

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

**LEA Name: Sela PCS**  
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**LEA Type: Pre-K ; Elementary**  
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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)?

#### 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:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See [CDC's guidance for safe and correct application of disinfectants](#).
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.
- Mats/cots and bedding used by early childhood students will be individually labeled and stored.
- Mats/cots 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.
- Playground structures will be included as part of routine cleaning (as defined in [District guidance on cleaning and disinfecting](#)), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.

- 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 after each group has finished.
- If transport vehicles (e.g., buses) are provided by the school, drivers will practice all safety actions and protocols as indicated for other staff (e.g., CLEANING, DISINFECTION, SANITATION; HYGIENE; NON-MEDICAL (CLOTH) FACE COVERINGS).
- The school will implement safe and correct storage for cleaning and disinfection products in conjunction with its janitorial service vendor.
- No 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.

***Cleaning, Disinfecting, and Sanitizing Schedule***

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

	<i>Between Uses</i>	<i>Throughout Day</i>	<i>Daily</i>	<i>Weekly</i>	<i>Monthly</i>
<i>Surfaces</i>		<i>C, D</i>	<i>S</i>		
<i>Bathrooms</i>	<i>C, D</i>		<i>S</i>		
<i>Door Knobs</i>		<i>D</i>	<i>S</i>		
<i>Playground</i>	<i>C</i>		<i>D</i>		<i>S</i>
<i>Hallway floors</i>			<i>C, D</i>		<i>S</i>
<i>Windows</i>				<i>S</i>	
<i>Desks, chairs, Mats</i>	<i>C, D</i>		<i>S</i>		

**Cleaning, Sanitization, and Disinfection of Affected Spaces**

In the event of a **confirmed COVID-19 case in a student or staff member**, the school **must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and**

follow cleaning, disinfection and sanitization guidance from the CDC, linked [here](#):

- If **seven days or fewer** have passed since the person who is sick used the facility, follow these steps:
  - (1) Close off areas used by the person who is sick.
  - (2) Open outside doors and windows to increase air circulation in the areas.
  - (3) Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  - (4) 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.

## 2. Describe physical changes to the environment to ensure or 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](#) - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
  - Phase 3 - Not provided at time of publication
  - Phase 4 - Not provided at time of publication
- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing). In the event that there is not enough seating or where stations are closer than six feet, Sela Public Charter School will provide physical barriers, such as plastic flexible screens.
  - When possible individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
  - Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.
  - No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
  - Computer stations will be separated by plastic flexible screens.
- Most communal-use spaces (such as staff break rooms, cafeteria, and playgrounds) will be closed.

- Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.
  - Photocopier, cutting boards, book rooms, etc.
  - Playground, balls and recess equipment
  - Refrigerator, microwaves, etc. for staff
- Physical education classes will be held outside, weather permitting, or in the students' classroom when weather does not permit outdoor space use. In physical education class, students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)
- Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.
- The school conference room/library, with its own ventilation, 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.
- Place students 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 floor arrows, wall signage, or symbols for pre-readers will be used as needed to provide direction and instruction for movement.

For young children, students will always be accompanied by an adult for any movement throughout the facility.

#### Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

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

Sela PCS has planned upgrades to its ventilation systems to be performed throughout August. UVPhotoMax filters are being installed in every classroom's ventilation system to this end. These filters use UV light to kill viruses, bacteria and mold as it passes through the ventilation system using a patented bipolar ionization approach. Additionally, on the lower technology side, whenever possible, windows will be open in classroom and other spaces used by students or staff in the school building to allow for increased airflow from the outside.

**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>.*

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#### Traveling to and from School

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.

- ❑ Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
  - Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
  - Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
  - Avoid touching unnecessary surfaces and objects.
  - When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.
  
- ❑ Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
  - Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
  - Stand back from gathering points such as intersections to avoid congregating in large groups.
  - Familiarize and stay current with transit system procedures for safety of passengers. Keep up-to-date on [DC Metro services](#).
  - Avoid touching unnecessary surfaces and objects.
  - When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
  - Use hand sanitizer after leaving the transit system.

- For the remaining distance, students will be instructed to follow the above regarding walking to school.
- Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
  - Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
  - Use hand sanitizer with recommended percent alcohol (minimum 60%) after leaving the vehicle.
- For transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance from one-another, wear masks, and use hand sanitizer upon entry and exit of vehicle.

### Entering and Exiting School Building

All students, families, and staff, will be provided instructions for entering and exiting the school. This plan will be in place when the school is open during Phase 2 and Phase 3 of the current pandemic crisis.

The planned [Health Screening Tool](#) is added as Appendix 1 to this document.

### Building Entrance Plan for Morning Drop-Off:

- Students signed up for Before Care (7:00-8:00):
  - use the side entrance to the building (via the playground)
  - a staff member will be present to perform a brief health screening before allowing students to enter
  - adults dropping off the student(s) will be asked to remain outside of the school building once their children enter.
- All staff are asked to use the main lobby entrance of the school. Upon entry each day they will be administered a brief health screening to ensure they are able to enter the building.
- Three entrances will be used for entrance of students into the building during the morning drop-off period (7:50-8:35):
  - For all students entering - a staff member will be present to perform a brief health screening before allowing students to enter.
  - For all students entering - adults dropping off the student(s) will be asked to remain outside of the school building once their children enter.
  - The side entrance to the building (via the playground) will be used for students

whose classrooms are on the lower level of the building.

- The front lobby entrance to the building will be used for students whose classrooms are on the main level of the building.
- The back alley entrance to the building will be used for students whose families use the Kiss-And-Ride drop off option. For families utilizing the Kiss-And-Ride drop off location, we ask them to remain waiting in their cars until their students have passed their health screening.

#### Building Exit Plan for Afternoon Pick-Up

- Classes will be dismissed from the school in a staggered schedule to ensure as much as possible that there are minimal crowds in or around the school building.
- Families (parents and guardians) will be notified about specific pick-up times and locations in a window extending from 3:25-3:45.

#### Daily Health Screening

Students, families, and staff are advised to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever or displays symptoms associated with Covid-19.

