

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

**LEA Name: Cedar Tree Academy PCS**  
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**LEA Type: Pre-K**  
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### **Background and Purpose**

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

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

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

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

### School Recovery Operations Plan

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

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

#### *Cleaning, Disinfecting, Sanitizing Schedule*

The school will regularly clean, disinfect, and sanitize surfaces, toys, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#). The school will adhere to the following:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child.
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.
- Mats/cots and bedding are to be individually labeled and stored.
- Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.
- Bedding will be washable and laundered at least weekly or before use by another child.
- Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.
- Playground structures will be included as part of routine cleaning (as defined in [District guidance on cleaning and disinfecting](#)), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished.
- The school will implement safe and correct storage for cleaning and disinfection products.
- No cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

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

Legend: C= Clean      D = Disinfect      S = Sanitize

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

All water fountains have been replaced with sensor bottle fillers and disposable cups have been mounted next to each automatic bottle filler fountain.

#### Positive COVID-19 Case Cleaning Schedule

When an infected person has been in the classroom with in the past seven days the following protocols will be put in place.

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting. The following cleaning protocol will take place:

- Close off areas used by the exposed person
- School will not close operations, if we can close off affected areas
- Open outside doors and windows to increase air circulation in the area
- Wait 24 hours before cleaning or disinfecting. If 24 hours is not feasible, wait as long as possible
- Clean and disinfect all areas used by the person who was exposed, such as offices, bathroom, common areas, electronic equipment etc.

Vacuum the space if needed. Use vacuum equipment with high-efficiency particular air (HEPA) filter, if available

- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum. Such as at night, for common spaces, or during the day for private rooms.
- Consider temporarily turning off room fans and the Central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility

- Once the area has been appropriately disinfected, it can be opened for use
- Workers without close contact with the person who was exposed can return to the space immediately after disinfection
- Continue routine cleaning and disinfection. This includes everyday practices that school normally use to maintain a healthy environment

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

### Physical Changes to the Environment to Promote Social Distancing

Cedar Tree Academy will take the following measures in its use of space:

- Maximize spacing of occupants in each space with a minimum of six feet distance between desks and tables.
- Limit occupants in any space based on the “Phase” per the DC Health requirement.
  - [Phase 1](#) - 10 individuals
  - [Phase 2](#) - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs

Phase 3 - TBD

- Phase 4 - TBD
- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).
  - Students in Kindergarten and first grade will have Individual students desk. These desk will all be turned to face the same direction and students will be staggered to maintain six feet distance.
  - Students in Pre-k and Pre-School will sit at tables. There will be no more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. All students will remain 6 feet from each from one-another, students will maintain a 6-foot distance. Students will not be using the carpet for groupings or instructional activities. When students are in other parts of the classroom they will be limited to 2 students per- area and all students will maintain 6 foot distance. Students will maintain 6 foot distance at all times in order to comply with OSSE guidelines.
- Communal-use spaces (such as staff break rooms, and cafeteria) will be closed.
  - Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.
    - *Photocopier, cutting boards, book rooms, etc.*
    - *Playground, balls and recess equipment*
    - *Refrigerator, microwaves, etc. for staff*
- Physical education classes will be held outside, weather permitting, and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)
- A designated area will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.
- Students will be placed head to toe during nap times.

Arrival and Dismissal and Daily Health Screening

**Arrival Procedure All teachers and students must maintain 6 feet of distance at all times**

## Car Riders

- Cars will line up in the school drop off zone.
- Designated Staff members will conduct daily health screening of students.
- Students will not be allowed out of their vehicle until they pass the daily health screening.
- Once students pass the daily health screening,
  - Students will enter building through designated doors:
  - Preschool and PreK 4 will enter through main entrance.
  - K-1 will enter through side entrance located near playground.

## Walkers

- All parents must escort student(s) to the daily health screening area.
- Parents are required to stay with child until daily health screen has been completed.
- Frontline Staff will perform daily health screening prior to entering school.
  - **After passing daily health screening students will enter through designated doors**
  - Preschool and PreK 4 will enter through main entrance
  - K-1 will enter through side entrance located near playground.

## Cedar Tree Academy Daily Health Screening will involve “ASK, ASK, LOOK” Procedure.

### • **ASK: Front Line Staff members will ask parents if students have experienced any of the following symptoms consistent with COVID-19**

- Fever (subjective or 100.4 degrees Fahrenheit) or chills
- Cough
- Congestion
- Sore throat
- Shortness of breath or difficulty breathing
- Diarrhea
- Nausea or vomiting
- Fatigue
- Headache
- Muscle or body aches
- New loss of taste or smell
- or otherwise feeling unwell.
- **ASK: Front Line Staff will ask if the Parent/student/guardians has been in close contact with a person who has COVID-19.**
- **LOOK: Front Line Cedar Tree Staff will visually inspect each student for signs of illness which could include:**
  - flushed cheeks
  - rapid breathing
  - difficulty breathing (without recent physical activity)
  - fatigue
  - extreme fussiness
- If the response of “Yes” to any of the above “ASK, ASK, LOOK” criteria in Cedar Tree Academy’s daily health screening, students will not be admitted.
- Families must have a doctor’s note to return to school

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- Note: Students with pre-existing health conditions (i.e. Asthma, Bronchitis, severe allergies) that present with specific COVID-19 – like symptoms will not be excluded from entering the school building on the basis of those specific symptoms, but you must have current up to date documentation from the doctor on file with the school nurse.

### **Dismissal Procedures All Staff and Students must maintain 6 feet social distance**

Teachers must report to the field by 3:15 pm with your children, walkie talkie, Teacher’s sign, and your list of “authorized persons to pick up children)”

#### **Walking parents**

- The walking parents will enter through the exit gate.
- Report directly to the teacher
- Parents must present identification that matches the authorized pick up list.

#### **Driving parents**

- Each parent will be issued a Cedar Tree placard to be displayed in each car with child’s last name and teacher on it.
- The parking lot attendants will radio the teacher to alert them that the pickup person is coming around in the designated area.
- The Teacher or Instructional Assistant
  - Will walk student to the car
  - Check the ID
  - Compare the ID and the authorized pick up person

**When positive ID is established, the child may be released to the designated person.**

#### **Early Dismissal.**

- Upon arrival to the building, Parents will remain outside.
- The parent will state the child’s name and Teacher’s name
- The office will radio or call the teacher or IA to bring the children to the car.
- The teacher must match the identification and the authorized pick up person.

