posted on our website to support parents/students ability to access technology and the different sites used for instructional activities.
- -School orientation will introduce students/families to their virtual classroom, teacher, staff, and classmates. Schedules will include times for teacher/parent meetings, student introductions, and social time activities for students.
- -Student progress will continue to be reported on through quarterly progress reports. More informal progress monitoring will occur in 1:1 sessions with teachers, therapists, and through feedback on instructional activities assigned through the Unique Learning System. Online data

tracking platforms will be used to track progress on IEP goals.

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: St. Coletta Special Education PCS

LEA Leader Name: Christie Mandeville

Date: 10-05-2020 11:42 AM