



SY 2020-21 Howard University Middle School of Mathematics and Science Continuous Education & School Recovery Plans: Application Questions

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 learning¹ for the school year (SY) 2020-21. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) are asking LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.² OSSE and DC PCSB are sharing this LEA Continuous Education and School Recovery Plan jointly to streamline operations and reduce burden for LEAs so each entity may fulfill its lawful functions.

OSSE is requiring 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 is requiring all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during SY 2020-21 in response to COVID-19.

This application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#).³ These guiding principles are intended to provide LEAs as well as families with clear and consistent expectations for ensuring that all students in the 2020-21 school year have access to a safe and supportive learning environment that also delivers rigorous and standards-aligned content to prepare students to succeed in school and life. We strongly encourage you to review these guiding principles closely before drafting your plans as well as the [Continuous Education Resources for LEAs](#) that we have curated.

To inform the public, these plans will be publicly posted, and we ask that LEAs also share them directly with their families upon approval by OSSE and DC PCSB. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individualized needs, but these plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies

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

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

³ Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.

delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines.⁴

The deadline for submitting these plans is August 7, 2020. At this time, OSSE and DC PCSB are providing LEAs with the application questions, so they may begin to work on their responses. In mid-July, OSSE and DC PCSB will provide information on the process for submission and review.⁵

Application Questions

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?

Cleaning Schedule

As per guidance, EPA approved disinfectants will be used to clean all surfaces and floors.

Daily:

1. All Bathrooms will be cleaned 3-4 times daily
2. Common areas and Classrooms will be cleaned at the end of each day. Cleaning includes wiping all desks, door handles, door frames, any touched surfaces, emptying trash, where necessary replacing filters of the GermGuardian True HEPA Filter Air Purifier with UV Light Sanitizer
3. Removing trash from all classrooms after breakfast and lunch have been served

Wednesday and weekends

1. Because we are implementing a cohort model where our A cohort of students attends on Monday and Tuesday and the B cohort of students attends on Thursday and Friday, deep cleaning and sanitizing of classrooms will occur on Wednesday when school is closed.
2. Deep sanitizing cleaning will be performed on the entire building. This cleaning will include all surfaces, desks, doors, windows, chairs.
 - How will you 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)?

Ensuring building is clean if there is a positive test

As per guidance, EPA approved disinfectants will be used to clean all surfaces and floors.

After that cleaning is completed, we have contracted with outside vendor SurfaceGuard to provide an addition level of protection.

SurfaceGuard 90 with Organosilane is an antimicrobial coating that inhibits the growth of bacteria, fungi, algae, and mold on surfaces for an extended period of time (30 days to 3 years). SurfaceGuard 90 dries to form a uniform layer of microscopic "spikes" that are deadly to any microorganism. Germs are electrostatically attracted to Organosilane's spiked surface. The Organosilane molecule then draws the microbe down to its core when the germ is forced to implode (lysis) and dies. SurfaceGuard 90 contains no thickeners, stabilizers, colorants, dyes or

⁴ Refer to health guidance for childcare 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.

⁵ LEAs should notify DC PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

additives. It is non-toxic, non-mutagenic, and non-allergenic. SurfaceGuard 90 is safe for use with people, animals and plants. This product is safe for application to a wide variety of surfaces and materials including fabrics, carpet, upholstery, drapes, linens, wood, plastics, stone, porcelain and metals. Application to surfaces produces an invisible, transparent and durable antimicrobial film that will not transfer on contact with other surfaces and is non-leaching on contact with water or solvents. Once the product is dry, the bonded antimicrobial film is non-volatile, odorless and colorless. Information on their product can be found at <http://surfaceguard90.com/>

SurfaceGuard 90 protection will be applied to all surfaces in our building every 90 days.

If/when an individual in our school community tests positive for COVID-19, our janitorial staff will implement the full day deep cleaning and following that cleaning SurfaceGuard 90 will be reapplied.

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

Physical Changes to Ensure or Promote Social Distancing

Classrooms and hallways undergo the following environmental changes to ensure social distancing when in the building:

1. Classrooms are limited to 10 students and 2 staff members. All desks have been placed 6 feet apart.
2. On the floors in classrooms, signs have been placed to show students where to stand for social distancing
3. In the hallways, signs indicated where students should stand for social distancing have been placed on the floors.
4. Common areas such as the Front Desk area and main office have signs for social distancing signs on the floor indicating how students and adults are to maintain social distance
5. Outside the school near entrances, social distancing signs have been placed to ensure students are not congregating prior to entering and after dismissal
6. All common area desks, and teacher desks have plexiglass sneeze guard screens
7. Teachers and staff have schedules for all common areas. Teacher breaks and meals will be in the cafeteria socially distanced
8. Teachers each have a portable workstation that they can move with to protect their belongings.
All workstations will be sanitized each evening

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

Ensuring Adequacy of Ventilation

We contracted SETTY & Associates to perform a ventilation readiness assessment of our building. Based on their report recommendations, the following procedures have been implemented:

