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

LEA Name: Eagle Academy PCS
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LEA Type: Pre-K ; Elementary
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Background and Purpose

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

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

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

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[1]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.
[2]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.
[3]Refer to health guidance for child care and schools, available here:https://coronavirus.dc.gov/healthguidance. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

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

Regular Cleaning Schedule

The school will regularly clean, disinfect, and sanitize surfaces, toys, and materials per the District's and CDC guidance. 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., handrails, doorknobs, light switches, classroom sink handles, countertops, storage doors, water taps).

● For all cleaning, sanitizing, and disinfecting products, Eagle will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use of the object or area, by a child.

● Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.

● Avoid use of shared objects and spaces (gym, physical education equipment, art supplies, toys, games, classroom tools, manipulatives).

● Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.

● Machine washable toys will be used by only one child and laundered as often as possible.

● Mats, cots and bedding will be individually labeled and stored.

● Mats and cots will be placed at least six feet apart or maximum distance possible, while in use and cleaned and sanitized between uses.

● Bedding will be laundered at least weekly and be used by only one child.

● Mats and cots will be cleaned, sanitized appropriately before stacking after each use.

● Playground structures will be included as part of daily routine cleaning, especially high-touch surfaces (e.g., handlebars).

● 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 based on guidelines presented by the product vendor.

● Cleaning products will not be used near students or by students. Staff will implement measures when using

these products to prevent children or themselves from inhaling toxic fumes.

General Cleaning, Disinfecting, and Sanitizing Schedule

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		Clean, Disinfect	Sanitize		
Bathrooms	Clean, Disinfect	Clean, Disinfect	Sanitize		
Door Knobs		Disinfect	Sanitize		
Playground	Clean		Clean, Disinfect	Sanitize	
Hallway floors			Clean, Disinfect	Sanitize	
Windows					Sanitize
Desks, chairs		Clean, Disinfect	Sanitize		
Mats, Cots	Clean, Disinfect			Sanitize	
Toys, dramatic play materials	Clean, Disinfect			Sanitize	
Manipulatives	Clean, Disinfect			Sanitize	
Electronic Devices	Clean		Disinfect		

Cleaning schedule for the contracted custodians regularly employed to Eagle;

Daily 6:00am-6:30pm:

- One custodian and one security guard are assigned to each floor in the building.
- Custodians are responsible to clean, disinfect and sanitize high touch areas in classrooms and common areas multiple times per day and as needed.
- Teachers and Aides will wipe down and sanitize the student desks in their own classrooms two times per day and more as needed.
- Security is responsible to sanitize (wipe or spray with disinfectant) high touch areas in common areas multiple times per day and as needed.

Nightly 8:00pm-12:00am

- Contracted cleaning company will clean, disinfect and sanitize entire building each night.

Nightly Two Times Per Week:

- Contracted cleaning company will deep clean all classrooms and common areas two times per week every Wednesday and Friday.

Cleaning, Sanitization, and Disinfection of Affected Spaces (Confirmed COVID-19 Case)

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified **Nurse Debbie Cozier** as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19. She will also act as the point of contact for families and staff to notify if a child or staff member test positive for COVID-19.

Step 1: Report to DC Health Department

In the event the school identifies a student or a staff member who has tested COVID-19 positive, Nurse Cozier will notify DC Health (DC Health guidelines) by emailing coronavirus@dc.gov with the following information;

- "COVID-19 Consult" in the email subject line
- Name and direct phone number of the point of contact for DC Health to return the call
- Short summary of the incident or situation

Step 2: Communication to Families and Staff

The school's communication protocols that protect the privacy of individuals and alert their families and staff to a COVID-19 case, will be enacted. Communication 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 all stakeholders that there was a COVID-19 positive case and that hose impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- Notification to parents will be made through robo calls, mass emails and group texts messages to the school and parent body. Information will also be posted on the school's website.

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

In the event of a confirmed COVID-19 case of a student or staff member, the school will follow all steps outlined by DC Health and CDC guidelines for cleaning, disinfecting and sanitizing.

- If seven days or fewer have passed since the person who is sick used the facility, the school will follow these steps:

- Close off areas used by the person who is sick.
- Open outside doors to increase air circulation in the areas, when possible.
- Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
- Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. The school will continue routine cleaning and disinfecting.

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

Use of Space

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

- Access to the building will be limited to two entrances which are equipped with infrared cameras for checking body temperature. Temperature readings of 100.4, will result in denied access to the building.
- At each designated entrance, a pre-screening questionnaire will be administered as provided by OSSE's guidance. Any individual responding with "yes" to any question on the pre-screener, will also be denied access to the building.
- Marking along walkways leading to the entrances will indicate six feet apart.
- Arrival and dismissal will follow a staggered schedule (more details provided later in the plan) with 30 minutes intervals. This allows for smaller, more controlled groups of students entering the building at any one time. This lessens the possibility of large gatherings.
- Remove unnecessary furniture to create the space needed for maximum number of students, with social distancing guidelines indoor.
- Students will have assigned seats throughout the day, in an assigned classroom; a cohort. The upper grades will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).
  - Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
- Students in the lower grades will sit on either end of a rectangular table, separated by the use of plastic flexible screens.
  - Individual carpet shapes that will be cleaned daily, will be used during floor time. Each student will be assigned a single shape. The shapes will be six feet apart.
  - No more than 3 students will be assigned at a table designed for 6, and no more than 2 students at tables designed for 4.
- All available space within the building will be maximized while observing 6 feet apart
- Limited number of occupants in any space based on the "Phase" per DC health requirement, currently maximum 12 individuals to any persons and an occasional 1 additional person for a brief period or as necessary to support individual student needs. The same measures will be applicable to class sessions being held outdoors.
- Communal-use spaces such as staff break room, library, learning pod, general conference room, cafeteria, pool and the gymnasium will be closed.

  - Communal-use spaces which are not closed, will stagger use providing time for cleaning and disinfecting between use and maintaining six feet of distancing at all times.

    - Playground

    - Multi-sensory room

- ■ Refrigerator, microwaves, etc. for staff

- ■ Conference room for IEP meetings which could not be facilitated virtually

- Physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues (cones to mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)
- A designated area, with its own entry way, 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. The area will be sanitized once it has been used by an adult or student.
- Pre-K student's cots will be placed head to toe during nap times. At the end of the nap schedule, cots will be sanitized daily before being stacked for next use. Blankets and sheets will be placed in student's personal bags for safe keeping and kept in personalized cubbies.

Use of Hallways

- Hallways will include occupant traffic flow direction marking on the floor and on the walls, 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 decals on the floor, posters with symbols and wordswill be used as needed to provide direction and instruction for movement.

- Stairways are designated for one-way traffic flow for ascending or descending.

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

Ventilation

We have had our outside contractor for HVAC (WL Gary) provide us with an assessment and recommendations. All filters in the building are scheduled to be replaced with MERV 14 over the next few weeks to improve air quality. The vendor will provide HVAC system cleaning as needed.

Water System

We intend to provide bottled water to students initially. We are also seeking proposals for touchless water fountains for refilling bottles. We will use our outside vendor for plumbing to follow the guidance below to flush all water systems.We will;

- ● Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals.

- ● 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.

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 providemeals, 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.

Instructional Schedules

Pre-K Schedule— Virtual

Each block consists of 10 minutes of direct instruction followed by 10 minutes of independent activity.

Time	Daily Components	Activity Details
8:15-9:00	Staff clock-in	Teachers clock into work, log unto the platform and check in with parents, track attendance and be available for parents with concerns.
8:30-9:00	Students Breakfast and Preparation for Class	Get Dressed Eat a Healthy Breakfast Turn on Device
9:00-9:20	Morning Meeting	Fairy Dust Elements: 1. Transitional Movement Activity 2. Greeting Song 3. Greeting of Children 4. Read Aloud 5. Goodbye Song
9:20-9:30	Transition Acitivity	Link to PBS curated PBS content/Social-Emotional Learning
9:30-9:50	Literacy Block	Let's Read ABC 10-minute mini-lesson Content Focus; ● Phonological Awareness ● Letter ID ● Letter Sound 10-minute guided practice where students explore manipulatives sent home.Teachers remain on the platform, students cameras remain on so that they can dialogue with teachers if needed. Once the exploration time has ended, students get back to their cameras.