#### **Inclement Weather**

- All students will remain inside
- You will be signaled that the parent is outside.
- The teacher or IA will bring the child to the car
- Match the identification with the pickup list.
- Umbrella Required

#### **Use of Hallway**

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including floor markers and wall signage will be used as needed to provide direction and instruction for movement. Extra time will be allowed between classes to foster careful transition between spaces. Teachers will supervise children movement throughout the building.

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site

learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

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

#### Reopening Building After Prolonged Use

After a prolonged shutdown Cedar Tree Academy will ensure our building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains), are safe to use.

#### Ventilation

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

In order to ensure proper ventilation Cedar Tree Academy will take the following steps to which can improve indoor ventilation. These steps will be considered in consultation with a heating, ventilation, and air conditioning (HVAC) professional.

- Consider using natural ventilation, opening windows if possible and safe to do so.
- For mechanical systems, increase the percentage of outdoor air, using economizer modes of HVAC operations and potentially as high as 100%. Before increasing outdoor air percentage, verify compatibility with HVAC system capabilities for both temperature and humidity control as well as compatibility with outdoor/indoor air quality considerations.
- Increase total airflow supply to occupied spaces, if possible.
- Disable demand-control ventilation controls that reduce air supply based on temperature or occupancy.
- Improve central air filtration:
  - Increase air filtration to as high as possible without significantly diminishing design airflow.
  - Inspect filter housing and racks to ensure appropriate filter fit and check for ways to minimize filter bypass.
- Consider running the HVAC system at maximum outside airflow for 2 hours before and after spaces are occupied, in accordance with manufactory recommendations.
- Generate clean-to-less-clean air movements by re-evaluating the positioning of supply and exhaust air diffusers and/or dampers and adjusting zone supply and exhaust flow rates to establish measurable pressure differentials. Have staff work in "clean" ventilation zones that do not include higher-risk areas such as visitor reception or exercise facilities (if open).
- Ensure exhaust fans in restroom facilities are functional and operating at full capacity when the building is occupied.

Cedar Tree Academy will follow the World Health Organization recommendation for school ventilation systems and provide fresh, clean air throughout the building as much as possible. Increase ventilation rate through natural or mechanical means, preferably without recirculation of the air. In case of air recirculation, filters should be cleaned regularly, especially for jobs that place an individual at a medium or high risk of exposure to COVID-19.

#### Water System

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

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

**4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.**

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

#### Entering and Exiting School Building

All students, families, and staff will be provided instructions for entering and exiting the school.

- Consult students, families, and staff on the details of the plan.
- Stagger arrival and dismissal times to reduce peak student traffic in and out.
- Provide health screening at each entry point.
- Use multiple doors, each with a screening station, for entry and exit.
- Ensuring safety and security of all entry and exit points used.
- Assigning entry and exit points to students by their group that are close to their first and last location of the day.
- Mark direction lines and six-foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.
- Evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain).
- Evaluate safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic).
- Identify entry and exit points that avoid cross traffic at building access points, if possible.

#### Daily Health Screening

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

**Cedar Tree Academy Daily Health Screening will involve "ASK, ASK, LOOK" Procedure.**

**• ASK: Front Line Staff members will ask parents if students have experienced any of the following symptoms consistent with COVID-19**

- Fever (subjective or 100.4 degrees Fahrenheit) or chills
- Cough
- Congestion
- Sore throat



- Shortness of breath or difficulty breathing
  - Diarrhea
  - Nausea or vomiting
  - Fatigue
  - Headache
  - Muscle or body aches
  - New loss of taste or smell
  - or otherwise feeling unwell.
- **ASK: Front Line Staff will ask if the** Parent/student/guardians has been in close contact with a person who has COVID-19.
  - **LOOK: Front Line** Cedar Tree Staff will visually inspect each student for signs of illness which could include:
    - flushed cheeks
    - rapid breathing
    - difficulty breathing (without recent physical activity)
    - fatigue
    - extreme fussiness
  - If the response of “Yes” to any of the above “ASK, ASK, LOOK” criteria in Cedar Tree Academy’s daily health screening, students will not be admitted.
  - Families must have a doctor’s note to return to school.
  - Note: Students with pre-existing health conditions (i.e. Asthma, Bronchitis, severe allergies) that present with specific COVID-19 – like symptoms will not be excluded from entering the school building on the basis of those specific symptoms, but you must have current up to date documentation from the doctor on file with the school nurse.

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

*Option 2: Personal Protective Equipment (Cedar Tree will be using this option however, at a later point we might switch to the Barrier Partition Controls entrance.*

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

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Put on PPE.** This includes a face mask, eye protection (goggles or disposable face shield that fully covers the

front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.

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

## Grouping

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

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- In grades where students traditionally transition between classes, rotate teachers between classrooms, rather than students.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.
- Staff professional development will be done virtually to ensure proper social distance

## In School Dining

Use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated.

- Students will eat meals in the classroom to avoid mixing. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,
- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal. Teachers will clean the tables in the classroom after student meals

## Meals during Virtual Learning

Cedar Tree will providing meals for all enrolled students during virtual instruction. Meals can be picked up Monday, Wednesday and Friday. Families will receive enough food for two days. Cedar Tree will use a contact less system to provide meals. Meals will be packaged for *Grab and Go*. All items including milk, utensils will be prepacked, and food will be prepackaged for easy pick up and go services.

Recess/Breaks (if applicable)

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed.

## Canceling, Eliminating Activities

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

- Cancel or modify classes where students are likely to be in very close proximity (e.g., Choir or Band).

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

#### Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date prior to fully enrolling a student. If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening. Students should be enrolled, but have 20 days to update vaccines before being excluded from the school building.

#### Non-medical (Cloth) Face-coverings

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

Students and families are encouraged to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building. Students under the age of 3 will not be required to wear a face covering. Older children, and adult students will be required to wear face covering when in the hallways, bathrooms, or other communal spaces within the facility.

#### Instances when face coverings need to be worn:

- Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.
- While visitors to the school should be strictly limited, should a visitor need to enter they should wear a face covering on the school grounds and inside the school buildings at all times.