1. Outside air where possible at the classroom level. Where possible with operable windows, we will maximize the time when the windows can be open without compromising the indoor comfort or introducing moisture (ie. Rain)
 2. Staff will open windows for at least 10 minutes every hour. When temperatures are too cold or too hot or too humid will be reduced to 5 minutes.
- Portable UV HEPA negative air machines have been installed in all classrooms and offices. A 99.7% HEPA rated filter and UV will clean air in the isolation room, capturing

- 99.7% of 0.3 micron particulates. Use the air machine to negatively pressurize the isolation room, will contain any particles within the room itself.
3. Sanitizing disinfectant floor matts have been placed at every entrance and high traffic area
 4. HVAC filters have been changed to MERV 13 and filter change will follow current schedule

 4. Outline the LEA's plan for SY 2020-21 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.⁶

Student and Staff Schedule – In Person and Distance Learning

7:30 am - Teachers and Staff Report to classroom (virtually or in-person)

Block Schedule					
6th Grade					
	Group 1	Group 2	Group 3	Group 4	Group 5
	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER
7:45 - 8:00	BREAKFAST				
8:00 - 8:15	GOAL SETTING				
8:15 - 9:05	ELA	SS	PE/Health	Science	Math
9:10 - 10:00	SS	ELA	STEM	M-RTI	Science
10:05 - 10:55	Math	ILIT	ELA	PE/Health	STEM
11:00 - 11:50	Science	Math	SS	ELA	PE/Health
11:55 - 12:25	LUNCH				
12:25 - 12:55	MINDFULNESS MOMENT				
12:55 - 1:45	ILIT	Science	Math	SS	ELA
1:50 - 2:40	M-RTI	PE/Health	Science	Math	SS
2:40 - 3:40	TEACHER PLANNING/TEAM MEETINGS				
3:40 - 4:30	Teacher/Staff OFFICE HOURS				

7th Grade					
	Group 1	Group 2	Group 3	Group 4	Group 5
	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER
7:45 - 8:00	BREAKFAST				
8:00 - 8:15	GOAL SETTING				
8:15 - 9:05	ELA	SS	PE/Health	Science	Math
9:10 - 10:00	SS	ELA	STEM	Spanish	Science

⁶ Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.

10:05 - 10:55	Math	ILIT	ELA	STEM	Spanish
11:00 - 11:50	Science	Math	SS	ELA	STEM
11:55 - 12:25	LUNCH				
12:25 - 12:55	MINDFULNESS MOMENT				
12:55 - 1:45	ILIT	Science	Math	SS	ELA
1:50 - 2:40	M-RTI	PE/Health	Science	Math	SS
2:40 - 3:40	TEACHER PLANNING/TEAM MEETINGS				
3:40 - 4:30	Teacher/Staff OFFICE HOURS				

8th Grade					
	Group 1	Group 2	Group 3	Group 4	Group 5
	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER
7:45 - 8:00	BREAKFAST				
8:00 - 8:15	GOAL SETTING				
8:15 - 9:05	ELA	SS	ELA	Science	Math
9:10 - 10:00	SS	ELA	Spanish	Math	Science
10:05 - 10:55	Math	ILIT		STEM	SS
11:00 - 11:50	Science	Math	SS	ELA	
11:55 - 12:25	LUNCH				
12:25 - 12:55	MINDFULNESS MOMENT				
12:55 - 1:45	ILIT	Science	Math	SS	ELA
1:50 - 2:40	M-RTI		Science		
2:40 - 3:40	TEACHER PLANNING/TEAM MEETINGS				
3:40 - 4:30	Teacher/Staff OFFICE HOURS				

Arrival and Dismissal Plan

7:45 am - 8:00 am - Doors Open - Students report directly to grade level floor

- Temperature checks of each student and staff member prior to the entrance into the building. School nurses and administrators will perform morning temperature checks
- Each student will sanitize their hands upon entry using hand sanitizing stations positioned at each entrance
- Students will turn in their phone on their assigned floor in their classroom
- All staff and students will practice social distancing using guidance that has been placed on the floors and signs posted

- All staff members and student are required to wear face masks. Masks will be provided if needed
- An isolation room (201) has been designated on the 2nd floor, away from other classrooms should any individual need to be separated from the school population prior to exiting the building.

Staggered Dismissal

Provision will be made for 5 in-person groups for dismissal

2:43 pm - Teachers return student phones in the classroom

2:50 pm - Class 1 dismissed

2:53 pm - Class 2 dismissed

2:56 pm - Class 3 dismissed

3:00 pm - Class 4 dismissed

3:03 pm - Class 5 dismissed

- All students will exit the building using the A stairwell and out of the 1st floor to the 4th street exit.
- Parent pickups will occur on socially distanced on 4th street. Parents will use sidewalk markings to maintain social distance.
- Students will exit the campus using 4th street. No students will walk through the campus.
- Parents will not be allowed to drive on campus
- Staff will be located at all entrances of the school and along 4th street to ensure that students continue to socially distance
- Students are expected to go straight home/No congregating in front of the school
- Students will be guided by staff members to the bus stop on Georgia Avenue
- No Re-entry into the building/campus.