9:50-10:00	Health Break	COVID-19 Handwashing Video and Practice
10:00-10:20	Math Block	10-minute mini-lesson Math Area 1: Numbers and Operations Math Area 2: Geometry Spatial Sense Math Area 3: Measurement Math Area 4: Pattern/Algebraic Thinking Math Area 5: Displaying and Analyzing 10-minute guided practice where students explore manipulatives sent home.Teachers remain on the platform, students cameras remain on so that they can dialogue with teachers if needed. Once the exploration time has ended, students get back to their cameras
10:20-10:30	Transition	
10:30-10:50	Arts Block	Let's Make, Let's Create 10-minute mini-lesson 10-minute guided practice Students will explore art and craft materials to create new objects as guided by the teacher.
10:50-11:00	Transition	
11:00-11:20	Movement Block	Let's Dance, Let's Sing
11:20-11:40	SEL Block	Let's Be Friends Stories and conversation on the topic

Time			
11:40-11:50	Home Connection	Let's Connect	
11:50-12:20	Lunch for staff and students	Let's Eat	
12:20-1:20	Rest Time		
12:20-2:40	Students support time	Teachers transition to uppergrade classes where they support small groups of students based on the specific needs of the students.	
2:40-3:00	Office Hours	Teacher establish office hours so support parents, track attendenca, work with students whose parents opted for less screen time.	
3:00-4:15	Professional Learning Communities/Professional Development		

Daily Schedule for Virtual Classrooms---KG-3rd

Time	Group 1	Group 2	Group 3
8:15-9:00	Teachers clock into work, log unto the platform and check in with parents, track attendance and be availabl parents with concerns.		
8:30-9:00	Get Dressed Eat a Healthy Breakfas Turn on Device		
9:00-9:20	Whole Group Morning Meeting		
9:20-9:50 Synchronous Learning	Vocabulary/Comprehension On-grade level content and text		
9:50-11:20	Teacher -Led Direct Instruction	Fast ForWord—Asynchronous	Writing----- Asynchronous Learn

(30 mins rotation for each block Asynchronous & Synchronous Learning	using skills from continuum	Learning	
	Writing---- Asynchronous Learning	Teacher -Led Direct Instruction using skills from co Asynchronous Learning ntinuum	Fast For Word---- Asynchronous Learning
	Fast ForWord---- Asynchronous Learning	Writing--- Asynchronous Learning	Teacher -Led Direct Instruction u skills from continuum
11:20-11:50	Independent Reading (IRLA) Teacher coaching/Conferencing Students are accessing an e-library of books based on their independent reading levels. Teacher coaches and conferences with students.	Independent Reading (IRLA) Teacher coaching/Conferencing Students are accessing an e-library of books based on their independent reading levels. Teacher coaches and conferences with students.	Independent Reading (IRLA) Teacher coaching/ConferencingStudents a accessing an e-library of books ba on their independent reading leve Teacher coaches and conferences students.
11:50-12:20	Lunch for students and teachers		
12:20-12:40	Recess---Led by Specialist teacers and Instructional Aides		
12:40-1:10 Synchronous Learning	Math Core Instruction Math core instruction of on-grade level content		
1:10-1:30 1:30-1:50 1:50-2:10 **(20 mins rotation)** Asynchronous & Synchronous Learning	Teacher Led Instruction *Concept development /Skills drawn from Continuum	Application problem/Exit Tickets---- Asynchronous Learning	Zearn/Khan Academy/XtraMath- Asynchronous Learning
	Zearn/Khan Academy/XtraMath---- Asynchronous Learning	Teacher Led Instruction *Concept development/Skills drawn from Continuum	Application problem/Exit Tickets Asynchronous Learning
	Application problem/Exit Tickets---- Asynchronous Learning	Zearn/Khan Academy/XtraMath---- Asynchronous Learning	Teacher Led Instruction *Concept development/Skills dra from Continuum
2:10-2:40	Enrichment	Enrichment	Enrichment

Time	Activity	Description
2:40-3:00		Online Support/Teacher Check-Ins with students, facilitating tutoring sessions with students who need ext support
3:00-4:15		Teacher Planning/PLC /Staff Meeting/Data Meeting

The instructional schedule will provide adequate time for whole group instructions (Tier 1) for ELA and Math, as well as developing critical thinking skills through Science and Social Studies. Student's social emotional development is being enhanced through Morning Meeting, recess, Enrichment and group learning.

Literacy Block and Math block instruction is implemented in small groups, using a rotation schedule.

Hybrid Model Daily Schedule

Hybrid Model Staff and Student Schedule - Pre-K3 - Pre-K4

Time	Activity	Description
7:45-9:00	Staff arrival.	Teachers and Teachers's Assistants will engage in PLC Tuesday, Wednesday and Thursday mornings. Monday and Friday will be planning and preparation time for teachers. Teachers also help to support smooth arrival of upper grade students and ushering them to their cohorts.
9:00 – 9:30	Staggered Arrival/Breakfast /Morning Centers	*Pre-K students will arrive between 9:00-9:30am, as the third of the staggered arrival groups*
9:35 – 9:55	Morning Meeting	Greetings, Sharing, Activity and News.
9:55-10:15	Read Aloud 1	Read Aloud 1 is directly aligned to the theme of the week.
10:15-10:45	Learning Centers/ Small Group Instructions	Students engage in free choice centers while the lead teacher pulls small groups of students for guided instructions, based on the soecific needs of the students. Students are groupd according to data. Teacher

		Assistants monitor the learning happening in centers and engages in conversation with students.
10:45-10:55	Clean up Centers	
10:55-11:15	Read Aloud 2	Read aloud 2 facilitates literacy skills while sharing a text aligned to the theme.
11:15-11:30	Enrichment	Enrichment will be facilitated by a Specialist teacher who comes to the classroom to engage students in either Spanish, PE, Art, STEM or Library.
11:30-12:00	Lunch Prep/Lunch	Lunch in the classroom
12:00-12:30	Recess	Recess as a cohort
12:30-1:40	Bathroom/Nap	
1:40-2:00	Music & Movement/Snacks	Transitional activities from nap time.
2:00-2:20	Read Aloud 3	Read Aloud 3, facilitates numeracy skills, while aligned to the theme for rich discussions and hands on activities.
2:20-3:00	Dismissal/Centers	Center activities facilitate dby both teachers. Students are being dismissed based on surnames.
3:00-4:15	Professional Development and Planning for Staff.	Professional Development sessions on Tuesdays and Thursdays., facilitated by the Eagle consultant. Monday, Wednesday and Friday are scheduled according to the needs of the school. These sessions may include data meeting, staff meetings, trainings or just utilized for planning.

Hybrid Model Staff and Student Schedule---KG-3rdGrade

Instructional Delivery Plan

Time	Activity	Description
7:45-8:00	Staff Arrival	Perp for student's entrance to classroom.
Group 1 8:00-8:30 8:30-9:00	Arrival/Breakfast Fast ForWord---online based literacy program.	Teacher conferencing with group 1 students as they work independently on Fast ForWord.
Group 2 8:30-9:00	Arrival/Breakfast	Group two eats breakfast only, during this block.
9:00-9:20	Morning Meeting	
9:20-10:00	Vocabulary/Comprehension	Core Comprehension time with on grade level text and skills.
10:00-10:30	Independent Reading/Conferencing/Coaching	Students are accessing books based on their independent reading levels. Teacher coaches an dconferences with students.
10:30-11:30	Math Core & Small Group Rotations	Math core instruction of on-grade level content for the first 30 minutes. The second 30 minutes, students are working in groups bsed on their individual deficits.
11:30-12:00	Grammar & Writing	Grade level content is taught during this block
12:00-12:30	Student Lunch Lead Teacher Lunch	Enrichment teachers supervise students in the classroom, during their lunch block.
12:30-1:00	Recess	Recess is facilitated as a cohort
1:00-1:30	Enrichment Teacher planning	Teachers planning block while students are with the Enrichment teachers.
1:30-2:00	SS/Science (alternating)	Each subject is taught for a consistent 3 weeks(units) than switches to the other subject matter.

2:00-2:15	Closing Circle/Second Steps	Closing circles at this time allow taechers to check in with all students and set goals for the next day, prior to staggered dismissal.
2:20-2:40	Group 1---Dismissal	Group 1 students are being dismissed(staggered dismissal).
2:20-2:50	Group 2—Fast ForWord	Teacher conferencing with group 2 students as they work independently on Fast ForWord.
2:50-3:00	Group 2---Dismissal	Group 2 students are dismissed(staggered dismissal).
3:00-4:15	Professional Development and Planning for Staff	Teacher planning, PLC's, Data Meetings, Classroom Prep. etc. To include teachers who are working virtually

Physical and Social Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. This means a maximum of 11 students and one instructor in any one space. An additional instructor will be permitted in that space for a very brief time. During all phases, the school will limit non-essential visitors to the building unless in cases of emergency.

