

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: St. Coletta Special Education PCS**  
**LEA Head of School Name: Michael Rodrigues**  
**LEA Type: Pre-K ; Elementary ; Middle School ; High School ; Adult**  
**Date Generated: 08/22/2022**

### Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being and accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

**Support Across Learning Environments**

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

**Q1. To be prepared for situational distance learning, the LEA has a plan for:**

**a. Provisions for learning**

**a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)**

- 1. Provision of 1:1 learning devices.
- 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- 3. Other

**1. Provision of 1:1 learning devices**

**a1. As of the submission of this plan, the LEA has \_\_\_ learning devices.**

250

**a2. Distribution Strategy:**

**The devices are:**

Are distributed to all students at the beginning of the school year.

**a3. An accurate assessment of current student access to broadband internet/WIFI.**

**a4. Approximately \_\_% of our students have access to broadband internet/WIFI at their situational distance place of learning.**

80%

**a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently**

**have it in the event of the need to move to situational distance learning.**

As of the submission of the 2022/2023 Continuous Education Plan, St. Coletta had 250 Chromebooks available for student use during times of situational distance learning. Families will have access to Chromebooks and the school will distribute new/additional Chromebooks as needed. For those students who do not yet have a school-issued Chromebook, parents will have the opportunity to come to the school during designated times to pick up their child's Chromebook. Directions for access will be provided to the family with the Chromebook, and St. Coletta information technology department will be available for technological support. Currently, 70-80% of students have access to WIFI or broadband internet within their home. The first and preferred step for families without internet would be to connect them with the FCC program Emergency Broadband Benefit: <https://dc.gov/release/new-federal-program-launches-help-eligible-dc-residents-access-internet>. Families will also be provided with information about the Districts "Internet for All program." Finally, should parents continue to have difficulty accessing WIFI or broadband internet services, St. Coletta would purchase and distribute hotspots. Twenty hotspots were purchased during the 2020/2021 school year and distributed to families in need at that time. In addition, students will be provided work packets digitally, through the use of the Unique Learning System Curriculum. Work packets will be tailored to meet with individual goals of each students and completion of these assignments will be tracked for progress as well as attendance purposes.

**a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.**

As of the submission of the 2022/2023 Continuous Education Plan, St. Coletta had 250 Chromebooks available for student use during times of situational distance learning. Families will have access to Chromebooks at the start of the 2022-2023 school year and the school will distribute new/additional Chromebooks as needed. For those students who do not yet have a school-issued Chromebook, parents will have the opportunity to come to the school during designated times to pick up their child's Chromebook. Directions for access will be provided to the family with the Chromebook, and St. Coletta information technology department will be available for technological support.

**2. Distribution of Non-Digital Materials**

**1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.**

**3. Other**

Please describe, Other

**b. Communication with Stakeholders**

**b. Communicating with all interested stakeholders, including:**

**i. Method for family engagement (including communication) during situational distance learning.**

**Describe the LEA's method for family engagement during situational distance learning in the space below.**

Should St. Coletta shift to situational distance learning due to an increase in COVID positive cases across the District, families will be engaged through consistent communication between the teacher and the family using virtual meetings, phone calls and e-mails. Parents will be encouraged to participate in virtual instruction with their child and opportunities for virtual trainings will be offered throughout the course of situational distance learning.

**ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.**

**Describe the LEA s communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.**

St. Coletta will continue to provide multiple opportunities to support parents throughout Distance Learning process. Parents will receive training on accessing the Google Meet platform for lessons, and will be provided with support from St. Coletta Information Technology Department via requests made by e-mail. School leadership will virtual Town Halls to update the St. Coletta community on program updates. These meetings will be held virtually and parents will be informed via e-mail and text alert of any scheduled meetings and topics. Parents will continue to receive training and support from St. Coletta teaching and behavior support staff on how to set up the home space fir instruction as well as how to navigate and complete assignments using Unique Learning System. Parent/Teacher conferences and Individual Education Plan meetings will continue to be offered virtually. Family newsletters from the school will be sent monthly to update parents on programming. Parents will receive e-mail communications with situational updates regarding changes in COVID protocols based on levels of spread within the community. Updated and information will be posted on the school website, [www.stcoletta.org](http://www.stcoletta.org). In addition to e-mail, St. Coletta utilized the School Messenger Application to provide instantaneous, electronic updates on school programming, to include communications regarding changes to a situational distance learning posture. A family "Town Hall" held at the end of the 2021-2022 school year afforded parents an opportunity to receive information and provide feedback on updated 2022/2023 school year COVID response protocols. The school will dedicate a portion of its annual Open House to address the Continuing Education Plan, reiterating the policies and procedures guiding the school's approach to the reduction of COVID transmission. Documents will be translated in to languages other than English for those families who are need of them. Parents and families will continue to have the opportunity to provide information throughout the school year during school-wide Town Hall Meetings, administrative outreach events and through surveys as needed. Parents can also contact their child's teacher or school leadership at any time. Students' IEP progress will continue to be communicated to parents by way of quarterly progress reports. Recovery learning updates and progress will continue to be communicated to the family following the meetings by way of providing a copy of the finalized IEP, meeting notes from the meeting and a letter of Prior Written Notice.