Meal Service

- Milk will be provided and stored in classroom refrigerators
- Breakfast will be delivered to classrooms each morning. Grab and Go Breakfast will be provided
- Teachers will monitor breakfast delivery and consumption
- Clean-up after each meal will be guided by the teacher. Cleansing wipes will be used on each desk, hand sanitizer will be provided to students
- Lunch will be delivered to classroom pre-packaged and consumption will be monitored by the teacher. Students who bring their lunch will have it with them at their desks, limiting movement.

Distribution of Instructional Materials

- Two teachers will be assigned to each classroom
- Lockers will not be used to store student belongings. Students' belongings will be kept with them in the classroom. Storage space will be provided and it will be cleaned daily

- Teachers will remain in the classroom with their cohort of students for the entire school day
- Teachers will distribute student iPads at 8am for Goal Setting
- At the end of the school day, iPads will be collected by the teacher and placed in the bin for cleaning. iPads will be wiped each evening by the IT staff
- Students will place their instructional materials in their bin and close the bin. Bins will be wiped nightly by the cleaning staff.

Plan for Personal Protective Equipment (PPE)

- Teachers will be provided with a mask, face shield and gloves daily
- All students are required to wear masks and they will be provided if needed.
- Everyone entering the building must wear a mask. Signs are posted with this requirement in English and Spanish
- Hand sanitizer will be in every room
- Ruvna Health app will be used to collect symptom assessments from students and staff before they enter the school building
- Temperatures will be checked upon arrival using contactless thermometers
- Social Distancing Signs posted on the floors, entrance and all common areas
- Hand sanitizing sanitations have been placed on each floor
- Hand sanitizer will be in every room
- Only one student at a time will be permitted to go to the restroom. This will be monitored by the support staff on the floor
- Water fountains are being replaced with contactless water bottle refilling stations

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during SY 2020-21.

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

Instructional Delivery Method

Instruction will be delivered using **the Summit Learning Platform** as the learning management system. In Summit Learning classrooms, teachers deliver lessons to the whole class, small groups, or one-on-one. Because each child is unique, educators teach in ways that ensure each student gains knowledge and develops lifelong learning skills on the timeline and in the ways that they learn best.

The **Summit Learning Platform** maintains a library of learning strategies that is accessible both to students and to teachers. The learning strategy library is designed to support teachers and to be used in conjunction with existing materials that teachers may have designed or curated to teach learning strategies in their classrooms.

For Teachers:

- The strategy library contains templates that teachers can use or print out, examples of student work, and videos that may be shown to classes or to individual students. Teachers can also recommend that their classes (or certain students) visit certain strategy pages.
- To point a student to a strategy page, a teacher can share the link to a strategy page directly, or point a student to the page in the student's 'resource tab.'

For Students:

- The strategy library is a resource that can be accessed directly on their own at any time during self-directed learning (SDL) time.
 - 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.

The library of learning strategies includes useful strategies such as:

- Taking Cornell Notes
- Conquering Test Anxiety
- When and How to Ask a Teacher for Help
- Studying with a Friend
- Setting SMART Goals
- Taking Notes from Videos
- How to Use Practice Testing
- Using Graphic Organizers
- Using the Process of Elimination

Learning strategies are organized by their usage. There are 'planning' strategies, 'studying/note-taking' strategies, 'review and preparation' strategies and 'testing' strategies.

Learning Strategy Pages

Each learning strategy has its own page on the platform, which contains:

- Examples of student work
- Videos to explain or demonstrate the strategy
- Printable Templates (when relevant)
- A thorough student-facing explanation of:
 - what the strategy is

- when to use it
 - why it works
 - advanced tips for using the strategy
 - the relevant research underlying the strategy
- 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 with-out real time input from the teacher);

Total Instructional Hours Per Day

Students participating in in-person learning or distance learning will have 6.5 hours of instruction per day.

Breakdown of Anticipated Hours Spent Learning (Synchronous and Asynchronous)

During each class period, students will have 20 – 30 minutes with the teacher and 20 minutes in self-directed learning time.