Travelling to and From School

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

Walkers

Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:

● Maintain six feet of distance between others on the sidewalk as much as possible, avoiding congested routes if an alternative route is reasonable and safe.

● Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.

● Avoid touching unnecessary surfaces and objects.

● When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.

Riding Public Transportation

Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:

● Maintain six feet of distance between others on the sidewalk and train platforms, avoiding most congested routes if reasonable and safe.

● Stand back from gathering points such as intersections to avoid congregating in large groups.

● Familiarize and stay current with DC Metro Services system procedures for safety of passengers.

● Avoid touching unnecessary surfaces and objects.

● When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.

● Use hand sanitizer after leaving the transit system.

● For the remaining distance, students will be instructed to follow the above regarding walking to school.

Car Riders

Students, families, and staff who are dropped off at school or who drive personal vehicles to school, will be instructed to wear masks upon exiting their vehicle while they are on the school grounds, as well as, to take proactive measures for minimizing exposure when not in their vehicle. following tactics are recommended where possible:

● Maintain six feet of distance between others on the sidewalk as they walk up to the school building.

● Use hand sanitizer with recommended percent alcohol after leaving the vehicle and before entering the vehicle.

Entering and Exiting the Building

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

● Access to the school building will be limited to two designated entrances; the Multipurpose room and the gymnasium. Two infrared high-volume temperature readers will be installed at these main entrances with the capability of scanning, recording and identifying any individual with a reading or 100.4 (or guidelines set by the CDC).

● Security personnel will monitor all entrances to ensure that only designated entrances are used to access the building, ensuring that ALL person's temperature is checked before proceeding into the building.

● Staggered arrival and dismissal times implemented to reduce peak student traffic in and out of the building.

    ○ Staggered arrival according to surname of parent/guardian on the registration documents
        ○ 8:00am-8:30am----Group 1---Surnames A-M
        ○ 8:30am-9:00am----Group 2 ---Surnames N-Z
        ○ PreK-3 and PreK-4 students will arrive at 9:00am. Exceptions will be made for siblings to arrive

together at any of the staggered arrival time slots, most convenient for the parent.
- Pre-K 3 group will enter via the multi-purpose room, Pre-K 4 group via the gym entrance. TA's will await students and escort them to their classrooms.
- Staggered Dismissal
- Staggered dismissal according to surname of parent/guardian on the registration (same as arrival groups)
  - 2:00pm-2:30pm----Group 1--- Surnames A-M
  - 2:30pm-3:00pm----Group 2 ---Surnames N-Z

● Assigned staff members will be stationed at entry ways to conduct health screening of all students prior to entering the infrared temperature scanning zone.

● Staff members will complete health screenings forms at each clock-in machine, prior to clocking in for their tour of duty.

● Health screening check-points will be established and screening questions posted on charts for quick, smooth checks and transition into the building.

● Mark directional lines and six-foot separation standing spots on the exterior pavement.

● Evaluate safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic).

● Individuals may exit the building from any of the numerous exits, identified by illuminated exit signs.

Daily Health Screening

Students, families, and staff are advised to check their own temperatures prior to arriving at school each day. However, all staff, students and parents (entering only when absolutely necessary), will enter through the infrared scanning zones.

- A Health Screen occurs for all people entering the school. The screener will be updated per guidance from DC Health. The following questions will be **ASKED;**
  - Have you felt like you had a fever in the past day?
  - Do you have a new or worsening cough today?
  - Do you have any of these symptoms today?
    - Shortness of Breath or difficulty breathing
    - Fatigue
    - Muscle or Body aches
    - Headache
    - New loss of taste or smell
    - Sore throat
    - Congestion or runny nose
    - Nausea or vomiting
    - Diarrhea
- Students, parents and staff will be **ASKED;**
  - Have you been exposed to/come in close contact with someone who has COVID-19?
- School staff will **LOOK,** visually inspect each student, and staff member for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue or extreme fussiness.
- Any individual meeting a "Yes" for any of the above criteria, **ASK, ASK, LOOK,** screening, will not be allowed entry into the school and will be instructed to call their health care provider for next steps.

Once students are in school, temperature checks will be conducted using contact-less thermometers if a student or staff is exhibiting symptoms of feeling ill. The nurse or any other staff conducting temperature checks, will be provided with the necessary gloves, masks, face shield and coverall, as a protective measure. The following

guidelines will be adhered to;

- Make a visual inspection of the individual for signs of illness as outlined in the screening steps
- Put on disposable gloves
- Wear face shield and mask, or mask only.
- Stand behind a physical barrier/partition and reach around the partition to check temperature
- Check the temperature, by scanning across the forehead.
- Summon for the nurse and the removal of the individual to the holding area, if temperature reads 100.4.
- Remove your gloves following proper procedures.
- Dispose of gloves or 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.
- Health care personnel contacts parent or guardian immediately for picking up the student.
- Clean thermometer before and after each use using an alcohol wipe between use.

Non-Medical Face-coverings

All school staff and visitors must wear cloth masks (and face shields if so desired) at all times when in the building, when outside of the building and when in proximity to students and families. Eagle will provide all employees with a number of cloth masks and face shield. If an adult has a medical condition that prevents them from wearing a face covering, they will not be permitted to participate in in-person school activities.

Students and families must wear cloth face coverings during arrival, dismissal, and at all times while on the school grounds or in the school building.

Students will be highly encouraged to wear a face mask covering at all times but in particular, when social distancing is difficult, when in the hallways, bathrooms, orother communal spaces within the facility. Eagle will provide all students with one washable mask at the start of the school year.

While visitors to the school should will be strictly limited, should a visitor need to enter they must wear a face covering on the school grounds and inside the school buildings at all times. Visitors will be allowed in the building on an extremely limited basis. Emergency masks will be provided in cases where the visitor does not have a mask and has a legitimate or urgent need to access the building.

Instances when face coverings do not need to be worn:

- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- By children during naptime.
- By students or staff engaged in activities in which there is the risk of burn or injury by the use of the face covering.
- When participating in physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but *not*participating in physical activity, face coverings will be worn;
- Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

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.

- Students will be provided with clear resealable bags for storing mask if and when it is removed.
- 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 student and staff member must immediately wash hands or use hand sanitizer

Hygiene

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

Hand Hygiene

The school will reinforce frequent and proper handwashing strategies for staff and students. Strategies will include;

- Washing with soap and water for a minimum of 20 seconds, when possible.
- Using an alcohol base (60 percent alcohol) hand sanitizer when not possible to wash wih water and soap
- Cleansing hands before eating, after eating, after using the bathroom, after sneezing, coughing or blowing nose.
- Before entering and after exiting a classroom
- Between activities

School-wide Hygiene:

- The School will work with the janitorial/custodial services provider to ensure that the following will occur to maintain a healthy environment.
- Health Screen materials are properly cleaned and secured.
- 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 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 student for their use only. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.
- Staff and students are encouraged to cover coughs and sneezes with atissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- No-touch hand-sanitizer dispensers will be installed in multipurpose room, along hallways, in classrooms, lobby and gymnasium.
- Touchless trash cans in all classrooms and along the hallways.
- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced:
  - "You touch it, you take it" policy will be enforced in classrooms

Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is the priority of all. However, according to the CDC data, the pandemic has reduced the administration of childhood immunization. That being said, it is imperative that all students are fully vaccinated according to the CDC and DC Health Guidelines, prior to attending in-person activities at school. Eagle Academy will do the following;

- Implement the immunization policy for In-Person attendance in full

- Ensure a procedure is in place for frequently reviewing immunization compliance and notifying non-compliant families.
- Removing non-compliant students from i-person instruction after a 20-day grace period.

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 to support the student in getting an up-to-date screening.

In School Dining

Students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal, by either the teachers, Assistants or other school personnel as assigned.

Students who have noted food allergies will be removed from the classroom when necessary, and provided with a secure eating space in the multipurpose room, which is extremely large and facilitates no contact. The following measures will be implemented;

- Individual seating arrangement provided.
- Disinfected before and after student has dined.
- Protective shield around the desk as the student dines.
- Immediately washing of the hands, replacing mask and return to classroom.
- The classroom of any student with a food allergy, would be cleaned and sanitized after breakfast, lunch or snack has been eaten in the space, and prior to the student who suffers from the allergy in question, rejoins the class.