#### Instances when face coverings do not need to be worn:

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

Ensuring the safe use of clean cloth face coverings:

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

## Hygiene

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

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

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).
- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced:
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)
- Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.
- Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
- Enforce a “you touch it, you take it” policy in classrooms and the lunchroom.

## High-risk Individuals

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

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

High risk individuals are not required to clear it with their provider before participating in in-person activities

### **EXCLUSION, DISMISSAL, AND RETURN TO SCHOOL CRITERIA [UPDATED]**

Schools must adhere to the below exclusion and dismissal criteria.

#### **Exclusion Criteria [UPDATED]**

Students, staff and essential visitors must stay home, or not be admitted, if:

- The student, staff member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the “Daily Health Screening” section of this guidance.
- The student, staff member, visitor or any close contact is confirmed to have COVID-19.
- The student, staff member or visitor is awaiting COVID-19 test results.
- The student, staff member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that those specific symptoms are determined to not be due to COVID-19.

If excluded, students/parents/guardians, staff and visitors should call their healthcare provider for further directions.

**Dismissal Criteria [UPDATED]** Student or Staff Member Develops Fever or Signs of Illness at School If a student or staff member develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school is to immediately isolate the student from other students. The student must immediately put on a cloth (non-medical) or surgical face covering, if not wearing already.
  - o Additionally, schools must:
    - o Notify the student’s parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and instruct to seek healthcare provider guidance.
    - o Identify a staff member to accompany the isolated student to the isolation area and supervise the student while awaiting pickup from the parent/guardian.
      - o The staff members briefly responding to the sick student in the classroom, accompanying the student to the isolation area and supervising the student in the isolation area must comply with PPE requirements
    - o Follow guidance for use of the isolation room below.
    - o Immediately follow all cleaning and disinfection protocols for any area and materials with which the student was in contact, per Section H: Cleaning, Disinfection and Sanitization.

- For staff, the school is to send the staff member home immediately or isolate until it is safe to go home, instruct the staff member to seek healthcare provider guidance, and follow cleaning and disinfecting procedures for any area, materials and equipment with which the staff member was in contact.

Isolation Room: Schools must identify a well-ventilated space to isolate sick individuals until they are able to leave the school grounds. The space should be in an area that is not frequently passed or used by other students or staff, not behind a barrier, and that is not the health suite. If safe and nice weather, schools are encouraged to isolate sick individuals outdoors. When in the isolation area, the sick individual must always wear a non-medical (cloth) face covering or surgical mask, be within sight of the supervising staff member, and be physically separated from other individuals by at least 6 feet. To the extent feasible, isolate only one sick individual in the isolation suite at a time. The isolation area must be immediately cleaned and disinfected after the sick individual departs. Supervising staff must comply with the PPE requirements in Appendix B.

Return Criteria [UPDATED]

Table 1 below identifies the criteria that schools must use to allow the return of a student or staff member with: (1) COVID-19 symptoms; (2) positive COVID-19 test results; (3) negative COVID-19 test results or documentation from healthcare provider of alternate diagnosis; (4) close contact of individual with confirmed COVID-19; or (5) travel to a high-risk state or country as defined by DC Health.

**Table 1. Return to School Criteria for Students and Staff**

Student or Staff Member With:	Criteria to Return
1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell)	<p><i>Note: Criteria below represent standard criteria to return to care. In all cases, individual guidance from DC Health or a healthcare provider would supersede.</i></p> <p>Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is indicated.</p> <p><u>If individual is tested:</u></p> <ul style="list-style-type: none"> <li>• If positive, see #2.</li> <li>• If negative, see #3.</li> <li>• Individuals must quarantine while awaiting test results.</li> </ul> <p>If individual does not complete test, must:</p> <ul style="list-style-type: none"> <li>• Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR</li> <li>• Meet symptom-based criteria to return:               <ul style="list-style-type: none"> <li>◦ At least 24 hours <b>after</b> the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND</li> <li>◦ At least 10 days from symptoms first appeared, whichever is later</li> </ul> </li> </ul> <p>Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to</p>

	COVID-19.
<p>2. Positive COVID-19 Test Result</p> <p>See DC Health's <a href="#">Guidance for Persons Who Tested Positive for COVID-19</a> for more information</p>	<p>If symptomatic, may return after:</p> <ul style="list-style-type: none"> <li>• At least 24 hours <b>after</b> the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND</li> <li>• At least 10 days* after symptoms first appeared, whichever is later</li> </ul> <p><i>*Note: Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.</i></p> <p>If asymptomatic, may return after:</p> <ul style="list-style-type: none"> <li>• 10 days from positive test</li> </ul> <p>In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual.</p>
<p>3. Negative COVID-19 Test Result After Symptoms of COVID- 19</p> <p>OR</p> <p>Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)</p>	<p>May return when:</p> <ul style="list-style-type: none"> <li>• Meet standard criteria to return after illness</li> </ul> <p><i>*Per Scenarios #4 and 5, a negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does not shorten the duration of quarantine of at least 14 days.</i></p>
<p>4. Close Contact of Individual with Confirmed COVID-19</p> <p>See DC Health's <a href="#">Guidance for Contacts of a Person Confirmed to have COVID-</a></p>	<p>May return after:</p> <ul style="list-style-type: none"> <li>• 14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health</li> </ul> <p>If the close contact is a household member:</p> <ul style="list-style-type: none"> <li>• Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact.</li> </ul>

<p><a href="#">19</a> for more information</p>	<ul style="list-style-type: none"> <li>• If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual’s infectious period (defined by 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later).</li> </ul> <p>Negative COVID-19 test during this period would not shorten quarantine period of at least 14 days.</p>
<p>5. Travel to High-Risk State or Country, as <a href="#">Defined by DC Health</a></p> <p>See DC Health’s <a href="#">Guidance for Travel</a> for more information</p>	<p>May return after:</p> <ul style="list-style-type: none"> <li>• 14 days from return or arrival to the District of Columbia</li> </ul> <p>Negative COVID-19 test during this period would not shorten quarantine period of 14 days.</p>

**EXPOSURE REPORTING, NOTIFICATIONS, AND DISINFECTION [UPDATED]**

To ensure a clear and efficient process for communication each school should identify a staff member as the COVID-19 point of contact (POC). This person would be responsible for:

- Ensuring the below steps are followed in the event of a confirmed case of COVID-19.
- Ensuring that the school has contact information for all contract staff. It is critical that DC Health have reliable contact information in the event a positive case or close contact among contract staff.
- Acting as the POC for families and staff to notify if a child or staff member test positive for COVID-19.