Block Schedule					
6th Grade					
	Group 1	Group 2	Group 3	Group 4	Group 5
	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER
7:45 - 8:00	BREAKFAST				
8:00 - 8:15	GOAL SETTING				
8:15 - 9:05	ELA	SS	PE/Health	Science	Math
9:10 - 10:00	SS	ELA	STEM	M-RTI	Science
10:05 - 10:55	Math	ILIT	ELA	PE/Health	STEM
11:00 - 11:50	Science	Math	SS	ELA	PE/Health
11:55 - 12:25	LUNCH				
12:25 - 12:55	MINDFULNESS MOMENT				
12:55 - 1:45	ILIT	Science	Math	SS	ELA
1:50 - 2:40	M-RTI	PE/Health	Science	Math	SS
2:40 - 3:40	TEACHER PLANNING/TEAM MEETINGS				
3:40 - 4:30	Teacher/Staff OFFICE HOURS				

7th Grade					
	Group 1	Group 2	Group 3	Group 4	Group 5
	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER
7:45 - 8:00	BREAKFAST				
8:00 - 8:15	GOAL SETTING				

8:15 - 9:05	ELA	SS	PE/Health	Science	Math
9:10 - 10:00	SS	ELA	STEM	Spanish	Science
10:05 - 10:55	Math	ILIT	ELA	STEM	Spanish
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10:05 - 10:55	Math	ILIT			SS
11:00 - 11:50	Science	Math	SS	ELA	
11:55 - 12:25	LUNCH				
12:25 - 12:55	MINDFULNESS MOMENT				
12:55 - 1:45	ILIT	Science	Math	SS	ELA
1:50 - 2:40	M-RTI		Science		
2:40 - 3:40	TEACHER PLANNING/TEAM MEETINGS				
3:40 - 4:30	Teacher/Staff OFFICE HOURS				

Hybrid: Students will attend school in-person for two days per week and attend school remotely using synchronous activities with a content teacher two days a week and attend school using asynchronous learning two days a week. For asynchronous learning, students may work on projects, content assessments, checkpoints, math units, and cool-down (math exit ticket) which is all accessible through the Summit Learning Platform some of which require using computers.

- Monday and Tuesdays, 6th grade on campus,
- Wednesday-all grades distant learning
- Thursday and Fridays-7th and 8th grade on campus
- Live streaming from classrooms Monday, Tuesday, Thursday and Friday

Platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during SY 2020-21 to ensure rigor across settings;

- Summit Learning
- One-to-one technology
- ST-Math-math support platform to support math courses
- iLit-online reading intervention platform
- Just for Words- Onsite reading intervention platform
- Webex for virtual instruction
- Teachers- MacBooks and iPads during distance learning; Apple TVs, OWL Pro 360 to display and record lessons

Synchronous Learning with Content Teachers

When remote, this instruction is conducted via the Summit Learning Platform and virtual through Webex; in which student(s) and teachers are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, checkpoints, content assessments monitored by the teacher. On-site, this instruction may include teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: Webex and Summit Learning. The expectation is for the student(s) and teachers may ask questions, virtually collaborate, and engage in real-time learning.

Asynchronous Learning with Content Teachers

Teachers will record lessons, using OWL Pro 360 on-site and Webex, during distant learning. Summit Learning will have resources to support lessons and house pre-recorded lessons from Webex.

On-Site:

In this option, the student will attend in-person synchronous learning two days a week and asynchronous learning two days a week. Students will be under a teacher, staff, and or parent supervision.

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid-A: Synchronous Learning: On- Site Direct instruction using the Summit	6th grade Direct Instruction through Summit Learning Platform	6th grade Direct Instruction through Summit Learning Platform	School-wide Distant Learning	7th and 8th grade	7th and 8th grade

Learning Platform					
Hybrid-B: Asynchronous Learning: using Summit Learning and intervention platforms	7th and 8th grade Teachers will be live streaming and recording Summit Learning and other intervention platform lessons through Webex.	7th and 8th grade Teachers will be live streaming and recording Summit Learning and other intervention platform lessons through Webex.	School-wide Distant Learning	6th grade Teachers will be live streaming and recording Summit Learning and other intervention platform lessons through Webex.	6th grade Teachers will be live streaming and recording Summit Learning and other intervention platform lessons through Webex.

- 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.

Monitoring the Plan

- Administrators and Instructional coaches will be assigned to classrooms to monitor and assist teachers with teaching and learning. Using the Summit Learning Field Guide – Appendix A, administrators and coaches will be able to monitor the plan and make adjustments as needed.
- Teachers will have weekly collaboration meetings using a tuning protocol to ensure lessons are delivered in a way the students can be academically successful
- Daily check-ins will ensure staff members have a way to voice concerns and suggestions to acclimate and teacher in a distance learning format. .

Assessment and Promotion Policy

A. Assessment

- Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:
 - Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of SY 2020-21. Select all that apply:
 - NWEA-MAP
 - 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

- Parents will be offered an opportunity of in person testing or remote testing with the understanding that these assessments are required benchmarks that give us information regarding where students are in both reading and mathematics.
- Parents that opt into send their student to school for in-person testing session will have to follow the CDC guidelines and wear a facemask and also use sanitizer prior, during and after the testing. Parents are not allowed in the building.
- Parents who prefer to have their student test at home will have the test individually proctored virtually by an administrator following NWEA guidance for distance administration of the assessment.
- When the LEA intends to administer these assessments during the school year, specifying for each assessment.
 - NWEA-MAP will be administered 3 times per year in the Fall, Winter and Spring semesters.
 - New incoming students will have an opportunity to test in August prior to the beginning of school