Meal Preparation, Service and Cleaning Plan

Chefs and servers will observe proper safety and hygiene practices throughout the preparation and delivery of breakfast, lunch, snacks and supper

- All meals will be pre-packaged per individual.
- Employees will be screened for temperature reading and each will complete the questionnaire before being allowed in the building.
- Face masks and face shields will be worn at all times.
- Gloves will be worn for the duration of the work hours
- All surfaces, trays, contains and distribution bags will be sanitized before use, after use and in between use.
- Bags will be assigned to each cohort and will not be used outside of that cohort.
- All utensils will be disposables.
- Maximum distancing will be observed between workers while food preparation is in process.
- All unnecessary personnel would be prohibited from accessing the kitchen area, and only essential staff admitted.
- The kitchen will be cleaned before, after and between each meal type preparation.
- Upon delivery of food bags to classrooms, the service person will refrain from entering the classroom, to avoid contact or exposure within the different groups of students. Closed bags will be placed on desks outside

each classroom door.
- Empty bags will be retrieved from the desk outside each classroom door.

Recess/Breaks

The school will continue to hold recess and/or outside playtime, and will maintain physical distance of 6 feet between students outside, including staggering groups and dividing space outside as needed.

Classrooms will be provided with their own activity bags (balls, ropes, hoops etc.) to be used during outdoor activities and recess blocks, limiting the use of shared equipment.

Groupings

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

- The school will group students and staff as a cohort. Cohorts will remain together throughout the day, eliminating all opportunities to cross or mix groups. All services will be provided to student cohorts.
- 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.
- All staff meetings, Professional Learning Communities and Professional Development sessions will be facilitated virtually.
- For activities where students traditionally transition between groups, Eagle will 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.

High Risk Individuals

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 must be cleared by their medical provider before participating in on-site activities. Prior to beginning on-site activities, all staff and students in this category will be provided with a communication that provides the the guidance below for returning to school.

Based on DC Department of Health guidance, we recommends that high risk individuals consult with their medical provider before attending inperson activities. Folliwing their consultation with their medical provider staff and families must provide that written notification from their medical provider to Human Resources, clearing them to attend in-person instruction.

- Moderate to Severe Asthma
- Serious heart conditions
- Cancer
- COPD (Chronic Obstructive Pulmonary Disease)
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic kidney disease
- Liver Disease
- Sickle Cell disease
- Any student or staff member who has a medical condition not on this list, but is still concerned about their safety

Guidelines above will be communicated to all stakeholders prior to in-person model, using the following methods;

5. **Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21**

- Shared during parent meetings (Orientations) to be held prior to returning to on-site learning cohorts
- Guidelines will be included in our Parent Student Handbook which is provided to all families.
- Health personnel will reach out to students who have on file, notifications of any of the above listed illnesses, to share the guidelines with them.

Cancelling, 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
- Cancel activities and events such as field trips, student assemblies, sports events, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences, off site Professional Developments).
- 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.

Exclusion or Dismissal from On-site Learning

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

Exclusion Criteria:

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

- The student or staff member has had a temperature of 100.4 degrees or higher or any of the symptoms listed in the Daily Health Screening.
- The student, staff member or any close contact is confirmed to have COVID-19
- The student or staff 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 will not be excluded from entering the school building on the basis of those specific symptoms providing that their 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:

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 will immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, instruct them to seek healthcare guidance and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- For staff, the school will send the staff member home immediately or isolate until it is safe to go home and seek healthcare guidance. The school will immediately follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

Return Criteria:

school year.

Eagle Academy PCS will adhere to the guidelines as governed by OSSE and the CDC, regarding safe return to school, applicable to staff and students.

Symptomatic or Confirmed to have COVID-19

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

- They complete the appropriate isolation period;
  - 24 hours after the fever has resolved without the use of fever reducing medication (Motrin, Tylenol,) and respiratory symptoms have improved AND
  - At least 10 days after symptoms first appeared, whichever is later, OR
- They have a negative COVID-19 test, and meet standard criteria to return to school after an illness, OR
- They have been cleared to return per their healthcare provider (ie. alternate diagnosis) or DC health care instructions.

Isolation Room:

Eagle will establish an isolation room in an area of the school where there will be limited use of the space within that area, by students, families or staff. It has an independent entrance/exit. While in isolation, the individual will be monitored by heath personnel, while maintaining social distancing, and will continue to wear a face covering.

The nurse supervising the isolation room, will wear a face covering and shield, gloves and a coverall. Once the student has been removed from the isolation room, the nurse will remove and safely store mask and coverall, and discard gloves safely.

Disinfecting and sanitizing protocols would be followed to clean the room.

COVID-19 Symptoms

If a student or staff member reports any of these symptoms; fever, cough, difficulty breathing, loss of taste or smell etc.

- Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is indicated.
- If symptomatic; individual may return after 24 hours after fever has resolved without the use of fever reducing medication and respiratory symptoms have improved and, at least 10 days after symptoms first speared (whichever is later).
- If asymptomatic; individual may return after 10 days from positive test
- If individual is tested positive; follow guidelines below for a positive test result
- If individual is tested negative; follow guidelines below for a negative test result
- Individuals must remain in quarantine while awaiting test results

If the staff or student does not complete a test, the staff or student must:

- Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR
- Meet symptom-based criteria to return:
  - At least 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

Positive COVID-19 Test Results

In the event of a positive COVID-19 case in the school community, the school will control spread by implementing the following measures;

- Disinfecting all exposed areas and materials.

- Restrict personnel from entering the contaminated area.
- Ensure that any individuals who must enter the area are wearing gloves, masks and other PPE covering as deemed necessary.
- The contracted cleaning vendor will be contacted immediately to be on site for deep cleaning.

If a student or staff is confirmed to have COVID-19, Eagle will adhere to the following guidelines;

If symptomatic, the individual may return after:

- At least 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* after symptoms first appeared, whichever is later

This will have considered on a case basis as some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.

If asymptomatic, may return after:

- 10 days from positive test

*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.

Negative COVID-19 Test Results after Symptoms

The student or staff may return when;

- They have met the criteria for return to school after illness
- Documentation from service provider indicating an alternate diagnosis e.g. chronic health conditions, alternate acute diagnosis such as strep throat.

Close Contact of Individual with Confirmed COVID-19

If a staff or student has been confirmed to have been in close contact with someone confirmed with COVID-19, the staff or student;

- May return after 14 days from last exposure to the positive COVID-19 individual or as instructed by DC Health. This is dependent on if the staff or student was in isolation/quarantine for the 14 days period.
- If unable to isolate from the COVID-19 individual, the staff or student may return to school 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).

Travel to High-Risk State or Country (as defined by DC Health)

If a staff or student has been confirmed to have traveled to a high-risk state or country, the staff or student;

- May return after 14 days from return or arrival to the district of Columbia

Awaiting a COVID-19 Test Result

If any student or staff member is awaiting a COVID-19 test result, then the student or staff member must not enter the facility until they test negative and meet standard criteria to return to school after an illness. If the student or staff member tests positive, then they should immediately begin a self- quarantine and seek further guidance from their healthcare provider or DC Health.

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified **Nurse Debbie Cozier** as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19. She will also act as the point of contact for families and staff to notify if a child or staff member test positive for COVID-19.

Step 1: Report to DC Health Department

In the event the school identifies a student or a staff member who has tested COVID-19 positive, Nurse Cozier will notify DC Health (DC Health guidelines) by emailing coronavirus@dc.gov with the following information;

- "COVID-19 Consult" in the email subject line
- Name and direct phone number of the point of contact for DC Health to return the call
- Short summary of the incident or situation

Step 2: Communication to Families and Staff

The school's communication protocols that protect the privacy of individuals and alert their families and staff to a COVID-19 case, will be enacted. Communication 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 all stakeholders that there was a COVID-19 positive case and that hose impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- Notification to parents will be made through robo calls, mass emails and group texts messages to the school and parent body. Information will also be posted on the school's website.

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

In the event of a confirmed COVID-19 case of a student or staff member, the school will follow all steps outlined by DC Health and CDC guidelines for cleaning, disinfecting and sanitizing.

- If seven days or fewer have passed since the person who is sick used the facility, the school will follow these steps:
  - Close off areas used by the person who is sick.
  - Open outside doors to increase air circulation in the areas, when possible.
  - Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  - Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. The school will continue routine cleaning and disinfecting.

Distribution of Education 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 or are learning in a virtual cohort, the materials will be available for pick up by parents. In cases where a parent is unable to pick up the packages, they will be dropped off at the student's residence. The student and family will sign an agreement to take care of the materials and follow school behavior policy. The same process will be repeated for checking in materials.

Instructional materials will be packaged into individual bags and bins, labeled and stored within the seating area of each student, eliminating the need to share any material.