**Step 1: Reporting to DC Health [UPDATED]**

Schools must notify DC Health when:

- A staff member notifies the school they tested positive for COVID-19 (not before results come back)

OR

- A student or parent/guardian notifies the school that the student tested positive for COVID-19 (not before results come back).
- Notify DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website [www.dchealth.dc.gov/page/covid-19-reporting-requirements](http://www.dchealth.dc.gov/page/covid-19-reporting-requirements) under the section “Non-Healthcare Facility Establishment Reporting.”



- Select “Non-healthcare facility establishment seeking guidance about an employee, patron, or visitor that reported testing positive for COVID-19 (epidemiology consult/guidance).”

An investigator from DC Health will follow-up within 24 hours to all appropriately submitted notifications.

Note: While schools await a response from DC Health, plans should be made as soon as practical to close, clean and disinfect any areas or equipment that the COVID-19 positive individual may have used in the last seven days (see Step 3). If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect the spaces used by the positive individual after the students and staff in those spaces leave for the day.

### **Step 2: Communication to Families and Staff**

School will communicate protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

- Notification to all staff and families in the event of change of school schedule,
- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days: and
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- All notification will be sent via email text and a hard copy of the notification will be sent to the families and staff

### **Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces**

In the event of a **confirmed COVID-19 case in a student or staff member**, the school **must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school** and follow cleaning, disinfection and sanitization guidance from the CDC, will be implemented;

- If **seven days or fewer** have passed since the person who is sick used the facility, follow these steps:
  1. Close off areas used by the person who is sick.
  2. Open outside doors and windows to increase air circulation in the areas.
  3. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  4. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
- If **more than seven days** have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

#### Student and Staff Schedule

*Instruction Plan for Model schedules.*

#### Learning Environment Considerations

As the school reopen, the health of students, educators, and the community will require implementation of instructional models that are flexible and support local physical distancing guidance. Cedar Tree Academy PCS must also plan and be prepared for change throughout SY21. A second wave of infections could result in a school closure, in which case instructional models must be able to accommodate shifts between in-person and virtual learning. The information below provides guidance for the school’s consideration of in-person, physically distanced, and virtual learning options.

## **In-Person Learning**

The vast majority of students attend in-person. Some students (those with health concerns) may participate virtually on an as-needed basis.

### **Considerations:**

- Building a welcoming, safe, and supportive community for students and teachers.
- Aligning assessments, curriculum, and instruction to help each student progress.
- Supporting teachers as they support students.
- Accommodating physical space issues by leveraging outside learning spaces, partnerships with community-based organizations.
- Providing flexible structures for teacher roles and responsibilities.
- Preparing staff, families, and students to potentially move to virtual learning if there is an outbreak.

## **Physically Distanced Learning**

To support physical distancing, learning occurs both in-person and virtually, utilizing classrooms, outdoor learning spaces, homes, and community-based organizations.

### **Considerations:**

In addition to the considerations for In-Person Learning:

- Developing schedules that accommodate physical-distancing recommendations and allow students to move in shifts between in-person and virtual attendance using a cohort-based model.
- Determining how students will be divided into cohorts to minimize spread.
- Prioritize which students are placed in cohorts in school, outdoor learning spaces, at community-based organizations, and at home, based on considerations from students, families, and staff.
- Monitoring and tracking students as they are coming in and out of different settings.
- Finding strategies to maintain coherence across virtual and in-person learning.
- Selecting an instructional model that supports learning

## **Virtual Learning**

All students attend virtually using digital<sup>1</sup>, analog<sup>2</sup>, synchronous<sup>3</sup>, asynchronous<sup>4</sup>, or hybrid<sup>5</sup> instructional models.

### **Considerations:**

In addition to the considerations for In-Person and Physically Distanced Learning:

- Building relationships with students and families remotely.
- Maintaining active partnerships with families to navigate current and future scenarios.
- Ensuring all students have access to virtual learning resources (digital or analog).
- Maintaining instructional coherence and managing progress in a remote digital or analog setting.

- Identifying students’ access needs, particularly for students with visual or auditory needs or for whom English is not their first language. All materials must be accessible (use of captioning, image descriptions, providing translations).
- Supporting teachers with instructional practices for remote learning.
- Ensuring there are reliable technology systems and that staff, families, and students have access to and instruction on the use of technology.
- Identifying resources and supports families may need, including explanations of classroom routines and how to support student learning.
- Deciding and communicating how instructional materials or resources will be delivered to students and returned to teachers

**Scheduling Scenarios for Physical Distancing**

As we reopen our school, we are providing the following examples of modified scheduling options. This is not an exhaustive list but is meant to provide examples of scheduling modifications the school could use if the school is looking to return on a different schedule than one it would normally use.

**Four-Day Week**

- Each student level (Pre-school, Pre-K, Kindergarten, First grade) reports to school, outdoor learning spaces, or community-based organizations four full days a week.
- Students are provided with virtual learning materials—digital, analog, or hybrid formats—to support learning on those days when they do not report to school for in-person learning.
- Students continue to receive any additional learning supports beyond general education learning supports. Best practices, outlined specialized supports, and least restrictive environment should be central to decision making.
- School buildings are closed on the fifth day for deep cleaning, one-on-one virtual or small-group instruction, connecting with families, teaching planning, or professional learning

***Instructional Models***

Cedar Tree Academy will use an Enriched Virtual Instructional Model (4 Days of Instructional with teacher)

Monday/Tuesday

- Cohort A: In person learning with teacher
- Cohort B: Virtual Learning with a teacher
  - Subset of Cohort A (students identified due to health risk., etc.) engages with the teacher virtually

Wednesdays:

- Both cohorts learn virtual: Options include independent work, individualized work with the teacher, small group work, intervention and extension activities, etc.
- Building undergoes deep cleaning between cohorts

Thursday/Friday

- Cohort B: In person learning with teacher
- Cohort A: Virtual Learning with a teacher
  - \* Subset of Cohort B (students identified due to health risk., etc.) engages with the teacher virtually

In the 4-day Enriched Virtual model, all students learn from the teacher four days per week (two days in-person and two days virtually). Schedules are staggered with students moving in shifts between in-person and virtual attendance using a cohort-based model. Wednesdays are reserved for deep-cleaning at the school, virtual connectivity with the teacher as needed (independent or small-group work, individualized work with the teacher, intervention and extension activities), teacher planning, or professional development.