In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms. A non-contact thermometer will be used.

PPE can be used if a temperature check cannot be performed by a parent/guardian *or* barrier/partition controls cannot be implemented. CDC states that reliance on PPE is less effective and more difficult to implement because of PPE shortages and training requirements. If staff do not have experience in using PPE, the CDC has recommended sequences for donning and doffing PPE. To follow this option staff should:

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
  - **Put on PPE.** This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.
  - **Take** the individual's **temperature.**
  - **Remove and discard PPE.**

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer** following the directions below.

### Grouping

The school will take measures in its scheduling and planning to achieve the following grouping practices:

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- In grades where students traditionally transition between classes, rotate teachers between classrooms, rather than students.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.
- The goal of grouping is to reduce the mixing of groups as much as possible to reduce overall exposure. Student groupings would have common schedules and be assigned common entry/exit points which will help health screening know who is entering when and where.
- Students who are grouped will remain in spaces together as teachers and services come to them, move through the building together, and use other facilities as a group separate from other groups.

### In School Dining

- Sela will work with its food service vendor to ensure the use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated.
- ☐ Students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,
  - Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
  - Staff will wash hands before and after preparing food, and after helping children to eat.
  - Tables and chairs will be cleaned and sanitized before and after the meal by either the teacher, students or support staff in the classroom.
    - Sela will work with its food service and receive assurances from its food service vendor that all of its procedures around food preparation and transportation to the school follow all applicable guidance from the DC DOH.
    - Sela will resume food service in the cafeteria once the Mayor's Office has announced DC is entering Phase 4 of Reopening.

## Recess/Breaks

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed. In addition to using the existing playground space, the school will also make use of the front garden and picnic tables, and parking lot space barricaded off from any traffic at the rear of the building for outdoor play.

## Canceling, Eliminating Activities

The school will cancel, eliminate, or modify the program to adhere to the following:

- Cancel or modify classes where students are likely to be in very close proximity (e.g., Morning Hebrew Assembly).
- Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Revise the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made.
- Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Stagger activities' times or locations by cohort to maximum extent feasible.

## Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations/immunizations are up to date prior to fully enrolling a student. If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening.

## Non-medical (Cloth) Face-coverings

All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. We will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual cannot participate in in-person school activities.

Students and families are strongly encouraged to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building.

Students in grades K-5 will be required to wear face covering at all times in the school building. Early Childhood students (grades PK3 and PK4) will be strongly encouraged to wear face coverings at all times in the school

building, with the understanding that doing so will be a challenge for these students. Sela plans to develop routines in all class groups around properly wearing face coverings to make it easier for students to follow this procedure.

Instances when face coverings do not need to be worn:

- Outdoors when social distancing of at least six feet is strictly enforced.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- By children during naptime.

Ensuring the safe use of clean cloth face coverings:

- Students and staff will bring multiple cloth face coverings with them to the school. In the event that a student, staff, or guest does not have a face covering, one will be provided by the school.
- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and wash hands immediately after removing it.
- If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.

## Hygiene

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.

School-wide Hygiene: The School will work with the janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment.

- A Health Screening occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are upgraded around current CDC guidance and operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue or to do so into their elbow. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

- Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).
- Sela uses water coolers instead of water fountains. These require individual cups or bottles for use. Teachers will develop routines for students in their classrooms to safely and hygienically use the water coolers.
- Regular hand sanitizing will be enforced:
  - Handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing.
  - If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol.
    - Hand cleaning supplies will be readily available in classrooms, bathrooms, and offices.
    - Hand sanitizing stations will be set up outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.
    - Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
    - A “you touch it, you take it” policy will be enforced in classrooms and the lunchroom.

#### High-risk Individuals

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be cleared by their medical provider before participating in on-site activities. Consideration will also be made for live-in family members of students or staff at high-risk. Risk factors include:

- Chronic Lung Disease
- Moderate to Severe Asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic kidney disease, and/or
- Liver Disease
- People 65 years and older
- Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety.

#### Exclusion or Dismissal from On-site Learning

The School will adhere to the following exclusion and dismissal criteria:

Exclusion Criteria: Students and staff must stay home, or not be admitted if:

- The student or staff member has had a temperature of 100.4 degrees or higher,
- Any member of their household is confirmed to have COVID-19, or
- Any member of their household is awaiting COVID-19 test results.

*If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:*

- 72 hours **after** the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
- at least 10 days after symptoms first appeared, **whichever is later**; OR
- per their healthcare provider following DC health instructions.

*If any student or staff member has been in close contact with a person who has recently tested positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.*

*If any student or staff member has been in close contact with a person who is awaiting the results of a COVID-19 test result, then the student or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should seek guidance from their healthcare provider or DC Health.*

Dismissal Criteria: If a student or staff member develops a fever or other signs of illness while in the school building, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school is to immediately isolate the student from other students in the designated quarantine space (library), notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- For staff, the school is to send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

#### Student and Staff Schedule

Depending on the Phase of Reopening that is announced by the Mayor's Office, Sela PCS will follow one of three options with scheduling students and staff in the building.

During Phase 1 of Reopening, Sela will have all students and staff follow a fully remote schedule for instruction. This can be found as Appendix II to this report.

During Phase 2 of Reopening, Sela will either continue with a fully remote schedule for all students and staff, or, pending approval by OSSE, to run a hybrid program where families are given the option to follow a remote or in-person schedule. The in-person schedule is attached to this report as Appendix III.

During Phase 3 of Reopening, Sela will either continue with a fully remote schedule for all students and staff, or, pending approval by OSSE, to run a hybrid program where families are given the option to follow a remote or in-person schedule.

During Phase 4 of Reopening, Sela will require that all students and staff follow the in-person schedule. Certain allowances may be made for high-risk individuals, as outlined above, among either the student or staff population for remote instruction per approval from the Head of School.

### Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's resident; these drop-offs can be scheduled at the request of a parent/guardian of a student. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

An initial pick-up date for educational materials for all students will occur during the two weeks prior to the first day of school. Three grade bands (PK, KG-1<sup>st</sup>, 2<sup>nd</sup>-5<sup>th</sup>) will each be given a two hour window on two separate days to get materials for the first 4-6 weeks of the school year as described above as part of a "Pick-Up Parade." Depending on the length of time needed for students to engage in remote learning, these "Pick-Up Parades" will be scheduled every 4-6 weeks during the school year.

Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Sample list of items assigned to each student.

- PK3-2<sup>nd</sup> Grade Classes: iPad and charger
- 3<sup>rd</sup>-5<sup>th</sup> Grade Classes: Chromebook
- All Classes:
  - Prepared packets of material to supplement online instruction for a period of 4-6 weeks in English and Hebrew
  - Textbooks or workbooks associated with online instruction material
  - Grade-level appropriate school supplies
  - Grade-level appropriate art supplies
  - Grade-level appropriate music supplies

### Distribution of Meals During School Closure

Sela PCS will work with its food service provider, Top Spanish, to ensure that all families who require food service during a period of school closure. All Sela families have been notified that both Breakfast and Lunch service are being provided at Sela from 9:00am-1:00pm Monday through Friday. This announcement is made each week in the school's main family communication, the Tuesday Folder, which is emailed out to all families every Tuesday morning. Prepared meals are dropped off at the school each morning before 9:00am, and received by the Food Service Handler, who puts meals in a refrigerator or heater as necessary. The Food Service Handler sets up a station at the main entrance the school where she receives any families who wish to pick up one or more breakfasts or lunches for the day during the specified hours. The Food Service Handler logs all distributed breakfasts and lunches at the close of the distribution time. Any leftover packaged meals or loose fruits are brought to a local shelter three times per week.

#### Oversight of Before and After and Extracurricular Activities

Sela oversees an in-house Before and Aftercare Program (Enrichment). All guidelines followed during the regular school day will be followed in Enrichment activities. Students will remain with their class groups during any Enrichment. Any staff entering the building to supervise Enrichment activities at the end of the school day will have a Health Screening as discussed above.

#### Providing Personal Protective Equipment (PPE)

- Sela will provide required PPE for all teachers and staff members while they are in the building. All teachers and staff members will be provided with face coverings and gloves during the school day.
- Sela will provide face coverings for any students, parents, guardians, or other necessary individuals attempting to enter the building once they have been screened if they do not have their own.
- The lobby desk of Sela has been fitted with protective plastic barriers for the safety of front desk staff in their interaction with any entrants into the building.
- Daily sterilization of classrooms will ensure that all supplies that students use in the classroom are clean and disinfected before student use.

#### **Appendix I – Health Screening Tool**

#### **Appendix IV – Hybrid Remote Learning Daily Schedule**

### **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**

In this plan, the following assumptions are made:

- There is a recommended, but not required, city-wide A/B schedule to facilitate coordination among schools and sectors. The schedule includes a group of students attending school in-person on Mondays and Tuesdays and another group attending school in-person on Thursdays and Fridays.
- For in-person learning, there should be no more than the maximum occupants per classroom according to Pre-Opening Guidance:
  - [Phase 1](#) - 10 individuals
  - [Phase 2](#) - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
  - Phase 3 - Not provided at time of publication
  - Phase 4 - Not provided at time of publication
- School staff/students will comply with DC Health Guidance (including processing confirmed cases in the school).
- Certain students must physically learn on-site every day (e.g., children of essential workers).
- Certain students cannot physically learn on-site (e.g., immunocompromised students).
- Certain students will choose not to come to school due to health/safety concerns.
- This document is a model and supporting document. It was informed by national resources. Every school will need to adjust to meet the unique needs of their school and community.

## **Instructional Delivery Plan**

**School Name: Sela PCS**

**Date Board Approved:**

### **PURPOSE or PLAN STATEMENT:**

This plan describes how Sela Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent in learning opportunity as in a

traditional school year through synchronous and asynchronous remote and on-site learning opportunities.

The plan provides students, families, staff, DC PCSB and OSSE with a thorough understanding of the day-to-day learning. The plan centers on equity, ensuring that all students, including students who are at risk, per the city’s definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

*The plan may change throughout the school year based on factors, such as family and staff responses to surveys and DC’s reopening guidance. Dictating how decisions to move from remote to on-site should be included.*

**DESCRIPTION:**

Instruction at Sela Public Charter School will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are available to families enrolling Sela Public Charter School for school year 2020-21. Families must choose an option by a predetermined date. On a quarterly basis and based on availability, families may change their option from Remote to On-Site or Hybrid via a quarterly learning survey.

To begin the 2020-2021 school year, Sela Public Charter School has elected to have all students begin remotely through the end of the first quarter (October 23<sup>rd</sup>). This decision will be reassessed as more information is made available around the public health implications of schools reopening for in-person instruction.

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## School Schedule Options

### Hybrid

Attend school in-person for one week, and attend school remotely using a combination of synchronous and asynchronous activities with a content teacher for the following week. For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when in-person or through the use of photos. This model can be used by the school in Phase 2 or Phase 3 of Reopening as decided by the Mayor's Office.

### Remote Synchronous

This option is for students who are immune compromised or who have a family member who is immune compromised or whose family would prefer that the child not attend school in-person. In this option, the students may experience learning from home four days a week via synchronous learning and one day a week with asynchronous learning. The learning may not require the student to be logged onto the computer but rather engaging in activities at the same time as their peers on-site.

### Remote Asynchronous

For students who are unable to attend synchronous learning when remote. This type of learning allows for learning at times that live lessons are not provided, when families may be more able to support students. Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

## Instruction

### Personnel

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be identical. The teacher is the content area expert responsible for ensuring that students are learning. While a content teacher may also be a community leader, they may need to roam (physically and/or electronically) into other communities to provide content-rich instruction. The content teacher's primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners. They will plan lessons that can be taught remotely and in-person. There may be times, for example, when the content teacher provides direct instruction to the students on-site and records the lesson or live-streams it to the students who are learning from a remote location. While the elementary school content teacher

may be able to see a majority of their students on-site a few days a week once the school has reopened for in-person instruction, some students will continue to learn remotely until Phase 4 of Reopening, making it important that the content delivered is equally accessible in a remote environment as on-site.