Items provided to each student

- All classes: pencils, crayons, erasers, sharpeners, rulers (2nd & 3rd), composition book, text books and workbooks.
- Students as needed—hotspots, iPads or chrome books
- Leveled books for independent reading
- Art: colored pencils, paper, crayons, scissors

Oversight of Before-care and Aftercare Activities

Eagle Academy's Before and Aftercare program will adhere to the same operational expectations and safety protocols implemented for the regular instructional day. These guidelines are aligned to the released Health and Safety Guidance for Child Care Providers. Program supervisor will ensure that updated contact information is on file for all students, and will develop a communication plan to easily access parents or provide them with updated information.

In addition, one staff member will be tasked as the point of contact to maintain communication with parents and to whom parents will provide information regarding exposure or risks.

Activity Groups

- For indoor classes or activities, no more than 12 individuals (staff and students) clustered in one group, and no more than one group per room. One additional staff member (13 total individuals) can briefly be added to the group if necessary. Activity groups will form cohorts to avoid mixing groups.
- For outdoor activities, each group of 12 (or, briefly, 13) individuals must interact only with their own group and not mix between other groups. Each group must have extra physical (social) distance (more than 6 feet) between them and the next group.
- Cohorts will be a similar as possible, to the cohort students are assigned to, during the instructional day,
- Social distancing will be adhered to; six feet apart from each other when in the classrooms and during outside activities.
- There will be no interaction of students and sharing of materials and resources. The same students and staff will be grouped together each day.

Health Screening

- Eagle's staff will conduct a Daily Health Check for the child(ren) attending the before-care program and all staff upon arrival each day. The screening protocols listed above will be the same for arrival and acceptance into the Before-care program.
- All staff and students will enter via the temperature scanning entrances.

Wearing of Masks

- It is required that all Eagle's Before and After school staff wear cloth facial coverings while interacting with colleagues and students, while inside the school buildings or outside on the school grounds.
- During drop-off and pick-up, all adults must ensure they are wearing cloth facial coverings. Failure to do so will result in refusal into the school's buildings.
- Cloth facial coverings for students are highly recommended. The same protocols will be adhered to as existing throughout the regular school day.

Hygiene

All Eagle's students, staff, and contracted service providers will adhere to regular hand sanitizing routines;

- Upon arrival in the building
- After staff breaks
- Before and after serving meals
- Before and after eating or handling any food items.
- Before and after administering medication
- After using bathroom
- Before and after touching, putting on or removing face coverings
- After touching of the face, blowing nose, coughing or sneezing
- After playing outdoors
- After playing with sand and sensory play
- After handling garbage and other disposable materials
- After cleaning
- Before entering a classroom or after exiting a classroom
- Between activities
- Before and after handling student's personal belongings
- Before and after laying out or re-stocking cots
- Before and after handling learning materials and manipulative

Cleaning, Disinfecting and Sanitizing

The same protocols established for the regular school day, will be in effect for the Before and Aftercare programs.

- **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 learningenvironment (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.**

PLAN STATEMENT:

This plan describes how Eagle Academy will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement, as well as provide the equivalent of 1,080 instructional hours through synchronous and asynchronous remote and on-site learning opportunities.

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

DESCRIPTION:

Instruction at Eagle Academy will be provided to meet the needs of family and staff who will be experiencing instruction remotely. For each of the 180 days in the school calendar, a student will be expected to engage in the equivalent of 6 hours of learning, synchronously and asynchronously. The planalso contains descriptions of how the methods and instructional strategies will strengthen the academic program in the LEA, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education

Eagle will assess its instructional practices, operational procedures and student's learning by the end of the first quarter to determine what changes, if any, should be made. Included in that analysis, would also be a determination as to whether on-site learning would be safe and possible. Recommended changes will then be communicated to all stakeholders.

In the event that on-site learning would become an option, Eagle Academy will allow parents the flexibility to decide which option for continuous learning, would best suit their needs.

PART A

Eagle Academy carefully evaluated the needs of its students to include safety measures, and determined that a full virtual model would be appropriate to successfully educate all students at for the first quarters of the 20-21 school year. The essential point of consideration was to put in place a system which would best meet the needs of all students, while ensuring that the program aligns with the current operation and health and safety guidance provided by the DC public offices and phased re-openings. An all virtual model would include a combination of Synchronous and Asynchronous Learning Cohorts

Learning Platform

Remote learning will be facilitated using G Suite for Education along with different google options such as the google classroom and google meet. Platforms are selected to offer opportunities for posting assignments, online activities, screen sharing during instruction, posting of sample work, assessments and discussion. These platforms also allow a teacher to edit lessons, and offer more security for students and families.

The Zoom platform is being considered for the lower grades.

Class Dojo will be utilized by all teachers to communicate and maintain the home school connection, involve parents and maintain direct contact.

Instructional Resources

All students will be instructed using the curriculum resources which Eagle has implemented over the last few years. Mathematical thinking and application will be facilitated through the use of Eureka Math of Great Minds. Teachers have individual licenses which allow them access to video lessons, tools and templates for use during their daily virtual instruction. Alongside these are independent practice workbooks and homework books for each student. In addition, students have individual access to assigned online activities in Khan Math and Xtramath. These two resources compliment the core math instruction.

Literacy core instruction, is done using Houghton Mifflin Journeys which provide common core aligned grade level skills lessons. Students will be provided with independent practice workbooks.

In addition, Eagle develops student's independent reading skills and levels by implementing American Reading Company's IRLA program. This provides students with access to rich, interesting leveled texts both in hard copies and electronic versions, via the company's ARC Cloud and SchoolPace.

The Pre-K department utilizes Scholastics Big Day curriculum which is a thematic based curriculum. Students explore skills through multiple read aloud and hands-on activities. Materials will be provided to students for hands-on activities at home.

PART B

Pre-K Schedule— Virtual

Each block consists of 10 minutes of direct instruction followed by 10 minutes of independent activity.

Time	Daily Components	Activity Details
8:30-9:00	Breakfast and Preparation for Class	Get Dressed Eat a Healthy Breakfast Turn on Device
9:00-9:20	Morning Meeting	Fairy Dust Elements: 1. Transitional Movement Activity 2. Greeting Song 3. Greeting of Children 4. Read Aloud 5. Goodbye Song
9:20-9:30	Transition	Link to PBS curated PBS content/Social-Emotional Learning
9:30-9:50	Literacy Block	Let's Read ABC 10-minute mini-lesson Content Focus; • Phonological Awareness • Letter ID • Letter Sound 10-minute guided practice
9:50-10:00	Health Break	COVID-19 Handwashing Video and Practice
10:00-10:20	Math Block	10-minute mini-lesson Math Area 1: Numbers and

Time		
		Operations
		Math Area 2: Geometry Spatial Sense
		Math Area 3: Measurement
		Math Area 4: Pattern/Algebraic Thinking
		Math Area 5: Displaying and Analyzing
		10-minute guided practice
10:20-10:30	Transition	
10:30-10:50	Arts Block	Let's Make, Let's Create
		10-minute mini-lesson
		10-minute guided practice
10:50-11:00	Transition	
11:00-11:20	Movement Block	Let's Dance, Let's Sing
11:20-11:40	SEL Block	Let's Be Friends
11:40-11:50	Home Connection	Let's Connect
11:50-12:20	Lunch	Let's Eat
12:20-1:20	Rest Time	

Daily Schedule for Virtual Classrooms---KG-3ʳᵈ

Time	Group 1	Group 2	Group 3

Assessment and Promotion Policy

8:30-9:00	Breakfast and Preparation for class	Breakfast and Preparation for class	Breakfast and Preparation for cl
9:00-9:20	Whole Group Morning Meeting		
9:20-9:50 Synchronous Learning	Vocabulary/Comprehension		
9:50-11:20 **(30 mins rotation for each block** Asynchronous & Synchronous Learning	Teacher -Led Direct Instruction using skills from continuum Writing Fast ForWord	Fast ForWord Teacher -Led Direct Instruction using skills from continuum Writing	Writing Fast For Word Teacher -Led Direct Instruction skills from continuum
11:20-11:50	Independent Reading (IRLA) Teacher coaching/Conferencing	Independent Reading (IRLA) Teacher coaching/Conferencing	Independent Reading (IRLA) Teacher coaching/Conferencing
11:50-12:20	Lunch		
12:20-12:40	Recess		
12:40-1:10 Synchronous Learning	Math Core Instruction		
1:10-1:30 1:30-1:50 1:50-2:10 **(20 mins rotation)** Asynchronous & Synchronous Learning	Teacher Led Instruction *Concept development /Skills drawn from Continuum Zearn/Khan Academy/XtraMath Application problem	Application problem Teacher Led Instruction *Concept development/Skills drawn from Continuum Zearn/Khan Academy/XtraMath	Zearn/Khan Academy/XtraMath Application problem Teacher Led Instruction *Concept development/Skills dr from Continuum

2:10-2:40	Enrichment	Enrichment	Enrichment
	Online Support/Teacher Check-Ins	Online Support/Teacher Check-Ins	Online Support/Teacher Check-
3:00-4:15	Teacher Planning/PLC /Staff Meeting/Data Meeting		

The instructional schedule will provide adequate time for whole group instructions (Tier 1) for ELA and Math, as well as developing critical thinking skills through Science and Social Studies. Student's social emotional development is being enhanced through Morning Meeting, recess, Enrichment and group learning.