**Applicability in Different Learning Environments:**

- In-Person Learning (all students in school): May be modified so students complete independent work and Wednesday activities in classrooms, library, computer lab, outside learning spaces, or other areas of the school.
- Physically Distanced Learning: The model supports physical distancing.
- Virtual Learning: In-person learning with the teacher may be modified to virtual learning in the event school temporarily close down.

**Distributing Educational Materials**

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

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

Sample list of items assigned to each student.

- All classes: Chromebook, hotspot, pack of 10 no.2 pencils, a box of crayons, text books, etc.
- English: Reading books for independent, group, or class reading, notebook, etc.
- Science: lab materials, gloves, face conversing, etc.
- Math: Calculator, compass, etc.
- History/Social Studies: Reading and research materials
- Art: colored pencils, paper, watercolors
- Music: Music book, instrument (if applicable)
- Language: Earphones/headset, recording device, textbook

- PE/Health: individual unit packets, equipment (e.g. ball)

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

*Cedar Tree Academy before and after care program will mirror that of the school day. The students will:*

- *Wear a face covering*
- *Wash hand frequently*
- *Not share any supplies*
- *Practice social distancing*
- *Not co-mingle with other groups*

#### Providing Personal Protective Equipment (PPE)

*Cedar Tree Academy will have available for all staff, students, and visitors with a face covering if they do not already have one. In addition, any individual participating in health screenings will have gloves and a face covering. For all personnel who interact with external visitors (e.g. mail carriers, family members), the school will provide a barrier made of flexible plastic. Students will be provided with sterilized containers to hold their supplies and personal belongings. Staff and students will also Wash Hands with soap and water for 20 seconds. If soap and water are not available use a hand sanitizer with at least 60 percent alcohol. Put on PPE: This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and side of the face, and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.*

### **Instructional Delivery Plan**

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

## **Instructional Delivery Plan**

## Assumptions

In this plan, the following assumptions are made:

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

## **PURPOSE:**

This plan describes how Cedar Tree Academy Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent in learning opportunity as in a traditional school year through synchronous and asynchronous remote and on-site learning opportunities.

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

## **DESCRIPTION:**

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

The following options will be available to families enrolling in Cedar Tree Academy Public Charter School for school year 2020-21 once the school ends the 100% virtual model. Families will be given deadlines in which to select their options. On a quarterly basis and based on availability, families may change their option from Remote to On-Site or Hybrid via a quarterly learning survey.

- School Schedule Options
  - Hybrid
  - On-site
  - Remote Synchronous
- Instruction
  - Personnel
  - Learning Modes

- Professional Development
- Timely Intervention
- Continuous Improvement
- Example Classroom

### School Schedule Options

#### Hybrid

Attend school in-person for two days per week, and attend school remotely using asynchronous learning three days a week. For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when in-person or using photos.

#### On-site

This option is open to all students that qualifying for special education, 504 students, and English Learners (EL) students. In this option, the student will attend in-person synchronous learning four days a week and asynchronous learning one day a week. They will be under adult supervision five days a week.

#### Remote Synchronous

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid A	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	Remote: asynchronous with structured activities to be completed by end	Remote: asynchronous with structured activities to be completed by the	Remote: asynchronous with structured activities to be completed by the

		of school day	end of the day	end of the day	
Hybrid B	Remote: asynchronous with structured activities to be completed by end of school day	Remote: asynchronous with structured activities to be completed by end of school day	Remote: asynchronous with structured activities to be completed by end of school day	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities
On-site	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	Activities to be completed by end of school day with adult supervision	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision
Remote Synchronous	Structured schedule of activities	Structured schedule of activities	Activities to be completed by end of school day	Structured schedule of activities	Structured schedule of activities

## Instruction

### Personnel

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be identical. To achieve this goal, and for purposes of equity and logistics, we have divided the role of “teacher” into two roles: Lead Teacher and Instructional Assistant.

- Lead Teacher:** The lead teacher is the content area expert responsible for ensuring that students are learning. The lead teacher’s primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners. They will plan lessons that can be taught remotely and in-person. There may be times, for example, when the lead teacher provides direct instruction to the students on-site and records the lesson or live streams it to the students who are learning from a remote location. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the “touchpoints” that will be used.
- Instructional Assistant:** The instructional assistant is another adult responsible for a group of students who, along with the lead teacher and students, will be considered a “class.” They will assist the Lead Teacher in providing instruction. The person will also supervise the classroom to allow the lead teacher to take scheduled breaks throughout the day. For remote learners, they will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.
- Engagement Specialist (which are our Parent Coordinator and Behavior Specialist):** There is one engagement specialist assigned to FIVE classrooms (150 students). The person will supervise classrooms on a rotating basis to allow the community leader to take scheduled breaks throughout the day. For remote



learners, the engagement specialist will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.

## Learning Modes

- **Synchronous learning with Lead Teacher or Instructional Assistant:** When remote, this instruction is conducted via a platform in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using Google or telephone. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.
- **Asynchronous learning with Lead Teacher or Instructional Assistant:** This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. The student would need access to a pre-recorded lesson in which the teacher provides instruction. When learning on-site, this lesson could be provided by the Instructional Assistant. When remote, the lesson can be accessed by Google Meets, Class Dojo using school issued electronic devices such as Samsung Tablets, HP Laptops, and Chrome Books.
- **Synchronous learning without Lead Teacher or Instructional Assistant:** Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is “Guided Practice.” Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task under the supervision of their community leader or content teacher. When remote, the student would do this task independently. If the student needs support, the teacher is available by phone or email. The lead teacher or instructional assistant will be to able provided in-person support.
- **Asynchronous learning without Lead Teacher or Instructional Assistant:** This instruction is individual or group work that can be done independently. The work would be at the student’s learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-site would have time allotted to complete this work. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected daily and will be used to measure attendance. The product of these work blocks are often referred to as “exit tickets” or “student reflections.” They may be collected through the LMS, by photographing the work, or by handing it in to the teacher.