Once a hybrid model of instruction is implemented either in Phase 2 or Phase 3 of Reopening, teachers may be assigned to one of three roles depending on the needs of the students and the personal health requirements of the teachers themselves:

- fully in-person teaching;
- hybrid teaching where instruction is delivered at different times either in-person or virtually;
- Fully remote teaching where instruction is delivered either live or via prerecorded lessons

## Learning Modes

● **Synchronous Learning with Teacher:** When remote, this instruction is conducted via a platform in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: An LMS, Webinar or Meeting platform: Zoom, Teams, Google, GoToMeeting, etc., or telephone. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.

● **Asynchronous Learning with Teacher:** This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. The student would need access to a pre-recorded lesson in which the teacher provides instruction. When remote, the lesson can be accessed with the loaned technology from the school (iPads for students in grades PK3-2<sup>nd</sup> grade, Chromebooks for students in grade 3<sup>rd</sup>-5<sup>th</sup>).

● **Asynchronous Learning without Teacher:** This instruction is individual or group work that can be done independently. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected either daily or weekly depending on the type of assignment and grade level of the student, and will be used to measure attendance in lieu of other measures. (See attendance policy for further details.) The product of these work blocks are often referred to as "exit tickets" or "student reflections." Regardless of the product, it may be collected through the LMS, by photographing the work, through a memo-log the student keeps, or by handing it into the cluster instructor to pass to the teacher, if they are different people.

## Community Building

● **Synchronized Community Building:** Planned learning breaks to promote student socialization. Activities that can be done with remote teacher supervision or through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the students.

● **Asynchronized Community Building :** Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students both on-site and remote to connect with one another in informal ways. Students will be encouraged to socialize with classmates during break times either with meetings that follow all DOH guidance (ie. meeting a friend for a socially-distanced playdate in a playground). The unstructured time with friends allows for a deepening affinity to the community.

● **Synchronized Community Building:** Planned breaks will include activities students can choose to do with each other that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction. When on-site, the teacher would supervise for appropriate social distancing and other behavior. For remote learners, the school's behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidences.

### Professional Development

Over the summer, content teachers will receive training on Google Classroom, Google Sites, Pearson's Online Platform to support the ReadyGen Curriculum (grades K-5), Zoom, and a number of applications that will link to their Google Classroom. These trainings will be provided by the IT provider, DNS, and in-house admin staff and teachers who have already received training in these tools. The training will focus on content delivery and checking for understanding. In addition, all staff will receive professional development on Wednesday afternoons (4-5pm) throughout the school year. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote.

Additionally, formal instruction will end each day by 3:30pm the latest, and the teacher's work day will end at 4:15pm, except on Wednesdays when it will end at 5:00pm. Each day, teachers and community leaders will have access to the IT department, behavioral support specialist, support staff, administrative staff, and other instructional staff to troubleshoot issues that occur both on-site and remote.

### Timely Intervention

By tracking student attendance, engagement and completion of assignments, the teacher will generate information in addition to what they are gleaned from formative assessments. When needed, teachers should request the support of the appropriate member of the admin team (Director of Culture and Student Support Services, the Director of Elementary School, the Director of Early Childhood, or the Director of Hebrew Curriculum) who will then contact the family daily to determine if a student is disengaging and why. The admin team member will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

### Continuous Improvement

Sela PCS will be in operation for 191 instructional days for the 2020-2021 school year. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. The SY2020-2021 Calendar is added to this document as Appendix 4 All changes to school scheduling will occur on the planned quarter start date except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school with the understanding that when the school is engaged in a hybrid model, changing an individual student from remote to in-person instruction may not be possible until the beginning of a new quarter. The school will attempt to accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. Because Sela will be reassessing its instructional model throughout the year, it will attempt to meet all families requests for their instructional preference.

Once per month, on the scheduled Wednesday meeting time, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Once a month, students, who have shown the least engagement whether by attendance or work product, will be evaluated through the student support team. The team will determine the potential cause of disengagement, from equipment or Wi-fi issues, to mental health to difficulties with content. Depending on the results, the student may be asked to change their schedule.

Example Classrooms

Sample School Day

Sample schedules for both in-person and remote learning are at the end of this document as Appendix II, Appendix III and Appendix IV. While in Phase 1 of Reopening, all students will follow the remote schedule (Appendix 4). In Phase 2 and Phase 3 of Reopening, Sela Public Charter School will move from fully remote learning to a hybrid model of instruction in which some students follow the remote schedule (Appendix 3) and more students are allowed into the building, where they will follow the in-person schedule. The allocation of students between these two programs will depend on current guidance at that time from the Department of Health, and the preferences of individual students' families and staff members. Once Phase 4 of Reopening is reached, all students will return to the building to follow the in-person schedule for instruction.

## **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

**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.**

Assessments

Assessment Integrity

Sela Public Charter School has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. Before tests are administered, all families will be asked to sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments.

The second part is a change in school formative assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the Internet, books, and/or other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. Students may also be asked to identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports  <i>(could be a combined narrative across grade bands)</i>
K-5	NWEA MAP	3x/yr (September, December/January, May)	Depending on the Phase of Reopening and the individual student , MAP assessments can be administered either in-person or remotely. When all students are remote, MAP can be administered	MAP testing for students with accommodations from an IEP is conducted by the students’ special education teacher / case manager to ensure all