Literacy Block and Math block instruction is implemented in small groups, using a rotation schedule.

PART C

Professional Development

Eagle Academy provides high quality personalized professionaldevelopmentthatisevidence-basedforteachers,principals,otherschoolleaders, specializedinstructionalsupportpersonnel,andparaprofessionals. The professional development is focused on improving teaching, student learning and achievement.

During the month of August, teachers, Assistant teachers and all other instructional staff will receive training on various additional components to systems Eagle already utilizes, as well as trainings on a new platform to facilitate remote learning.

- SchoolPace and Arc Cloud database provided by the American Reading Company. The development will focus on training teachers to access, track students, update students power goals, plan conferencing and coaching mini lessons. In addition, teachers will receive training on how to use the digital tools and provide small group instructions remotely.
- Fast ForWord training will provide instruction to help teachers conduct the electronic assessments remotely and to how strategies to engage student's attendance, participation and completion rates.
- Google classroom trainings will be centered around setting up google classrooms, knowing and using the tools, troubleshooting and maximizing for remote learning.
- Trauma informed practices; providing teachers with the knowledge and the strategies necessary to support students upon their return to school and beyond. Creating safety nets for our students.
- Personal trauma support training for the staff.

Teachers engage in one-hour Professional Learning Communities on Wednesdays and Thursdays at the end of the instructional day. This time is dedicated to trainings, team planning and data discussions. These sessions will be facilitated on a needs basis, and by different departments such as the Math Coach supporting Eureka implementation, the IRLA Support Coach and the Pre-K consultant. Teachers are provided additional time to collaborate and develop intervention support plans for students who show signs of disengagement, as well as general planning on Mondays, Tuesdays and Fridays. This time is also provided for the classroom teacher to work with special education providers and coordinators.

Additionally, formal instruction will end by 3:00pm daily and the teacher's work day will end at4:15pm. Each day, teachers and community leaders will have access to the IT department, behavioral support specialist, support staff, department and grade level leads, and other instructional staff to troubleshoot issues that occur both on-site and remote.

Timely Intervention

Eagle Academy's Interventionist will support students who have been identified by the Student Support Team, analysis of data, as needing additional small group or individual instruction, in order to be successful. These interventionists will push in to classrooms or use break-out rooms to meet with students and offer strategies and resources to help the student succeed.

The team of interventionist will also work closely with the lead teachers in identify student gaps, factors impacting the student learning, and providing or identifying resource needed.

PART D

Continuous Improvement

Eagle Academy will be in operation for 180 days. The schedule will be based on the quarterly grading period to allow for updates and changes to meet the immediate needs and to adjust to the current DC reopening phase. All changes to school scheduling will occur on the planned review dates which coincide with the end of each grading period, except if there is a state-wide directive to return school to it's normal schedule on site.

Once per week during the period September through February, Eagle's data team will hold weekly data check points by grade levels, to review and plan, gathering data from on-site, remote synchronous and remote asynchronous. At the mid-point of the school year, Eagle would evaluate and determine if monthly data meetings with each grade level, would continue to drive instruction in a meaningful manner.

In addition to the weekly data check points, The MTSS team will engage in quarterly (September, February, May) school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. attendance, social-emotional status and special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

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

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

All students will take a social emotional learning assessment two times per year. Based on the results, modifications will be made to the learning plan for cohorts or individual students.

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 ; Reading Inventory (RI)

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.**

PART B

As a result of the 2020 Pandemic, a review of assessment tools for SY 2020 -2021 was conducted to best identity tools to monitor student growth over time and also inform areas of instruction requiring intervention.

The leadership team comprised of the Director of Education, Director of Special Education, principals, teachers and the data team, all members of the Multi-Tiered System of Support, reviewed data reports including those from previous years. The assessment tools reviewed are part of the Eagle Academy DCPCS Performance Management Framework.

The comprehensive reporting systems for both, Northwest Evaluation Association (NWEA) and Teaching Strategies Gold provides patterns and trends for student outcomes for each of our students. These valuable reports inform the instructional program.

Based on the review of all the factors available at this time, Eagle Academy will continue in the SY 2020 – 2021 utilizing both NWEA MAP for grades K-3 and Teaching Strategies Gold Measures for PreK3 and PreK4.

In SY2019 -2020, Eagle Academy implemented a Multi-Tiered System of Supports (MTSS) to sustain the school's three student learning goals of having all graduating 3rdgrade students reading on grade level, demonstrating social-emotional competence, and exhibiting competent critical thinking. TheMTSS is a systemic, prevention-based, continuous-improvement framework in which team-driven, data-based problem solving and decision-making is practiced across all levels of the educational system for improving the outcomes of every student through family, school, and community partnering, and a layered continuum of evidence-based practices applied at the classroom, school and district levels. These processes will continue for SY 2020 -2020.

Eagle Academy has been using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)'s Growth assessment for the past 7 years to measure what students know and inform what they are ready to learn next. By dynamically adapting to each student's responses, NWEA MAP Growth creates a personalized assessment experience that accurately measures performance. NWEA MAP Growth will be used as the basis for the academic portion of the MTSS framework. We will continue to use this assessment for SY2020 – 2021,

All Eagle Academy students, K through third grade will participate in the NWEA MAP Growth Reading and Math assessment three times per year to identify students who are at greatest risk for failing to demonstrate academic growth. Interventions will be designed and implemented to ensure academic growth based on student need. Eagle Academy's MTSS Coordinator and At-Risk Team will meet every 4-6 weeks to evaluate the effectiveness of interventions, and adjust accordingly based on progress monitoring data. The academic universal screener MAP Growth will be administered three times per year, and students who score in the 25thpercentile or below will receive RTI Tier 2 targeted group interventions. Students scoring in the 10thpercentile or below will be served in RTI Tier 3 intensive, small group interventions. Progress monitoring will be completed every other week for students receiving Tier 2 supports, and weekly for students receiving Tier 3 supports. Documentation of interventions will be provided to the respective instructors to ensure fidelity of implementation.

Teaching Strategies Gold Assessment tool will be continued to be utilized at the PreK3 and PreK4. This measure has been in place at Eagle Academy for eight years. Teaching Strategies reports the formative assessment will assess COVID-19 learning loss, meet children's individual needs, and ensure all children can progress. The tool provides an ongoing reporting system for parents to report student growth. Teaching Strategies Gold Assessment provides a management tool to report ongoing progress throughout the school year with reviews at beginning of school (BOY), middle of school year (MOY) and the end of the school year (EOY).

The LEA also plans to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning as outlined.

Eagle Academy will create the conditions for assessing students who participate exclusively in distance learning. The adjusted window for NWEA MAP testing permits multiple approaches to provide the school community with the opportunity to assess students. All students physically attending school will take the assessment with the assigned classroom teacher. Students who do not attend school regularly in person will be assessed on the days they are present. Parents/guardians will be advised of the assessment schedule and asked to send their child to school.

For our students who participate exclusively in distance learning, we will follow NWEA testing administration guidelines for MAP Growth. The key element of the guidelines provided by NWEA states: "One critical difference is the need for clear communication between proctors, students, and families who will be participating from two different locations. As during past MAP Growth test administrations, school leaders need to communicate their expectations, procedures, and protocols.Proctors need to be trained and ready to support students as they take MAP Growth assessments remotely. "

The Office of Research, Innovation and Accountability at Eagle Academy will be responsible to work with the school leaders and proctors to adhere to the structures and processes identified by NWEA MAP in their guidance for remote assessment. A parent toolkit will be provided in addition to a virtual parent meeting for parents/guardians for students working remotely.

Eagle Academy will utilize schoolwide technology. Every classroom has a ceiling-mounted camera that records all instructional lessons. Authorized personnel can view the entire testing sessions in every classroom during testing -- live.

PART C

The assessment calendar will reflect testing for the beginning of school (BOY), middle of school year (MOY) and the end of the school year (EOY).