**c. Additional Considerations**

**i. Family training and support.**

**Describe the LEA s situational distance learning training and support for families in the space below.**

St. Coletta will continue to provide multiple opportunities to support parents throughout Distance Learning

process. Parents will receive training on accessing the Google Meet platform for lessons, and will be provided with support from St. Coletta Information Technology Department via requests made by e-mail. School leadership will virtual Town Halls to update the St. Coletta community on program updates. These meetings will be held virtually and parents will be informed via e-mail and text alert of any scheduled meetings and topics. Parents will continue to receive training and support from St. Coletta teaching and behavior support staff on how to set up the home space for instruction as well as how to navigate and complete assignments using Unique Learning System. Parent/Teacher conferences and Individual Education Plan meetings will continue to be offered virtually. Family newsletters from the school will be sent monthly to update parents on programming. Parents will receive e-mail communications with situational updates regarding changes in COVID protocols based on levels of spread within the community. Updated and information will be posted on the school website, [www.stcoletta.org](http://www.stcoletta.org). In addition to e-mail, St. Coletta utilized the School Messenger Application to provide instantaneous, electronic updates on school programming, to include communications regarding changes to a situational distance learning posture.

**ii. Teacher training on technology, tools, and remote instruction models before the school year.**

**Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.**

Teaching staff will be provided trainings on the Google Meet platform and the Unique Learning System during St. Coletta August 2022 orientation. Additional trainings will be held throughout the year as needed. St. Coletta Curriculum and Information Technology department will provide direct support as needed. In addition, IEP meetings will continue to be held virtually using the Google Meet platform.

**iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.**

**Describe the LEA's expectations in the space below.**

For a full school closure, we would revert back to our distance learning program using virtual lessons, telehealth related services, on-line curriculum supports, and physical materials. A distance learning schedule with information on classroom links and resources would be provided. All students were assigned a Chromebook at the beginning of the school year to use in the event of a COVID related quarantine. Should St. Coletta shift to situational distance learning, students be expected to participate in 6 hours daily virtual instruction via live streamed lessons, and asynchronous work packets. Students will receive a combination of group and individual instruction presented by the classroom teacher and specials teacher, with support from classroom staff and therapists as indicated per the student's individualized education plan. Students Individual Education Program will be implemented through virtual instruction and through individualized learning materials sent to families on a weekly basis. St. Coletta will continue to take attendance daily in accordance with DC regulations while engaged in distance learning. More specifically, students must attend at least 80% of the scheduled school day to be considered present. Absences as well as late arrivals/early departures will continue to be considered unexcused/excused, just as if students were attending in-person lessons. Only when the school receives a valid excuse (i.e. doctor appointments, illness, court appointments, death in the immediate family, or other reasons approved by the school's administration) in writing within five days of the students return, will the absence/late arrival/early departure be considered excused. The school will not make daily calls regarding student absences while in distance learning. Instead, parents must communicate this information to the school by way of emailing our Attendance Coordinator, Judyvette Acevedo ([jacevedo@stcoletta.org](mailto:jacevedo@stcoletta.org)). Absences/late arrivals/early

departures will remain unexcused if the parent does not provide a valid excuse in writing. Families may not "opt-out" of virtual learning given that attendance requirements remain in place.

Instructional leaders will check in if students are absent more than two days to discuss options for distance learning. They will then log onto virtual lessons designated for their age group and/or be provided with work packets and scheduled times for individual instruction in addition to asynchronous lessons. After a 10-day absence, instructional leaders will reach out to discuss scheduling a meeting to see if the student requires additional accommodations for distance learning.

**iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.**

**Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.**

For a full school closure, we would revert back to our distance learning program using virtual lessons, telehealth related services, on-line curriculum supports, and physical materials. A distance learning schedule with information on classroom links and resources would be provided. All students were assigned a Chromebook at the beginning of the school year to use in the event of a COVID related quarantine. Should St. Coletta shift to situational distance learning, students be expected to participate in 6 hours daily virtual instruction via live streamed lessons, and asynchronous work packets. Students will receive a combination of group and individual instruction presented by the classroom teacher and specials teacher, with support from classroom staff and therapists as indicated per the student's individualized education plan. Students Individual Education Program will be implemented through virtual instruction and through individualized learning materials sent to families on a weekly basis. St. Coletta will continue to take attendance daily in accordance with DC regulations while engaged in distance learning. More specifically, students must attend at least 80% of the scheduled school day to be considered present. Absences as well as late arrivals/early departures will continue to be considered unexcused/excused, just as if students were attending in-person lessons. Only when the school receives a valid excuse (i.e. doctor appointments, illness, court appointments, death in the immediate family, or other reasons approved by the school's administration) in writing within five days of the students return, will the absence/late arrival/early departure be considered excused. The school will not make daily calls regarding student absences while in distance learning. Instead, parents must communicate this information to the school by way of emailing our Attendance Coordinator, Judyvette Acevedo ([jacevedo@stcoletta.org](mailto:jacevedo@stcoletta.org)). Absences/late arrivals/early departures will remain unexcused if the parent does not provide a valid excuse in writing. Families may not "opt-out" of virtual learning given that attendance requirements remain in place.

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**Student and Staff Well-Being**

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

The LEA is interested in receiving additional technical assistance related to student and staff well-being.

### 2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<https://www.stcoletta.org/wp-content/uploads/2022/07/Health-n-Safety-plan-2022-2023-rev-07282022.pdf>

### Accelerated Learning

#### Employing Intentional Strategies for Accelerating Learning

Q3. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).

a. Adjusted Scheduling

b. Instructional Changes

New curriculum purchase ; New intervention program or support ; New uses of staff planning time for accelerated learning

c. Staffing and Related Support

Additional staffing

d. Any Other, Please Describe

**e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.**

At the start of the 2022/2023 school year, students will be assessed using the Bridge Assessment (Literacy), Touch Math Placement Test (Numeracy) and the Essential Skills Assessment (designed by St. Coletta behavior analysts to track learner readiness behaviors). In addition, students may receive assessment on academics, adaptive skills, therapeutic services and behavior throughout the year as part of the IEP process. This is determined on an individual bases through a decision made by the IEP team. Data collected on IEP goal progress will also be collected and analyzed through the year to determine individual progress. At weekly Student Accommodations Team meetings, individual student progress data is analyzed and decisions made by the team to adjust instruction and goals based on student progress. These team meetings will continue into the 2022/2023 school year. Data from the informal assessments will be used to determine student grouping for instruction and will allow for more targeted individual instruction on literacy and numeracy goals within more structured literacy and numeracy programs that will implemented during the 2022/2023 school year (Readtopia, Touch Math, First Author Writing, ALL program, Heggerty and Foundations). Each program is specifically designed to meet the needs of student who have cognitive disabilities and will be implemented in conjunction with the students Individualized Education Plan. In addition, each student will receive an iPad to allow access to the new curriculum as well as other applications that will support learning in across domains. Additionally, St. Coletta will use individual progress reports as yet another measure of engagement. Progress reporting is provided to parents/guardians/students on a quarterly basis and school Student Accommodation teams analyze student data monthly and make programming adjustments or hold IEP meetings if warranted. While student engagement with the educational program is seen as critical to the successful return to learning, parental engagement is also viewed by the school as essential. St. Coletta will continue to the school's website, text alert system and emails to continue to promote parental engagement in the form of town hall meetings and parent training opportunities.

Additional staffing support will be provided for the Speech/Languauge Department to focus on targeted development of students communiocation and language goals. Communicaiton skills impact all areas of student functioning and targeted developmetn of these skills is necessary in order for students to access their functional academic and functional life skills programming.

**Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.**

**Identify:**

**i. Any barriers that the LEA has in meeting these requirements**

All students at St. Coletta have an IEP and received Specialized Instruction. A student's IEP team will meet weekly to review and analyze assessment and instructional data. Quarterly Progress reports will be generated to track overall progress or regression on IEP goals. Adjustments will be made to instruction or to the IEP document as needed. IEP meetings will continue to be held yearly at minimum and more often if adjustments are needed. LRE discussions are determined as part of the IEP process. All supports and services are individualized to the students and based on the needs and goals identified within their IEPs. All services and goals designated within he IEP will be delivered as part of his or her instruction, whether in-person or through a Distance learning model should the student receive a medical exemption. Any changes to services that may be required based on a student's virtual status will be made as part of the IEP process.