			<p>synchronous and remotely and asynchronous for students unable to join at the predetermined testing times. This assessment can be performed in-person, asynchronously, and on-demand for students with IEPs who's accommodations cannot be met with a virtual administration. When students are in the building, they will be tested synchronously or asynchronously in person when the school is open for students to begin instruction in the building.</p>	<p>accommodations are properly provided.</p>
K-5	Oral Proficiency Interview for Hebrew (OPI)	2x/yr (formative in September-October and summative in May-June)	<p>The OPI test is a 1:1 interview based on visual material presented by the teacher/assessor. This test can be administered via Zoom or similar platform during either hybrid or remote instruction. OPI is conducted as a face to face 1:1 interview in person with appropriate safety protocols during Phase 2 and Phase 3 of Reopening, and without additional protocols when we enter Phase 4 of Reopening.</p>	<p>All accommodations from students' IEPs will be met by collaborations between the SST, Special Education instructors and teachers providing assessments.</p>
K-5	Fountas & Pinnell Reading Assessment (F&P)	5 checkpoints throughout the school year (August/September, October, January, March, June)	<p>The F&amp;P test based on a short reading followed by critical reading questions. This test can be administered via Zoom or similar platform during either hybrid or remote instruction. F&amp;P is conducted as a 1:1 interview in person with appropriate safety protocols during Phase 2 and Phase 3 of Reopening, and without additional protocols when we enter Phase 4 of Reopening.</p>	
PK3 & PK4	TS Gold	Multiple checkpoints	TS Gold is providing PD around administering the	Early childhood teachers will consult

		throughout the school year	assessment remotely.	with Special Education Coordinators to determine best practices for students with additional needs.
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## B. Promotion and Graduation

- 7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.**

Grading procedures will remain the same for all elementary grades as specified in the Sela Family Handbook. This can be found on Sela's website: [www.selapcs.org](http://www.selapcs.org).

### PROMOTION AND GRADUATION

#### Considerations

- Students will continue to have daily “Specials:” Art, Music, and Physical Education.
- Attendance policies will be applied across the board to all classes, both core academic subjects, language classes and specials.

#### Promotion

Sela’s promotion policy will not change based on the current circumstances. The current promotion policy can be found in the SY 2020–2021 Student and Family Handbook, linked to on the school website at [www.selapcs.org](http://www.selapcs.org).

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

n/a

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

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

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

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

Please see full policy discussion below.

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

- Option B: The LEA is not using a learning management system (LMS) for distance learning.
  - What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student’s presence?
  - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student’s presence?
  - What constitutes evidence of education engagement daily for the student to be marked present?

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

**PURPOSE or POLICY STATEMENT:**

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

**DESCRIPTION:**

**In-Person Attendance**

Classroom attendance is taken daily at 8:30am. In the event that a child is late, he/she will be marked as “tardy.” In the event that a child is absent, it will either be classified as “unexcused” or “excused.” A child who has five unexcused absences may be requested to participate in a truancy conference. Truancy is defined as “the willful absence from school by a minor, five (5) to eighteen (18) years, with or without approval or parent knowledge or consent.”

In each case, with the exception of a suspension, written notice from the parent must be submitted to excuse students’ absences within 5 school days upon the students’ return to school.

**\*\*If a student’s absence is required due to exposure to coronavirus (Covid-19), students will be able to participate in virtual classes until the required quarantine is completed.\*\***

**Virtual Classroom Attendance**

Attendance will also be recorded for students attending virtually. In the virtual classroom, attendance will be recorded for each class where students are expected to attend (according to their schedule). Students who attend 80% of their classes will be marked “present” for the day.

Students who fail to attend 80% of their classes will be required to provide documentation. In the event that a child is absent, it will either be classified as “unexcused” or “excused.”

**Excused Absences (In-person and Virtual) are as follows:**

- Death in the family or other significant family crisis
- Illness of the student (a doctor’s note is required if a student is absent for an illness)
- Observance of religious holidays
- Emergency which requires the student to be at home (approved by Sela PCS)
- Lawful suspension or exclusion from school by school authorities

**Unexcused Absences (In-person and Virtual) are as follows:**

- Oversleeping

- Babysitting
- Doing errands

\*\*Students experiencing technological difficulties that prevent attendance in the virtual classroom **must** inform school administrators Camerra Taliaferro (ctaliaferro@selapcs.org) or Markus Townsend (mtownsend@selapcs.org) . Some absences due to technological difficulties may be excused. We will also work with families to ensure access to the virtual classroom by providing technology needs, if needed).

Each time a student has the equivalent of one (1) day of unexcused absence and 10 or more excused absences, our Office Manager will call the parent or guardian of the student. Unexcused absences can result in truancy court referrals and failing grades. **After ten (10) unexcused absences, the school will contact DC Child and Family Services Agency (CFSA). According to OSSE’s Attendance Regulations, our school must refer a minor student (5 years of age through 13 years of age) to CFSA no later than 2 business days after the accrual of 10 unexcused full day absences within a school year.**

The **Compulsory School Attendance Law** states that parents or guardians who fail to have their children attend school are subject to the following:

- Truancy charges may be filed against the student or parent
- Neglect charges may be filed against the parent
- Parents may be fined or jailed
- School-aged students may be picked up by law enforcement officers during school hours for suspected truancy
- Students may be referred to Court Diversion and other community-based interventions

If you have any questions about our attendance policy, please contact our Office Manager.

(Sela Public Charter School) selects the following option(s):

Option A: Those with a Learning Management System (LMS) may use this format with the existing LEA policy.

Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.

If using both options, clearly define which groups are using which option and under what circumstances.

Touchpoints that (Sela Public Charter School) will use, include the following methods:

Phone conversations or virtual meeting one-on-one with instructional staff to discuss content

- Direct 'face-to-face' online contact through class Zoom, Skype, Google Hangout, etc.
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work
- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.

#### Grade Span Considerations

##### Pre-kindergarten

Please see the policy outlined above.

##### Elementary

Please see the policy outlined above.

#### Attendance Monitoring and Reporting

(Sela PCS) will take the following steps to track student attendance:

- Teachers responsible for daily attendance for students on-site will follow existing attendance protocols.
- Teachers responsible for remote learning students without an LMS will follow protocols using touchpoints discussed above.