B. Promotion and Graduation

- 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.

https://cdn.summitlearning.org/assets/marketing/Grading_Policy_122017_2018.pdf

Summit Learning's grading policy prioritizes the development of Cognitive Skills that students need for success in college and career. Because these are lifelong skills, Cognitive Skills cut across subjects, courses, and grade levels. A student's score on the Cognitive Skills Rubric comprises 70% of a student's grade. Summit's focus on Cognitive Skills is supported by learning science and developed through Real-World Projects; students, teachers and families can track a student's progression on these skills throughout their entire tenure in Summit Learning. In order to put Cognitive Skills to work, students must develop a broad Content Knowledge base. A foundational component of Summit Learning is that students demonstrate competency on standards-aligned Content Knowledge across all core subject areas. Mastery of Content Knowledge comprises 30% of a student's grade. Grades demonstrate both the competencies students have and the growth they have made: Summit Learning's grading policy is designed to reflect a growth mindset and celebrate student improvement.

How does the grading policy work?

CALCULATING GRADES (NON-MATH COURSES) The Summit Learning Platform automatically calculates student grades (in percentage and letter grade) based on student progress in:

- Mastering Content Knowledge through the completion of Content Assessments in Focus Areas, and
 - Cognitive Skills scores that teachers assess for each Project based on the Cognitive Skills Rubric.
- These grades are updated in real time and can be accessed by teachers, students, and families. For non-math courses, grades are calculated as follows:

- Cognitive Skills according to the Rubric 70%
- Passing Power Focus Areas (Content Knowledge)
- Pass 100% of Power Focus Areas 21%

- Passing Additional Focus Areas (Content Knowledge) Additional Focus Areas are not required to pass a course, but they are highly encouraged 9%
-

ASSESSING COGNITIVE SKILLS IN PROJECTS

Students in Summit Learning develop Cognitive Skills by working on Real-World Projects. Teachers give feedback to students as they work through the Checkpoints of a Project and assess each Project based on the 4–5 Cognitive Skills (on average) the student has demonstrated in that Project. The Cognitive Skills Rubric specifies grade-level and interdisciplinary expectations for each Cognitive Skill. Students progress through the year and through the grade levels along a continuum, demonstrating competency in a Cognitive Skill as appropriate for their level of development, with the goal of becoming college- and career ready. Each Cognitive Skill is assessed multiple times during the year in different subjects so that students, teachers, and families can track growth. Each Skill has a score between 0 and 8 based on the Cognitive Skills Rubric, and students must score at least a 6 on a 0- to 8-point scale to demonstrate college and career readiness

The Cognitive Skills score is translated to a percentage grade in the Summit Learning Platform based on the student’s grade level. The overall Cognitive Skills grade is based on the weighted average of all the Cognitive Skills assessed in a course and represents 70% of a student’s grade. Aligned to the emphasis on growth mindset, no grades are finalized in Summit Learning until the end of the academic year. This allows for students to demonstrate growth over a longer period of time without being held accountable at arbitrary points during the school year, such as a quarter or semester

- **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.

Attendance Policy

- 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.

X 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?
When a student accesses the Summit Learning Platform, the platform records the date and time of the login. Attendance will be taken by downloading the file from Summit Learning Platform
- What constitutes sufficient engagement in the LMS for the student to be marked present?
To be considered present, a student must:
 - a. Set goal for the day

- b. Be present in the teacher's digital classroom via Webex
- c. Complete Assigned checkpoints, complete assigned resources, or complete a Content Assessment

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

Collecting Attendance

Attendance will be collected as follows based on OSSE Guidance. Our school uses SwipeK12 to record attendance that is uploaded to PowerSchool. Students will have the ability to log into SwipeK12 remotely to record their attendance.

For the 2020-21 school year, schools will report daily attendance using the following types: In-person and remote.

1. For in-person attendance, consistent with existing regulations a student will be marked present, partial, or absent based on our school schedule
2. For remote attendance, we have created a remote attendance type. The student would be marked present or absent. For a student to be marked present when attending school remotely, they would have to meet the following standards:
 - a. The student will need to be authenticated and engaged in education consistent with our school's prescribed policy for Summit Learning which provides daily evidence of engagement consistent with the LEA's policy
 - b. The student will have to log into Summit Learning and participate in classes based on the Asynchronous School Schedule
 - c. Our school support staff will maintain contact with families and implement our attendance and truancy policy when students are absent from class. This will enable us to provide support where needed.

Whole Student Support

A. Student Support

- 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.

Student Social-Emotional Support

We have two licensed counselors, two social workers and 3 assistant deans of students all of whom have degrees in sociology and psychology.