**Cedar Academy will provide Synchronous and Asynchronous to all students during Distance Learning. Each Grade Band will be required to spend time with and without the teacher weekly depending on their age. These times are listed below:**

PreK-3	PreK-4	Kindergarten	First Grade
Synchronous w/ Lead teacher 195 minutes per week	Synchronous w/ Lead Teacher 130 minutes per week	Synchronous w/ Lead Teacher - 350 minutes per week	Synchronous w/ Lead Teacher 350 minutes per week
Asynchronous w/ Lead teacher- 60 minutes per week	Asynchronous w/ Lead Teacher - 80 minutes per week	Asynchronous w/ Lead Teacher- 50 minutes per week	Asynchronous w/ Lead Teacher 50 minutes per week

Synchronous w/o Lead teacher- 450 minutes per week	Synchronous w/o Lead teacher- 900 minutes per week	Synchronous w/o Lead Teacher- 900 minutes per week	Synchronous w/o Lead Teacher 900 minutes per week
Asynchronous w/o Lead Teacher- 450 minutes per week	Asynchronous w/o Lead teacher 80 minutes	Asynchronous w/o Lead Teacher- 180 minutes per week	Asynchronous w/o Lead Teacher 180 minutes per week

**Professional Development**

Over the summer, all teachers and instructional assistants will receive training on Google Classroom, Google Meets, and Class Dojo by the Instructional Coaches. The training will focus on content delivery and checking for understanding. In addition, all staff will receive professional development on Wednesdays. The professional development will focus on assessing student learning, quality instruction, troubleshooting IT issues, and engagement. Teachers will also support one another and collaborate on Wednesdays. On Wednesdays, all teachers and instructional assistants receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement as well as meet with the special education coordinator.

Additionally, formal instruction will end each day by 11:30 pm and the teacher’s workday will end at 4:00 pm. Each day, lead teachers and instructional assistants will have access to the IT department, behavioral support specialist, support staff, instructional coaches, and other instructional staff to troubleshoot issues that occur both on-site and remote.

**Assessment and Promotion Policy**

**A. Assessment**

**6a. Describe the LEA’s policy for identifying and administering assessments during the 2020-21 school year, including:**

- Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?

NWEA-MAP ; Other (identify vendor)

**6b. Describe the LEA’s policy for identifying and administering assessments during SY 2020-21, including:**

- How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and
- When the LEA intends to administer these assessments during the school year, specifying for each assessment.

**Assessment**

**PURPOSE:**

Cedar Tree Academy is responsible for meeting the goals and student academic achievement expectations as set forth in its charter. It is also requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day. The information below describes Cedar Tree Academy’s commitment to assessing and learning. This information supports the school’s charter and does not replace the commitments set forth within.

**DESCRIPTION:**

The information describes the formative assessments the school is considering administering for all students by grade bands, and for students who participate exclusively in remote learning, when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in person and distance. The information also identifies changes to grade level promotion requirements.

Changes codified in this policy for graduation requirements will be assumed into the school’s charter agreement as a waiver for SY2020-21.

**Assessments**

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote asynchronous	Interventions and supports <i>-(could be a combined narrative across grade bands)</i>
PK 3	In-house	Beginning of year, every 4 weeks, End of year	<b>On-site Hybrid and Every Day:</b> All assessments will be done when the student is on-site by the lead teacher. The lead teacher or instructional assistant, with appropriate social distancing, will observe students as well as administer one-one testing.	
	myIGDI’s	Three times a year (beginning, middle and end)	<b>Remote Synchronous and Asynchronous:</b> For students who are unable to attend school in-person, time will be allocated once every 4 weeks for the lead teacher to conduct a virtual session:  These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.	
PK 4	In-house	Beginning of year, End of year  Every other unit	<b>On-site Hybrid and Every Day:</b> All assessments will be done when the student is on-site by the lead teacher. The lead teacher or instructional assistant, with appropriate social distancing, will observe students as well as administer one-one testing.	

Curriculum  
Assessment  
(Opening the World  
of Learning OWL)

**Remote Synchronous and Asynchronous:** For students who are unable to attend school in-person, time will be allocated once every 6 weeks for the lead teacher to conduct a virtual session:

myIGDI's

Three times a  
year (beginning,  
middle and end)

These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.

In-house

Beginning of

year, End of year  
**On-site Hybrid and Every Day:** All assessments will be done when the student is on-site by the lead teacher. The lead teacher or instructional assistant, with appropriate social distancing, will observe students as well as administer one-one testing.

Weekly and end  
of each Unit

K

Curriculum  
Assessments

(myView Literacy,  
enVision Math)

**Remote Synchronous and Asynchronous:** For students who are unable to attend school in-person, time will be allocated once every 6 weeks for the lead teacher to conduct a virtual session:

NWEA-MAP

Three times a  
year (beginning,  
middle and end)

These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.

In-house

Beginning of

year, End of year  
**On-site Hybrid and Every Day:** All assessments will be done when the student is on-site by the lead teacher. The lead teacher or instructional assistant, with appropriate social distancing, will observe students as well as administer one-one testing.

Weekly and end  
of each Unit

1

Curriculum  
Assessments  
(myView Literacy,  
enVision Math)

**Remote Synchronous and Asynchronous:** For students who are unable to attend school in-person, time will be allocated once every 5 weeks for the lead teacher to conduct a virtual session:

NWEA-MAP

Three times a  
year (beginning,  
middle and end)

These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.

- o Other interventions as determined by school leadership (i.e. referral to Response to Intervention)

## B. Promotion and Graduation

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

Promotion

### Promotion Retention and Grading

No students shall be promoted to the next successive grade level based on age or other social reason unrelated to academic performance. To be promoted, students must meet or exceed 80% of all standards set by their grade level. This must be reflected throughout the overall report card for each quarter.

Students who are retained may be required to participate in some or all of the following interventions:

- After School Tutorial
- Summer School
- Supplemental Coursework
- Other interventions as determined by school leadership (i.e. referral to Response to Intervention-RTI)

## Progress Reports/Report Cards

Progress reports will be sent to parents halfway through each quarter to provide specific information about student progress in each subject. The progress report will also indicate the grade the student is presently receiving in that course. At the end of each quarter, parents will receive report cards with cumulative data of their children's performance and progress. These report cards indicate an assessment of the student's progress in class. Every student will receive a Progress Report from his/her homeroom teacher. The nature of the report is constructive and may include suggestions for improvement or positive reinforcement.