Sela Public Charter School will take the following actions to address absences:

- Teachers and counseling staff will be assigned cohorts of students for follow-up from the primary building attendance administrator.
- Teachers will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.
- Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

Attendance Policy

Attendance Touchpoints by Learning Type for PK-12 and Adult Ed

	On-site synchronous	On-site asynchronous	Remote synchronous	Remote asynchronous
Present	<p>Present: Student attends school for &gt;80% of the school day.</p> <p>OR</p> <p>Attends &lt;80% of school day on-site AND is remote learning for the remainder of the school day.</p>	<p>Present: Student attends school for &gt;80% of the school day.</p> <p>OR</p> <p>Attends &lt;80% of school day on-site AND all assignments due for day are completed.</p>	<p>Present Remote: Student presence is detected throughout school day's activities (A) captured in LMS</p> <p>(B) participates by one or more of the following touchpoints:</p> <ul style="list-style-type: none"> <li>● is "seen" in virtual classroom,</li> <li>● submits exit ticket</li> <li>● participates in group activities</li> <li>● participates in community building activities(games, etc.)</li> <li>● Submits photo of student work</li> <li>● Submits video of activity (e.g. PE, music)</li> <li>● Saves student work in file, showing some progress</li> <li>● Parent/guardian responds to survey</li> <li>● Responds to documented contact(s) from community leader, engagement specialist and/or content teacher</li> </ul>	<p>Present Remote:</p> <p>Student responds to email AND fully or partially completes &gt;50% of the day's assignments.</p> <p>Student logs in to LMS and fully or partially completes &gt;50% of the day's assignments.</p> <p>Student responds to documented contact(s) from community leader, engagement specialist, and/or content teacher.</p>

Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	Partial Present: Student attends school for <80% of the school day and is not captured through remote touchpoints when absent.	N/A	N/A
Absent	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints.	Absent Remote: Student does not produce evidence that assignments are partially complete.

All students who are learning remotely will receive the following:

- An email and/or video with a list of the day’s assignments and expectations
- An email if not present by 9:30am during a school day ( engagement specialist and parent/guardian copied, if applicable).
- A call from the engagement specialist following up on email to the student.
- A call from the engagement specialist to family, if applicable.

#### Collecting and Reporting System

The school will log all contacts with a student and family using PowerSchool (e.g. shared folder, Student Information System notes page). For students who are marked “absent”, the school’s in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

### **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.**

Expectations for Student Behavior:

Expected behavior for students who are learning remotely are similar to those for the physical school community. Students are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.

School Plan

<p><b>Communication and Student Engagement</b></p>	<ul style="list-style-type: none"> <li>● Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards.</li> <li>● Students must follow all classroom and school expectations for using audio and video during classroom meeting times.</li> <li>● Students must mute their microphones when they are not speaking and while others are speaking.</li> <li>● Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.</li> <li>● Students must follow the same rules for whole group class meetings while in breakout rooms.</li> <li>● Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.</li> <li>● Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.</li> <li>● Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.</li> <li>● Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.</li> <li>● Students must report all instances of cyberbullying to school staff immediately.</li> </ul>
<p><b>Logging into the LMS</b></p>	<ul style="list-style-type: none"> <li>● Students must keep their username and passwords in a safe place and must not share them with other students.</li> <li>● Students must log into the LMS using their own log-in information.</li> <li>● Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.</li> </ul>
<p><b>Student Work</b></p>	<ul style="list-style-type: none"> <li>● Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.</li> <li>● Students must submit their own work and provide citations for work created by others.</li> <li>● Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.</li> </ul>
<p><b>Taking Care of Physical</b></p>	<ul style="list-style-type: none"> <li>● Students must treat all school and personal electronic devices with care.</li> </ul>

<b>Equipment</b>	<ul style="list-style-type: none"> <li>● Students must keep food and drinks away from the equipment.</li> <li>● Students must keep devices out of extremely cold or hot areas.</li> <li>● Students must hold and carry computers properly.</li> <li>● Students must report any damage to school equipment as soon as possible.</li> </ul>
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### Student Support

- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers and school leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through the LMS.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The mental health team will create tele-health options for students to call and schedule sessions with school counselors.
- The mental health team will make referrals to neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.

### Monitoring of Student Behavior

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using the LMS.

### Communication with Families

School staff will share a copy of the Whole Student Support with families for their review prior to the beginning of the school year. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via the LMS. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

### Timely Intervention

By tracking student attendance, engagement and completion of assignments, the teacher will generate information in addition to what they are gleaned from formative assessments. When needed, teachers should request the support of the appropriate member of the admin team (Director of Culture and Student Support Services, the Director of Elementary School, the Director of Early Childhood, or the Director of Hebrew Curriculum) who will then contact the family daily to determine if a student is disengaging and why. The admin team member will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

### Continuous Improvement

Sela PCS will be in operation for 191 instructional days for the 2020-2021 school year. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. The SY2020-2021 Calendar is added to this document as Appendix 4 All changes to school scheduling will occur on the planned quarter start date except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school with the understanding that when the school is engaged in a hybrid model, changing an individual student from remote to in-person instruction may not be possible until the beginning of a new quarter. The school will attempt to accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. Because Sela will be reassessing its instructional model throughout the year, it will attempt to meet all families requests for their instructional preference.

Once per month, on the scheduled Wednesday meeting time, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Once a month, students, who have shown the least engagement whether by attendance or work product, will be evaluated through the student support team. The team will determine the potential cause of disengagement, from equipment or Wi-fi issues, to mental health to difficulties with content. Depending on the results, the student may be asked to change their schedule.

## B. Behavior

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

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

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

### Modifications to Distance Learning

School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email, phone, text or through the LMS.

If students do not follow expectations for communicating respectfully with school staff or other students:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students' audio, video or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on LMS chat or discussion boards.
- If these interventions are not successful in changing students' behavior, additional assistance will be sought out from the Director of Culture and Student Support Services.

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.

If students engage in cyberbullying or display/share inappropriate images on the LMS:

- School staff will conference with families about school expectations not being met.

These modifications to distance learning are designed to ensure that students will not be excluded from the virtual learning platform.

## **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](#).*

### **PURPOSE or POLICY STATEMENT:**

This submission is a narrative to demonstrate how **Sela Public Charter School** will meet the educational and social-emotional needs of students with disabilities and English learners.