All students who require initial or re-evaluation will participate in the evaluation or re-evaluation process per IDEA. St. Coletta will track and monitor timelines, schedule meetings with families and complete the Analysis of Existing Data process in the Special Education Data System as required. An MDT will meet to determine if evaluations are warranted, and if so, requests those evaluations in SEDs. The team will conduct the required evaluations, and another MDT meeting will be held with the parent/guardian (and transition-aged students) to review the evaluations and determine eligibility. Potential barriers are parent engagement and access to a DCPS school psychologist should a psychological evaluation be warranted.

**ii. The LEA's plan to address those barriers**

Families who may have difficulty engaging will be contacted with plenty of notice and individual supports will be made available. The DCPS psychologist will also be given significant notice should a psychological evaluation be required.

**iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.**

Communication will take the form of IEP meeting notifications, e-mails and personal phone calls. Families will receive at minimum three communications regarding upcoming meetings using three different modalities. Interpretation services be utilized as needed for families whose home language is other than English.

**Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.**

During the 2021/2022 school year, Student Accommodation Teams met to determine the impact that distance learning had on the progress of each student as well as plan for recovery learning. An IEP meeting was held for any student for whom data showed negative impact due to the closure and subsequent distance learning program. Recovery Learning supports included plans for targeted instruction within the classroom setting, focus on specific disciplines, focus on specific goals and introduction of new teaching strategies to ensure progress is made on areas of impact. A written recovery learning plan was developed and a prior written notice was issued describing actions to be taken. These plans will be implemented during the 2022/2023 school year, data will be collected on progress. Student Accommodation Teams will meet monthly to review progress and plan for further individual supports. In addition, all students at St. Coletta receive special education services under IDEA and have IEPs. Assessments and data will be used to make individual decisions regarding student programming and updates will be made to the IEP through the annual IEP process. Data on quarterly progress reports will allow teacher to make individual, data-driven decisions for student instruction and goal development.

**a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.**

During the 2021/2022 school year, Student Accommodation Teams met to determine the impact that distance learning had on the progress of each student as well as plan for recovery learning. An IEP meeting was held for any student for whom data showed negative impact due to the closure and subsequent distance learning program. Recovery Learning supports included plans for targeted instruction within the classroom setting, focus on specific disciplines, focus on specific goals and introduction of new

teaching strategies to ensure progress is made on areas of impact. A written recovery learning plan was developed and a prior written notice was issued describing actions to be taken. These plans will be implemented during the 2022/2023 school year, data will be collected on progress. Student Accommodation Teams will meet monthly to review progress and plan for further individual supports. In addition, all students at St. Coletta receive special education services under IDEA and have IEPs. Assessments and data will be used to make individual decisions regarding student programming and updates will be made to the IEP through the annual IEP process. Data on quarterly progress reports will allow teacher to make individual, data-driven decisions for student instruction and goal development.

The MDT will meet again at the end of the 2022/2023 school year to review the results of the recovery learning plans with families of impacted students.

### **CEP Assurance Statements**

#### **Assurance Statement for Continuous Education Plans (CEPs) :**

The LEA attests to the following statements regarding delivery of instruction :

- 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 2022-23 school year attendance:**

- 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 2022-23.

#### **The LEA attests to the following statement regarding graduation and promotion for 2022-23**

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

#### **The LEA attests to the following statement regarding serving students with disabilities including students in non-public special education school settings (please check all boxes):**

- Students with disabilities have equitable access to situational distance and in-person 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 situational distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as

strategies to address any identified student regression and loss of educational benefit. 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.

**The LEA attests to the following statements regarding serving English learners (please check all boxes):**

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both situational distance and in-person learning environments.
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners 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 situational distance learning program uses technology, each student will have access to a device, other needed technology, and internet connectivity sufficient to fully participate in the school's learning program.

**The LEA attests to the following statement regarding family, stakeholder and public engagement (please check all boxes):**

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the revision of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2022-23 school year and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
  - An accessible, family-facing description of their health and safety plan for the 2022-23 school year, in an understandable and uniform format; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

- Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

### **Health and Safety Assurance**

#### **Assurance Statement for Health and Safety Plans :**

- The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.