## Parent-Teacher Conferences (Virtual)

Formal parent/teacher conferences are scheduled three times a year to facilitate open communication between parents and teachers regarding students' progress. Refer to the School calendar for specific dates. Cedar Tree Academy maintains an open-door policy( Open Virtual communication), and parents are encouraged to visit their children's classrooms upon making an appointment with teacher. Informal conferences or conversations may also be scheduled with teachers or School leaders at any time throughout the year.

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

N/A

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

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

- Option A: The LEA is using a learning management system (LMS) for distance learning.
  - How is the student’s presence authenticated daily using the LMS?
  - What constitutes sufficient engagement in the LMS for the student to be marked present?

Attendance at Cedar Tree Academy services students in Pre-School through 1<sup>st</sup> grade. At Cedar Tree Academy attendance will be taken daily by the classroom teacher. Students must log into Google Meets our online classroom platform; the students face must be seen in order for the teacher to count the student as present. Students having difficulties with the online platform can be count present if the teacher talks with the student or contacts the student via face time.

Students are counted present through the one engagement with their primary teacher. Teachers will enter attendance daily in Power School.

Touchpoints that Cedar Tree Academy PCS will use, include the following methods:

- Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- Direct ‘face-to-face’ online contact through Google Meets
- Completed assignments uploaded to secure folder within school’s system (Google Meets) from daily activity (>50% complete will be considered present, regardless of accuracy)
- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.

Attendance Touchpoints by Learning Type for PK-1

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

	<b>On-site synchronous</b>	<b>On-site asynchronous</b>	<b>Remote synchronous</b>	<b>Remote asynchronous</b>
			in file, showing some progress <ul style="list-style-type: none"> <li>○ Parent/guardian responds to survey</li> <li>○ Responds to documented contact(s) from community leader, engagement specialist and/or content teacher</li> </ul>	content teacher.
Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	Partial Present: Student attends school for <80% of the school day and is not captured through remote touchpoints when absent.	N/A	N/A
Absent	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints.	Absent Remote: Student does not produce evidence that assignments are partially complete.

The families of preschool/elementary school students who are learning remotely will receive the following:

- A robo reminder call to get ready for school.
- A robo tardy call if not present by the end of the first activity.
- An email if not present by end of second activity or by 10:00am, whichever occurs first (engagement specialist copied).
- A call from the engagement specialist following up on email.
- A robo call to the family notifying them of the student's absence from school.

Option B: The LEA is not using a learning management system (LMS) for distance learning.

- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
- What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?

- What constitutes evidence of education engagement daily for the student to be marked present?

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

Cedar Tree Academy PCS will take the following steps to track student attendance:

- Teachers responsible for daily attendance for students on-site will follow existing attendance protocols.
- Teachers responsible for daily attendance for remote learning students with an LMS will follow protocols as follows:
  - Take attendance daily using Power School
  -

Cedar Tree Academy PCS will take the following actions to address absences:

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

## **Whole Student Support**

### **A. Student Support**

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

According to the American Academy of Pediatrics, "Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and Brown children, as well as low-income children and those with learning disabilities." Below are several interventions for students' social-emotional and mental health needs during continuous learning and school recovery.

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



Cedar Tree Academy will assess the students two weeks prior to the start of school, using an in-house assessment. The teachers will meet with the Instructional Coaches to create Instructional Groups for the students. The students will be given instruction based on their academic level. The students who have lost the most learning during the COVID-19 will be assigned individual office hours to meet with the teacher and receive one-on-one instruction geared to their specific need.

## B. Behavior

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

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

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

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

<p><b>Communication and Student Engagement</b></p>	<ul style="list-style-type: none"> <li>• Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards.</li> <li>• Students must follow all classroom and school expectations for using audio and video during classroom meeting times.</li> <li>• Students must mute their microphones when they are not speaking and while others are speaking.</li> <li>• Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.</li> <li>• Students must follow the same rules for whole group class meetings while in breakout rooms.</li> <li>• Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.</li> <li>• Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.</li> <li>• Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.</li> <li>• Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.</li> <li>• Students must report all instances of cyberbullying to school staff immediately.</li> </ul>
<p><b>Logging into the LMS</b></p>	<ul style="list-style-type: none"> <li>• Students must keep their username and passwords in a safe place and must not</li> </ul>

	<p>share them with other students.</p> <ul style="list-style-type: none"> <li>• Students must log into the LMS using their own log-in information.</li> <li>• Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.</li> </ul>
<b>Student Work</b>	<ul style="list-style-type: none"> <li>• Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.</li> <li>• Students must submit their own work and provide citations for work created by others.</li> <li>• Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.</li> </ul>
<b>Taking Care of Physical Equipment</b>	<ul style="list-style-type: none"> <li>• Students/Parent/Guardian must treat all school and personal electronic devices with care.</li> <li>• Students/Parent/Guardian must keep food and drinks away from the equipment.</li> <li>• Students/Parent/Guardian must keep devices out of extremely cold or hot areas.</li> <li>• Students/Parent/Guardian must hold and carry computers properly.</li> <li>• Students/Parent/Guardian must report any damage to school equipment as soon as possible.</li> </ul>

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

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

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

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on LMS chat or discussion boards.
- If these interventions are not successful in changing students' behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or

log in as another user:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

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

- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction

## Special Populations

### 13. Describe the LEA's plan to serve students with disabilities, including:

- **A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;**
- **The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and**
- **The manner in which LEA deliver related services for students in distance learning;**
- **The manner in which the LEA will support parent training for students receiving related services through distance learning;**
- **The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;**
- **The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and**
- **The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.**

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

- Description of how LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services: **Cedar Tree Academy will continue to conduct timely meetings and collaborations with families via Zoom meeting schedules. Providing updated PWN, IEP's as required.**
- 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: **Cedar Tree Academy realize that students and their parents learn in different ways. We will use Google Classroom to support families and help meet the needs of every student, including those with impaired vision or hearing, physical disabilities, and diverse approaches to processing new information. G-Suite is a set of tools that help students and teachers collaborate in real time and give personalized feedback. This system provides paperless and accessibility from anywhere. G-Suite tools offer closed captions, voice typing, visual aids, collaboration, braille, and screen reader and magnifier**
- The manner in which LEA deliver related services for students in distance learning: **Cedar Tree Academy's related service providers will continue using Zoom teletherapy for students who receives specialized supports.**
- The manner in which the LEA will support parent training for students receiving related services through distance learning: **Related service providers will extend Zoom meeting schedules to assist parents in a supportive role for students access to services.**
- 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: **Cedar Tree will use IStation**

**intervention program to assess and support students academic support. While the related service providers will assess and increase support as needed based on assessments.**

- 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: **All students will be assessed with grade level curriculum to determine academic grade level, and students with disabilities will be assessed with IStation formative assessments.**
- 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: **Cedar Tree Academy will provide students with necessary technology to access general education as well as specialized services that will be delivered according to the students IEP's.**

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

- **A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;**
- **The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;**
- **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and**
- **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments:

Cedar Tree Academy Public Charter School uses an Inclusive/ Collaboration Model to deliver instruction to our students who are English Language Learners. This model is a collaborative teaching model where the general education teacher is supported in the classroom by the ELL or bilingual teacher in the classroom based on students' strengths and needs.