### **DESCRIPTION:**

Sela is committed to maintaining IDEA timelines in collaboration with families and documenting delivered services. Upon beginning SY2020-2021, all students with IEPs and 504 plans will meet to revise those documents to make sure they meet the students' needs while engaging in distance learning, a hybrid model combining remote and in-person instruction, or in-person learning. We are operating under the assumption that individualized student plans will have to be revised more than once throughout the year as the status of the school's instructional model changes according to guidance from the Mayor's Office and DOH. All families will be in regular and frequent contact with case managers to ensure both compliance with all mandates and ongoing review of the appropriateness of any individualized plans.

When the school is in full remote learning, all related services will be conducted virtually by service providers. Sela has been in discussion with its related service providers through End-to-End Solutions to ensure compliance with all mandates via teleservices and advise on any changes in anticipation of IEP meetings.

Sela will be providing family training on all online platforms being used as part of a family orientation at the start of the school year. Additionally, Sela will reach out to families with offers of further individual support around technology needed for teleservices once the school year begins.

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

All IEP students will need to receive evaluations as part of their IEP reviews to determine if compensatory services are required and what adjustments may be necessary to IEPs. Because teleservices were offered beginning in March of 2020 when the school closed in the early stages of the pandemic crisis, students were able to receive the majority of their mandated services, in line with guidance from OSSE.

Special Education coordinators will meet with Sela's McKinney-Vento coordinator (Director of Culture and Student Support Services) to determine on an individual basis whether any students with IEPs experiencing homelessness were adversely impacted by the current pandemic crisis and resulting school closures. Individual determinations will be made by the IEP team around compensatory services and service changes in the beginning of year IEP meetings.

All EL students or those who potentially may be entitled to EL services based on home language surveys will be assessed either in-person or remotely using OSSE-approved assessments. The EL coordinator will then work to support individual students' classroom teachers in addressing their needs.

All students at Sela are provided opportunities to learn in small peer groups in the major content areas of instruction. The EL coordinator will work with individual classroom teachers to support the progress of EL students.

- **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.**

All EL students or those who potentially may be entitled to EL services based on home language surveys will be assessed either in-person or remotely using OSSE-approved assessments within the first 30 days of the school year beginning or thereabouts if the student is remote and scheduling testing potentially takes longer. The EL coordinator will then work to support individual students' classroom teachers in addressing their instructional needs. All students at Sela are provided opportunities to learn in small peer groups in the major content areas of instruction, and the differentiated instruction provided in these groups allows for individual student. The EL coordinator will work with individual classroom teachers to support the progress of EL students.

Sela utilizes an English Language Mainstream model for all EL students. This model can be used for in-person learning, distance learning, or a hybrid model of instruction. In this model, once initial assessment data has been gathered from the grade-appropriate assessment administered at the start of the school year, the student is referred to the RTI process. Through the school's existing RTI process, the student will have individual goals set, which can then be monitored for progress in the four language acquisition domains by the RTI team (composed of the Director of Student Support Services and the student's teachers) who meet at monthly intervals. Additional resources will be provided for classroom teachers by the Director of Student Support Services as needed determined by this regular tracking of student progress.

## **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.**

**PURPOSE or POLICY STATEMENT:**

**Sela Public Charter School** is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Pre-COVID-19 students’ use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. **Sela Public Charter School** is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a *Student Technology Acceptable Use and Safety* form.

Beyond defining **Sela Public Charter School’s** general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a **Return to School Technology Plan** is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

**DESCRIPTION:**

The following plan for the effective use and oversight of school technology during and after the COVID-19 Pandemic draws on a framework developed by the Wisconsin Department of Public Instruction. This framework comprises three steps:

1. **Review** (where things stood at the close of 2019-20);
2. **Plan** (what must be accomplished before the 2020-21 school year begins; and
3. **Implement** (during SY 2020-21).

The intended result of following this process is to develop a **Return to School Technology Plan** that is based on and aligned to the existing **School Technology Plan**. If a school has not previously drafted a School Technology Plan, there is no time like the present to begin.

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- Equipment, Software, and Training Expectations and Supports for Students and Staff
- Assessing Need

- Support
- Replacing/Repairing Equipment
- Expectations for student access to internet and safeguarding personally identifiable information (PII);
- Remote Learning Limitations on School-Provided Devices

Equipment, Software, and Training Expectation and Supports for Students and Staff

Per DC PCSB requirement, Sela Public Charter School will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

● Equipment

All students and staff will receive the following equipment

SAMPLE Technology Distribution Plan for Students

*AN = As needed*

*E = Everyone*

	<i>PK</i>	<i>K-2</i>	<i>3-5</i>
<i>Computer</i>			
<i>Chromebook</i>			<i>E</i>
<i>Hotspot</i>	<i>AN</i>	<i>AN</i>	<i>AN</i>
<i>Tablet</i>	<i>E</i>	<i>E</i>	
<i>Smartphone</i>			
<i>Calculator</i>		<i>AN</i>	<i>AN</i>
<i>Other:</i>			

● Software

All students and staff will have access to the following software using school-created and maintained log-in and passwords. At no time will anyone outside of the school’s community be able to access the software.

*SAMPLE Software Distribution Plan for Students*

*AN = As needed*

*E = Everyone*

	<i>PK</i>	<i>K-2</i>	<i>3-5</i>
<i>LMS: Google Classroom</i>	<i>E</i>	<i>E</i>	<i>E</i>
<i>Email</i>	<i>E (for family)</i>	<i>E</i>	<i>E</i>
<i>Other: Grade-Level appropriate programs</i>	<i>E</i>	<i>E</i>	<i>E</i>

- Training

For every piece of equipment and software, provide training for staff, students, and families (especially for younger children) on proper use and care. Training must also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly.

Review & Assessment:

- Equipment

We will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs. We will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.

- Internet availability and speed, and number of household members expected to be using the Internet during the school day

- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, chromebook, and tablet
- Security features on the technology (for younger children, especially)

- Software

Based on the instructional plan, determine what software best supports remote learning. We will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff strengths and needs. Inventory communication resources and protocols and evaluate performance and needs.