Our support staff will implement family interviews that are designed to give us insight into the student and to determine the family's socio-emotional health. Through these interviews, our support staff will then determine the strategies that need to be implemented to support the student. We will implement the following strategies to support all of our students and particularly those students who have suffered from loss due to COVID-19 and for all of our students:

Strategy 1: Relationships and Social Interactions with Peers

Strategy 2: Social and Emotional Understanding

Strategy 3: Conflict Negotiation (Problem Solving)

Strategy 4: Child Regulates Emotions and Behaviors

Strategy 5: Engagement and Persistence

Strategy 6: Responsible Conduct

SST (Student staff support) meetings will provide our support staff the opportunity to share these strategies with teachers and provide a forum for teachers to talk to students and parents about their concerns and develop plans for support

Our counselors and social workers contact our families weekly (or more frequently if needed) to discuss their needs and to provide support. Contact is via phone, email and text messages based on the family's preference.

Relationships with parents are important and different staff members have developed relationships with various families throughout our school community. We use those relationships to stay up to date of family needs and to provide support.

A part of the Summit Learning LMS is mentoring. Each student has a mentor in the school building and mentoring meetings are scheduled weekly.

B. Behavior

- Describe the LEA's policy for monitoring student behavior during distance learning.⁷ 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

⁷ 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.

- The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

[Note: Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds.]

Monitoring Student Behavior During Distance Learning

Howard University Middle School is committed to the safety and well-being of all our students both in person and during virtual learning. Below is our Virtual Learning Discipline policy. As a Restorative Practice School, students are suspended as an absolute last result. Here is a list of consequences that we will implement before considering suspension.

Virtual Distance Learning Policy

List of Consequences when in school:

- Verbal Warning
- Temporary removal from Class
- Virtual Meeting with Student
- Virtual Restorative Conference
- In School Isolation - Virtual Teacher Interaction
- Loss of Kickboard Points
- Virtual Parent Meeting

List of consequences when at home:

- Verbal Warning
- Temporary removal from Virtual Class, contact parent (phone, email, text message)
- Virtual Meeting with Student
- Virtual Restorative Conference
- Loss of Kickboard Points
- Virtual Parent Meeting
- Grades may be rescinded for cheating and plagiarism

All classes will be monitored by deans and our support team. Our school uses KickBoard to record student behavior and provide PBIS rewards to students.

All parents receive a copy of our Student/Family Policies that detail our Virtual Learning Policy. Parents are asked to provide a signature page, acknowledging receipt of the policies. These policies are also posted on our school website at <https://hu-ms2.org/dcpsb/>

A list of behaviors that can get a student excluded from distance learning

- Posting or sending discriminatory, harassing, or threatening messages or images.
- Stealing, using, or disclosing someone else's code or password without authorization.
- Sending or posting confidential material or proprietary information outside of the organization.

- Participating in the viewing or exchange of pornography or obscene materials.
- Sending or posting messages that defame or slander other individuals.
- Jeopardizing the security of the organization's electronic communications systems.
- Sending or posting messages that disparages HUMS2 or another organization's products or services.
- Disturbing the virtual Learning Environment.
- Refusing to follow the rules of the specific Virtual Learning Classroom.
- Recording any class session and transmitting it.
- Recording your teacher and/or classmates.
- Not dressed properly for class (examples: dressed in revealing clothes, dressed in clothes with inappropriate sayings).
- Participation in Cyber bullying and/or Harassment.
- Cheating and/or Plagiarism.

Special Populations

OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an FAQ document on this topic on [March 25, 2020](#), [April 15, 2020](#), and [May 29, 2020](#).

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;

Maintaining IDEA Timelines

- Our school continues to maintain the IDEA timelines with regard to the delivery of both instructional and related services.
- When necessary, multiple attempts through a variety of modalities are used to establish contact with parents/guardians and the students. Parents are provided the opportunity to participate in meetings remotely which helps our school maintain IDEA timelines.
- All students with disabilities have been assigned a case manager with whom they receive one to one support with regard to their academic needs.
- Additionally, both related service providers and case managers log their contacts with the students on a weekly basis and that information will be provided to parents in a bi-weekly progress report
- Quarterly IEP progress reports are distributed to parents that illustrate their child's progress as it relates the individualized educational plan.
- Students and families will have the opportunity to participate in person setting inside the school when applicable per CDC guidelines.

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

Ensuring Family Members with Disabilities Can Support Student Learning

- We provide support to family members with disabilities through the support of the student with disabilities' case manager who will readily assist families with accessing content to support their students' learning through "People first language".
- Families will have access to the student's case manager and the Special Education Coordinator to assist with helping the families to engage within the learning process with their scholars.
- Assistive technology is available to families to assist them in support their students learning including but not limited to:
 - Head-phones
 - Text to Speech Technology
 - Braille Technology

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

Providing Related Services

- We will obtain verbal consent from the parent in order to engage in related services outside of the school building in compliance with HIPAA laws
- During distance learning related services will be executed through Teletherapy, using Zoom and/or phone, depending on the related service that is being provided.
- For our students with disabilities, their current related service needs include Occupational therapy, Behavioral health services, and Speech/Language therapy.
- Students will have the opportunity to participate in person therapy within the school when applicable per CDC guidelines.