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.**

Eagle Academy's grading policy will remain the same for this school year. That is, assigning a numeric value to the skills taught during each 9 weeks grading period.

   - 4—Student has exceeded Grade Level Standards
   - 3—Student has reached Grade Level Standards
   - 2—Student is Approaching Grade Level Standards
   - 1—Student is not on Track to reach Grade Level Standards

8. **Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.**
NOT APPLICABLE.

9. **OSSE has issued guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning. In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:**
   - **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**

- **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

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

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

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

  ○ What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
  ○ What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
  ○ What constitutes evidence of education engagement daily for the student to be marked present?

PART A

Instructional staff will include the following touchpoints as acceptable methods for contacting students daily;

- Student's virtual attendance on the learning platform
- Submitting the independent task assigned for completion during scheduled asynchronous learning blocks.
- Posting photos of an activity or engagement in an activity (Pre-K).
- Exit tickets during live sessions.
- Meeting daily 30 minutes requirement on Fast ForWord

PART B

Eagle Academy will employ the following initiatives to authenticate student's presence

- A robo call or text message if student is not present by end of the first session of the day.
- A call by the scheduled lunch break to check on student not present in virtual classroom, encouraging partial attendance.
- Email notification and call at the end of the day.

	$1^{st} – 4^{th}$ Excused Absence	$5^{th} - 9^{th}$ Excused Absence	$10^{th} – 14^{th}$ Excused Absence	$15^{th}+$ Excused Absence Now Truancy!
Excused Absences	• Robo call • Excused absence slip from parent/legal guardian for reason of absence	• Robo call • Excused absence slip from parent/legal guardian for reason of absence	• Robo call • Letter of Concern • Family Engagement Coordinator makes parent/legal guardian contact for support • Excused	• Robo call • Letter of Concern #2 • Required Attendance Meeting with parent/legal guardian /attendance officer and Family

	1st Unexcused Absence	3rd Unexcused Absence	5th Unexcused Absence	10th Unexcused Absence Now Truancy!
			absence slip from parent/legal guardian for reason of absence	Engagement Coordinator • Initiate Attendance SST • Attendance Contract or Chronic Illness form signed, if applicable
Unexcused Absences	• Robo call • Automatic Email	• Robo call • Automatic Email • Letter of Warning #1	• Robo call • Automatic Email • Letter of Warning #2 • Required Truancy Conference for parent/legal guardian with Attendance Officer and Family Engagement Coordinator • Initiate Attendance SST and Attendance Contract Signing • Home Visits	• Robo call • Automatic Email • Required Truancy Conference for parent/legal guardian with Principal, Attendance Officer • Attendance Officer contacts CFSA and Metropolitan Police Department with written notice to parent/legal guardian of K-3rd grade students • Home Visits

PART C

Education engagement will be measured by the following;

- Attendance and participation in live discussions, collaborative activities and peer interactions.
- Completion of independent activities and group activities as assigned by the instructor.

- Reading logs and response task completed daily.
- Submitting exit tickets as evidence of skill learned.
- Achieving pre-determined achievement, attention and participation rate of the online activity, Fast ForWord.

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?

- Teacher would export their student check-in reports weekly and submit the hard copies to the attendance office for record keeping.
- Teachers will mark each student virtual present, partial or absent in the PowerSchool platform based on the student meeting the set requirements in virtual learning.
- Attendance officer will review attendance and make follow up contact with students/families marked as absent. To identify the reason for the absence, as well as determine if the absence is excused or unexcused.
- Teachers will share names of absent students and call logs, with attendance officers who then makes every attempt to reach the families and verify whether it's excused or unexcused absence.
- Our PowerSchool (SIS) Data would be submitted to OSSE in the event of an audit along with the printout of class check-in document if necessary. Our SIS will hold the running record for student attendance 20-21 year.

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.

Eagle Academy believes that good mental health is critical to children's success in school and in life. It will therefore continue to implement its established school-based mental health, trauma-informed conceptual framework, using a collaborative, sustainable and evidence-based multi-tiered, behavioral framework with a full range of evidence-based programs and services and ongoing capacity building. 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 sessions and activities for students and families.
- 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.

The following programs will be embedded in the daily instructional schedule and activities.

- Second Step curriculum
- Responsive Classroom
- Therapeutic Room (on-site)

The following service providers will provide social and emotional support for student's well-being.

- Hillcrest Child and Family Center

- DC Department of Behavioral Health clinicians

Timely Intervention

Eagle Academy's Interventionist will support students who have been identified by the Student Support Team, analysis of data, as needing additional small group or individual instruction, in order to be successful. These interventionists will push in to classrooms or use break-out rooms to meet with students and offer strategies and resources to help the student succeed.

The team of interventionist will also work closely with the lead teachers in identify student gaps, factors impacting the student learning, and providing or identifying resource needed.

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.

PART A & C

Eagle Academy will implement the following to monitor student's behavior and support students in being successful;

- Teachers and students will establish class rules and protocols to govern their interactions and class expectations.
- Teachers and students will establish expectations for safe practices as part of their classroom management.
- Teachers and students will establish goals (Hopes and Dreams) to work towards.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- Administrators will visit classrooms to observe, provide feedback and offer support.
- Behavior Support Team will check in with identified students as support and motivate success.
- Teachers will communicate concerns with families by phone, email or text, and determine strategies of support.
- Teachers can utilize tools to control student's audio, video or chat privileges during sessions.
- Students can also receive 1:1 support to assist them with making great choices during class sessions.
- Instructional staff will schedule time during a planning block or at a time convenient for the family, to instruct any students who missed a class for any reason.
- No students would be excluded from distant learning. Instead, support systems would be put in place for the student, to include a Check-In/Check-Out mentor or an Aide for behavior support.

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

PART B

Communicating with Families

- Teachers will establish Office Hours, making themselves available to parents.
- Immediate contact via phone or email, with parents as the behavior dictates.
- Weekly parent meetings to review and preview upcoming events or activities.
- Schedule parent conference as needed to address specific concerns.

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.

PART A

- Eagle Academy PCS maintains IDEA timelines by collaborating with families through emails, phone calls, text messages and US mail. Meetings include eligibility, reevaluation, and annual IEP meetings which are held via conference call. Parents may also request a meeting.
- Academic and related services are provided through Distance Learning and attendance is taken daily. Data logs, therapy notes, and service trackers are used to indicate what the student is working on in academic or related goals. At the end of the quarter or grading period, a Progress Report is delivered to the family via in person at Parent Teacher Conference, email and mail system.

PART B

- Related Services are delivered using various electronic platforms. Students are supported in a co-therapy model within the classrooms, break-out sessions, and tele-health therapy. Related Service are provided based on the amount of time allotted on the student's IEP.

PART C

- In an attempt to provide access for family members with disabilities, Eagle Academy PCS makes every attempt to communicate with parents by TTY, visual packets, and an interpreter with strategies to support the students. When warranted, information will be provided in Braille.

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

PART D

- Eagle Academy PCS will support parent training for students receiving related services by providing parent training once a month in the various related service domains, and parent consultations. Parents will also be provided with a Related Service handbook manual with behavior charts, strategies, reinforcement, documents and websites. If parents need a one on-one support this will also be provided. Eagle will provide training around simplified instruction on therapeutic concepts (prompting level, developmental milestones) to coach parents to understand what's appropriate for their child.
- In an attempt to provide access for family members with disabilities, Eagle Academy PCS SPED Parent Liaison will meet with parents to understand the family needs and wants. Family support will be provided where needed. Parents will be provided with the hotline number to address technical difficulties. Every attempt will made to communicate with parents using various method of communication.Parents will be provided with training intervention videos that model various techniques to support the student's limitations.
- Promote *asynchronous* service delivery in collaboration with teacher's use of Google Classroom (since they're accustom to this platform). This would require us to upload simple lesson plans/activities each week for students to complete (e.g., "Student will imitate 7/10 lesson-based vocabulary when presented with picture/video images" or student will answer 7/10 lesson-based questions when listening to a 3-5-minute audio visual story) with accompanying videos and questions – to then allow parents to reply to/upload student performance. We can gather our data from what they submit and also continue to provide weekly coaching calls and resources for caregivers. This may work really well for our students who need the most support.
- Also provide parents access to an ongoing resource library with materials, activity ideas, programs etc.

PART E

- Recovery services for students with disabilities during the 2020-21 school year, will be provided by Eagle Academy PCS Literacy Lab, pull out, push in, and specialized instruction for academic or related services. The student will also be provided with an opportunity to receive After School Tutoring where they are able to receive not only academic instruction but engage in Social Groups. Eagle Academy PCS will also provide Saturday School for students if warranted.