- Training

We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

#### Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

Where possible, students will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for proper use and care of equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for dropping off the equipment directly to the student/family. Training, expectations and care of equipment will be provided virtually in such cases.

#### Replacing/Repairing Equipment

- Equipment

**Sela Public Charter School** will have loaner equipment available for families and staff on an as-needed basis.

- Families may return broken or damaged equipment to the school. Families will contact the Director of Operations to schedule a time to drop off the defective equipment and receive new equipment.
- All families borrowing school equipment will sign a form stating their commitment to take appropriate care of the equipment and return it in working condition.
- Unless direct harm of equipment was intended, Sela will work with families to replace all defective equipment.
- Any defective equipment will be reviewed by Sela's IT team to determine if it can be repaired or not.

- Software

- Students and families are responsible for the protection of their account and passwords that will be used with school devices and programs. They will sign a form indicating their agreement to this.
- Any software used by Sela comes with customer support that can assist school IT in addressing problems encountered by families either indirectly with IT or directly with the families.

- Training

- All families will be provided an opportunity for training at the start of the school year on all technology and programs that are being planned to be used for distance learning. The trainings will be recorded and be available to families unable to attend the trainings or wanting to review them at another time.
- Throughout the school year, the IT contracted used by the school will hold weekly parent assistance times in both English and Spanish.

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

Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely.

All students who utilize distance learning do so using a school provided email address and password. Only these login credentials allow students to enter distance learning portals, and these are monitored by the school's IT provider.

The Student Information System (SIS) used by Sela is password protected, and all physical files of student information are stored in secured file cabinets.

#### Remote Learning Limitations on School-Provided Devices

- Equipment

- All equipment lent by Sela to students is intended for use solely by the individual student for school purposes.
- Ultimate liability for any loaned device rests with the school.
- Sela will be purchasing software that can monitor loaned devices for inappropriate use.

- Software

- All loaned devices have blockers for inappropriate content as they would inside the school.
- All software that requires logins will be accessible by school staff to reset if needed.
- Any software updates on school devices can be conducted remotely.

- Training

- Staff, students and families will receive trainings on devices and programs at the start of the

school year and later throughout the school year as needed.

- Technical support for staff will be provided on demand from Sela’s IT contractor. Technical support for families will be provided at weekly, remote, scheduled help desk sessions that all families will be able to access in both English or Spanish. Students will be able to access technical support on demand from Sela’s IT contractor.

## **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).**

### **PURPOSE or POLICY STATEMENT:**

This policy will describe how Sela Public Charter School will partner and communicate with families about continuous learning and school operations.

### **DESCRIPTION:**

This policy articulates how Sela Public Charter School will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

Consistent and clear communication with students and families is vital for supporting the community of students and families and for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

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1. General and Schoolwide Communication
  1. Website
  2. Social Media
  3. Direct to Family
2. Family Engagement and Continuous Learning

1. Trainings
  2. Continual Improvement
  3. Resource
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3. COVID-19 Related Communications
    1. Reporting/Notification
    2. Trainings
    3. Signage and Resources

## I. General Schoolwide Communication

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and robocall.

### Website

Sela Public Charter School website at all times will be the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FRPM applications). This information will be available to families **24 hours, 7 days a week**.

**Contact Information:** Current and prospective students will be able to find all information on how to contact school administration and staff.

**Family Resources:** Families will be able to find the Student and Family Hand Book, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources.

**Food Programs:** In accordance to OSSE guidelines, all required information about Sela Public Charter School food program will be available to families on a monthly basis.

**Operating Status:** The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage.

Student Learning: A link to the learning management system (LMS), Google Classroom, will be available for students and families to access student report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

### Social Media

Sela Public Charter School has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used **daily to weekly** to build broad awareness of Sela Public Charter School, engage the broader DC community (and country) in the great success of Sela Public Charter School students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

### Direct to Family

Sela Public Charter School will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school **at least twice weekly**.

## II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

Sela Public Charter School has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

### Trainings

During the summer, and at regular intervals across the year, Sela Public Charter School will provide virtual and in-person training to support families in navigating the continuous learning plan of Sela Public Charter School. These trainings will include, but are not limited to:

- troubleshooting your device at home
- accessing Sela Public Charter School's distance learning platform and materials; and
- navigating the learning management system.

### Continual improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards. Sela Public Charter School will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

## Resources

Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

## Opening the Year Remotely

If Sela is required to open the year with a full or partial system of remote learning in place, it will take steps to ensure that all students and their families are able to have a proper, initial introduction to their teachers and receive any materials essential for successful engagement in distance learning.

1. **Pick-Up Parades:** In the weeks leading up to the start of the school year, administrative team members will create packets of material for students to use during the first 4-6 weeks of remote instruction. A staggered pick-up parade will be scheduled over the two weeks leading up to the first days of school in which teachers and staff will set up tents outside of the school building where students and their families may come at scheduled times. Classroom teachers will meet students and families at this time. Families will be notified about these pick-up parades to ensure they can attend and are aware of the safety requirements (masks, social distancing, etc.) that need to be practiced at these events.
2. **Class Playdates:** In the week before the start of the school year Sela will schedule class playdates to occur outdoors at a park near the school building. Each class will have a 45-minute slot scheduled playdate with their teachers in which they participate in a get-to-know-you activity. All families will be notified about the safety requirements (masks, social distancing, etc.) that need to be practiced at these events.

## III. CORONAVIRUS PREVENTION COMMUNICATION

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.

### Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact, Joshua Bork, the Head of School within 24 hours of the household member's diagnosis.

### Trainings

To prevent the spread of coronavirus, Sela Public Charter School will offer training for students, staff, and families. Topics may include:

- How to safely return to school: a training detailing all in-school processes for students, families, and staff)

- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

#### Signage and Resources

[Signs](#) will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday [protective measures](#) and describe how to [stop the spread](#) of germs (such as [properly washing hands](#) and [properly wearing a cloth face covering](#)). These signs will align with CDC and PPE guidance.

As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on Sela Public Charter School's website.

## 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:** Sela PCS

**LEA Leader Name:** Joshua Bork

**Date:** 10-05-2020 11:39 AM