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

Parent Training for Students Receiving Related Services through Distance Learning

- Upon consent of the parent to engage in Teletherapy in order to receive related services, the related service provider will provide the parents with the tools and resources necessary to assist with the process.
- Students will have the opportunity to participate in person therapy within the school when applicable per CDC guidelines.

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;

Recovery Services for students with Disabilities

- Upon the return to school for the 2020-21 school year the LEA will analyze the students with disabilities data (NWEA MAP) IEP progress reports, related service trackers and the academic

progress report cards to determine if a student with disability requires recovery services for time that was missed for instructional and/or related services.

- Once the data is synthesized, the parents/guardians will be notified and we will conduct a meeting to explain that recovery services are required for their student in accordance with FAPE to recover what was potentially lost due to the extended closures related to COVID-19
- The LEA will schedule a time and day to convene a meeting within the first 30 days of school in order to determine the number of hours that need to be completed and finalize a compensatory instructional and/or related service plan.
- Upon approval of the compensatory service plan we, in collaboration with the family and what is recommended by CDC guidelines as to the safest location to complete the compensatory hours.
- Students will have the opportunity to participate in person instruction and therapy within the school when applicable per CDC guidelines.

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

- Throughout the entire distance learning process and prior to, we have continuously monitored student progress.
- All students, including students with disabilities will complete NWEA testing at the beginning of the school year to determine if there was learning loss
- The assessment results along with the students' individualized educational plan will be used to determine appropriate accommodations to be provided.
- Data from the beginning of the year assessment will be compared with the end of the year assessment that was administered in June 2020. If there is a significant difference we will, in collaboration with the parent/guardian determine if further, more intensive testing is required.
- In addition we will convene an amendment meeting to amend goals to reflect the students' current level of mastery.

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.

Services to Homeless Students

- If students with disabilities require recovery services for time that was missed due to homelessness, we will convene a meeting within the first 30 days of school in order to determine the number of hours that need to be completed and draft/finalized a compensatory instructional and/or related service plan.
 - Upon the return to school for the 2020-21 school year we will analyze the students with disabilities data, IEP progress reports, related service trackers and the academic progress report cards to determine if a student with disability requires recovery services for time that was missed for instructional and/or related services.
 - Once the data is synthesized, the parents/guardians will be notified by us to explain that recovery services are required for their student in accordance with FAPE to recover what was potentially lost due to the extended closures related to COVID-19 and homelessness.
 - We will schedule a time and day to convene a meeting within the first 30 days of school in order to determine the number of hours that need to be completed and finalized a compensatory instructional and/or related service plan. Upon approval of the compensatory service plan we, in collaboration with the family and what is recommended by CDC guideline as to the safest location to complete the

compensatory hours. Students will have the opportunity to participate in person educational services and/or therapy within the school when applicable per CDC guidelines.

- For homeless students without disabilities:
 - NWEA testing at the beginning of the school year will provide data on any learning loss
 - Response to Intervention will be designed based on the data provided from the testing. It will include but not be limited to the following:
 - Just Words (phonics support)
 - iLit – Reading support
 - Acceleration to Mathematics – mathematics intervention
 - Tutoring and an opportunity to attend Saturday School

LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), OSSE's state EL policies and procedures, and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).

- Describe the LEA's plan to serve ELs, including:
- **A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;**

Support for ELL Students

- We will utilize the same model of the Special Education program where English Language learners will be taught within an inclusion setting with the support of their case manager, when permissible in person, as well has through distance learning.
 - The case manager will maintain the student's language proficiency goals across the four language domains as necessary to fully access the general education curriculum and grow in their English proficiency.
 - During distance learning, case managers are able to work with EL students on a one to one basis to assist further with challenges that may arise during the learning process.
 - Parents/guardians will receive quarterly progress reports of how their scholar is progressing with their academic via Summit learning and language goals.
 - Within the Summit Learning platform students with English language needs there are accommodations (including translations, etc.) that will be implemented to assist English learners achieve academic success.
 - Students and families will have the opportunity to participate in person setting inside the school when applicable per CDC guidelines.
-
- **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;**
 - We will first identify, through enrollment surveys if a student and/or families has English as a second language.
 - We will utilize the WIDA Access ELL testing to determine if the potential EL student is in need of language instruction across the four language domains and then determine what type of language goals to set, based on the appropriate proficiency level; if, per OSSE EL Policy, the composite score is below 5.0.