Our instructional delivery includes Co-Teaching; small group teaching; Reteaching; scaffolding and differentiation to meet the needs of the students.

In the event of distant learning or hybrid learning, Cedar Tree will maintain a high-quality English Language Learner Program that meets the needs of all ELL students.

The distance learning program will utilize breakout rooms on a virtual platform and will be supported by the classroom teacher and the bilingual /ELL teacher. Students will participate as much as possible in the general education classroom but will receive additional support. Only in extreme cases will the child enter one-on-one breakout room with the ELL teacher

- 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: In order to adequately set goals across all four language domains: listening reading, speaking and writing, Cedar Tree Academy will screen students using the Pre-IPT Oral English pre assessment to determine the language needs of the student. Based on the early language standards and the results of the pre-assessment, we will identify areas of weakness and devise a plan to target problem areas. The teacher, the parent, the ELL teacher, and the Director of Special Education will meet to determine realistic goals and the plan the meet those goals. Individual student progress will be tracked and revisited on a quarterly basis. If results show that students are not making expected progress, the goal will be revisited and possibly revised
- 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. **As with all students EL students will be provided with grade level instruction of the same curriculum with support as needed. The type of support will be given based on the students needs.**

- The manner in which the LEA will provide EL students access to academic content by grade and proficiency level: **Cedar Tree Academy will provide all students with technology support to access the curriculum and supports needed for a remote learning experience.**

## **Technology Policy**

### **15. Describe the LEA's policy for technology use during distance learning, including:**

- **Expectations for student access to devices and technical training;**
- **The manner in which the LEA will assess student/family technology needs;**
- **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;**
- **The plan for replacing/repairing devices;**
- **Expectations for student access to internet and safeguarding personally identifiable information (PII);**
- **What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and**
- **If/how the school's technology policy differs by grade level.**

Cedar Tree Academy PCS is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Cedar Tree Academy will provide every student with an electronic device such as a laptop, chromebook or tablet. Every family that needs a hotspot will be given a hotspot in order to access the internet.

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

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

Cedar Tree Academy did a school wide survey to assess families technology needs. Based on the survey all students will receive all required electronic devices pre -loaded with required software in order to participate in distance learning.

#### Relacing/repairing devices

Cedar Tree Academy PCS will have loaner equipment available for families and staff on an as-needed basis.

- Families will return broken equipment via; mail, on-site, pick up from home
- Families will check out "loaner" equipment via; on-site, delivery to from home
- If equipment fails due to misuse families will be issued a new device and receive additional training on proper use and care for the device. This will be a limited replacement process.

Cedar Tree Academy's IT department will have remote access to all devices and will continues monitor all devices for things such as viruses .

Cedar Tree Academy IT department will monitor all devices for malfunctions. The IT department will reach out to families via email, text, or phone to determine the best way to address the problem, i.e., pick up device, drop off mail in, or repair using remote access

- All student passwords be will be safeguarded and changed as needed
- If a family becomes “locked out” of their devices the school will have remote access capabilities to help the family/student regain access.

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

- *All school issued equipment will be used for school purposes only. All active on school issued devices will be subject to monitoring*
- *Families are responsible for replacing lost, stolen or misplaced school issued devices.*
- *The school strongly discourages the use of school issued hardware by anyone other than the student the devices was issued to.*
- *All software will require log in information in order to be accessed by the student.*
- *If new software is required, students/family will be given access to download required materials.*
- *No software other than school purchased software can be downloaded to a school issued devices.*
- *All school issued devices will block internet sites that are not age appropriate.*

This technology plan is the same for all grade levels.

## **Family Engagement Policy**

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

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

Cedar Tree Academy will How you are solícite and incorporate student/family input early in planning by conducted parent surveys via emails, phone calls, and mail regarding different learning options. These options included hybrid, one hundred percent virtual, or full time in school. Cedar Tree Academy PCS also offered parent virtual townhalls to discuss concerns, answer questions, and allowed parents’ input into the planning of the upcoming school year.

Cedar Tree Academy will share expectations for family participation during parent orientation teachers will discuss Cedar Tree Academy PCS expectations. Parents will receive students handbook which outline the schools expectations, parents will also recieve additional handouts that out line the virtual learning expectations.

Cedar Tree Academy will ensure that students and families are given routine feedback on their work, teachers will have office hours from 1:00 p.m. to 4:00 p.m which allows them to give feedback to parents daily or allows parents

to ask questions or voice any concerns. Parents will also have access to Google Classroom where they can monitor their child's assignments, grades, and progress. Weekly, teachers will be reaching out to parents to give updates.

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

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

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

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

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

Food Programs: In accordance to OSSE guidelines, all required information about Cedar Tree Academy's food program will be available to families on a monthly basis.

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

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

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

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

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

- troubleshooting your device at home
- accessing Cedar Tree Academy's distance learning platform and materials; and
- navigating the learning management system.

At the conclusion of learning intervals, and at the time of progress reports and report cards, Cedar Tree Academy

PCS will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

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

Introduction of new students and teachers will be done through a series of in person orientations. During these orientations parents and students will meet the teacher, receive training on the devices being issued, receive training on the instructional platform being used, and leave with their electronic device. Social distancing along with all CDC guidelines will be followed during this orientation.



## SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

*In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.*

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

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology** (please check all boxes):

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family engagement** (please check all boxes):

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

**LEA Name:** Cedar Tree Academy PCS

**LEA Leader Name:** LaTonya Henderson

**Date:** 10-15-2020 10:38 AM