- **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**
 - We will utilize the language goals that were set as a result of the data from the Access test results in order to determine the level of language instruction across the four language domains and provide accommodations necessary for the student to in order to fully access and progress within the general education curriculum.
 - **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**
 - EL students will be included in the Summit Learning platform classes providing access to academic content by their grade and proficiency level.
 - We will continue ongoing student monitoring in order to determine an English language learners needs and construct instruction, utilizing the differentiation tools available in the Summit Learning platform specifically for ELL students

Technology Policy

- Describe the LEA's policy for technology use during distance learning, including:
- Expectations for student access to devices and technical training;

Our school has a 2:1 device policy. All students are provided with an iPad to take home and all students have an iPad that is assigned to them when they are receiving instruction inside the classroom.
- The manner in which the LEA will assess student/family technology needs;

At the beginning of the school year during enrollment and reenrollment, families are asked if they have internet access in their homes. Families are provided with a Kajeet hotspot if needed.
- The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;

We provide hotspots to families that do not have internet access. If something happens to the device provided to the student that is beyond the student's control, our school will replace the device
- The plan for replacing/repairing devices;

Families contact the school if there is a problem with their take-home technology. We provide onsite technical support. If we are unable to repair the device onsite in a short period of time, we provide the family with a loaner device until the device is repaired.
- Expectations for student access to internet and safeguarding personally identifiable information (PII);

We use Moysle Manager as our Mobile Device Manager. This gives us the capability to see every student device, push needed applications, monitor usage and assist teachers in providing instruction to students. Our use of Lightspeed Web Filter provides features like Safety Check and YouTube Smart Play, helps keep our students safe from cyberbullying, self-harm, and inappropriate content.
- 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

Through the use of Lightspeed Web Filter, we have limited student access to social media and we have whitelisted the applications that students use for instructional

- purposes. Through our MDM, we are able to manage each student device remotely and enforce our school's technology usage policies. We use Gaggle to monitor student email traffic over Gmail and it notifies us if students are sending inappropriate emails
- If/how the school's technology policy differs by grade level.
Our technology policy is the same for all grade levels

Family Engagement Policy

- 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:
 - Weekly communication to parents will include a virtual town hall with the head of school and assistant principal that includes the following updates:
 - Weekly schedule
 - Weekly Newsletter
 - Attendance updates
 - Meals program updates
 - Summit Learning Support (Learning management System)
 - Kickboard Support (PBIS System)
 - Methods of Communication
 - Personal phone calls
 - Remind - organization-wide messaging, advanced messaging, and urgent messaging
 - Swift-K12 provides notices through PowerSchool
 - Clever allows teachers to send messages to parents
 - Summit Learning provides parents with daily updates on student progress
 - KickBoard – where parents can monitor social-emotional behaviors
 - This communication includes general school newsletter, program updates and highlights. Communication is in the following form: email through Swift-K12 which integrates with our Student Information System - PowerSchool, Remind text messaging software.
 - Teachers will communicate with parents more frequently to share information on student progress. Through Summit Learning, parents receive daily updates on student progress through the Summit Learning Parent Portal - SMS
 - Parents will receive a progress report from Summit Learning Every two weeks
- How you are soliciting and incorporating student/family input early and repeatedly about continuous learning

- We have implemented several parent surveys to solicit feedback on our program and the progress of our distance learning program. These surveys have been made available through email, social media and on our website.
 - We are also conducting weekly parent meetings to solicit feedback.
- How you will communicate about unanticipated facility closures and the health/safety of the school community;
 - Building closures are communicated via Remind, SwiftK12 calls through PowerSchool, email and hardcopy letters provided to students who are learning in person. We also provide this information on all of our social media platforms.
- How you will share expectations and training for family participation in their student's learning, including trainings for technology;
 - As we have done in the past, we will conduct Summit Learning training for parents in August. This training will take place both virtually and in person for those parents who desire an in-person class. Strict social distancing and precautions will be implemented for in-person classes.
 - Parents will be required to register for the training and it will be provided multiple times in August prior to school starting and we will provide once per month refresher courses.
- How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
- Virtual Back to School meetings are planned for families. These will be grade level meetings and will take place as follows:
 - 6th Grade - August 17 at 6pm
 - 7th Grade - August 18 at 6pm
 - 8th Grade - August 19 at 6pm
 - parents to meet the teachers, ask questions and get to know each other.
- We will have our Back-to-School Barbecue but it will be a take-out party where parents can register and come to school to pick up the food and see staff in a socially distanced manner.
- 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).
- Summit Learning progress reports will be sent home to parents every two weeks.
- Parents will also have access to Summit Learning so they can see their child's progress.

Appendix A

Summit Learning Field Guide

[Summit Learning Field Guide for Remote/Hybrid Learning](#)

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):

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203⁸ 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.

⁸ 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 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 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.

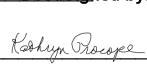
By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEAs best thinking with how it will provide instruction and whole student supports through continuous education for SY 2020-21. LEAs will have the opportunity to periodically review and modify plans if circumstances change; however, substantive changes to this plan should result in communication with DC PCSB and OSSE for awareness and be communicated to students and families promptly.

Further, by submitting this continuous education plan, the LEA will provide at least 180 instructional days adhering to this plan or by modifying it.

Finally, the LEA requests a waiver for the 6-hour instructional day requirement in 5-A DCMR §2100.3 for SY 2020-21.

LEA Name: Howard University Middle School of Mathematics and Science

LEA Leader Name: Kathryn Procope DocuSigned by:

LEA Leader Signature: 

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Date: August 6, 2020