PART F

- Eagle Academy PCS will take every cautionary measure to provide students with every accessible assessment as they return to school. Eagle Academy PCS will create a testing schedule for students. The academic assessments include: NWEA, Brigance assessment, AIMS Web assessment, and Core Phonics. The data will be reviewed, and an IEP will be amended when needed. All assessments will be completed within the first 30- 45 days of the students returning to school.

PART G

- Eagle Academy PCS will ensure students have access to technology by providing Chromebooks, internet services and hotspots to students. Students will be provided with transportation services in order to receive academic support through after school tutoring, as well as participate in social groups. Students will also be provided with Push in, Pull out Specialized Instruction, Literacy Lab and the Saturday School if warranted

- **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.

PART A

- Eagle Academy PCS employs an inclusion and push in/pull out model. The EL teacher and the general education teacher collaboratively plan based on students' individual needs and levels of language proficiency. Instruction predominately takes place in the general education setting employing co-teaching model.
- Eagle Academy PCS EL program will maintain hybrid model employing on site learning two days a week in which the concepts would be taught and distance learning three days a week. During the distance learning component teachers would reinforce concepts what were taught in class or teach concepts for those who were not present on campus. If we are 100% virtual we will provide a mix of small group/whole group live and asynchronous learning opportunities.

PART B

- Eagle Academy PCS will provide the EL students with access to the general education curriculum by giving them scaffolds to access the general education curriculum. This can be done through vocabulary development, real life objects and visuals, which is done within the four domains.

PART C & D

- Eagle Academy PCS will provide the EL students with access to the general education curriculum by giving them scaffolds to access the general education curriculum. This can be done through vocabulary development, real life objects and visuals and this is done within the four domains. The EL student is tested in four domains, Reading, Writing, Listening and Speaking. After testing an average score of ALL the test is provided. Level 1 is a Low Beginner, Level 2 High Beginner, Level 3- Low Intermittent and Level 4-High Intermittent. A student with Level 1 requires (real life objects in lessons, hands on material, vocabulary development, books read aloud and repetition more time in needed with the teacher to access the content material. On the other hand, a student whose proficiency level is Level 5 requires less time with the teacher in order to access the content material. We will ensure all students are provided with materials virtual and hands on that meet their specific needs.

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.**

Eagle Academy is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations. Ensuring that all students have access to technology is critical to the success of our distant learning program. Eagle is committed to equitable access to technology resources for learning.

PART A & C

- Every Student at Eagle enrolled in virtual learning, will be furnished with a technology device appropriate for

daily instructional use.
- Eagle will ensure that access to internet is provided either through available internet providers or by providing students with hotspots.
- Scripted step by step instructions will accompany the device when issued to families.

PART B

- Eagle Academy will survey parents regarding their need for technology.
- Eagle will revisit the list of families who requested devices during the distant learning phase, to determine if their needs have since changed.
- Teachers will check with families who did not respond to the survey, and ensure what their technology needs are.
- We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

PART D & G

- Eagle Academy's IT department will conduct inventory of devices to determine what is needed.
- Funding will be sourced and used to purchase additional iPads and some chrome books.
- IT department will work to make repairs where possible as well as, returning iPads to apple based on agreement to service and repair devices.
- The school's technology policy is the same throughout all the grades. Families will need to sign the agreement prior to receiving the device.

PART E & F

- 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.
- Loaner devices will be blocked, preventing user from downloading any apps, accessing social media accounts or gaming sites.
- Loaner devices are coded by grade, teacher and item number. IT department will be able to tack devices.

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).**

PART A

- Eagle Academy is making communication the number 1 priority. Parents can anticipate monthly communications from the school regarding general information such as scheduling, events and updates/changes to policies and procedures. The main forms of communication will be via school newsletters, school website, principals' coffee parent meetings which will start off via Zoom virtual meetings, and as updates with COVID change meetings will evolve into in person with social distance guidelines being kept. Other meetings that will be held are the typical PTO meetings, Title 1 meetings with parents, and monthly town-hall meetings where general information is shared. Communication with families will continue as via email, zoom video chat meetings, and by automated phone calls. Additionally, any information needed to be shared with parents beyond the monthly communications, will be shared utilizing the same methods on an as needed basis.
- Principals will host ongoing Town Hall Meetings via zoom, on grade levels so as to allow individual voices, more interaction and grade specific concerns to be addressed.
- Weekly parent meetings will be scheduled on Fridays by teachers, to reflect, review and update parents.
- Personal meetings between parents and school leaders can be scheduled via email and conducted over the phone or on zoom call, or depending on the health guidelines in place.

PART B

- Eagle Academy is aware of the importance of family feedback. Especially during this time, when things are ever changing to fit the country's current climate. Family contribution will continue to come through a number of ways: students/families can consistently contribute their input regarding continuous learning by utilizing online parent surveys, these surveys are created through the leadership and data team, the data team takes previous analyzed information to compile new questions with the leadership team giving feedback on the most efficient questions to ask.
- Monthly virtual town hall meetings via Zoom will be held. This is a time where leadership team members will share general information as well as allow parents to as questions or share comments with other families and leadership staff. On a more personal platform monthly PTO meetings will continue where parents can speak one on one with teachers, and schedule if a principal or school leader needs to be present. Principals will also conduct "principals' coffee parent meetings" this will begin virtual, and as the current state changes, evolve into social distanced in person meetings, where parents can speak with principals on more independent matters. Lastly there are suggestion boxes virtually where parents can drop comments, questions and concerns, which will be addressed in the parent newsletter or with a follow

PART C

- In the event of an unanticipated facility closure or health/safety issue, Eagle Academy will communicate immediately with families by mass email, automated text messages, automated phone calls, Zoom meetings and school memorandums. Much like with prior emergencies within the school, the school communication department will take all measures to ensure parents are contacted, and their concerns are addressed. Eagle will ensure to follow guidelines provided by OSSE and CDC. The following steps would be enacted;

Reporting to DC Health following the guidelines

- "COVID-19 Consult" in the email subject line
- Name and direct phone number of the best point of contact for DC Health to return the call
- Short summary of incident/situation

Communication to staff

- Notification to those staff and families of students in close contact with the individual, including the requirement to quarantine for 14 days;

- Notification to the entire school that there was a COVID-19 positive case, those impacted have been told to quarantine, steps that will be taken (e.g., cleaning and disinfection);
- Education about COVID-19, including the signs and symptoms at coronavirus.dc.gov;

Cleaning, Sanitization and Disinfecting

In the event of a confirmed COVID-19 case in a student or staff member, the school must follow all steps outlined by DC Health as well as the cleaning, disinfection and sanitization guidance from the CDC, linked here:

- If seven days or fewer have passed since the person who is sick used the facility, follow these steps:

    1) Close off areas used by the person who is sick.
    2) Open outside doors and windows to increase air circulation in the areas.
    3) Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
    4) Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection would discontinue.

PART D

- Eagle will share expectations for family participation in their student's learning by conducting virtual and/or in-person orientations (on a limited basis). These meetings will consist of more extensive information and explanations regarding expectations in the parent handbook, monthly school newsletters, and memos shared. There will also be information shared through parent/teacher conferences. Eagle Academy's Leadership team will provide parents with trainings focused on student learning and technology by hosting content or technique specific quarterly. Teachers will also facilitate trainings of their classroom community as needed.
- Parents will be provided with resources for accessing additional training and information beyond Eagle resources via monthly newsletters and emails. Eagle will continuously survey families for feedback to ensure information is being shared efficiently, is useful and is understood.

PART E

- Eagle Academy's Leadership Team is working in tandem with the Human Resources Team to make ensure onboarding and introductions for teachers is as detailed and informative as possible. New teachers feeling welcome, and getting acclimated is incredibly important, especially with classroom teaching being different than past years due to COVID 19. New teachers will also need to be introduced and made familiar with their students and the families they are servicing. Teachers will meet families at the scheduled Family Town Hall Meetings, as well as virtual orientation meetings in August. Parents and students will also have an opportunity to meet individually with their new teacher in person when retrieving Resource packets for virtual learning.
- New teachers and existing staff will also be introduced during Pre-Service activities planned on a staggered schedule, observing guidelines for safety and social distancing.

PART F

- Eagle Academy will make sure that student's progress is continuously monitored. Feedback on their work will be given formally and informally. Teachers will continue to meet with families to give updates on their child's development, by scheduled PT conferences via virtual and phone meetings. Eagle Academy has also

put in place a Matrix system, this is a summary questions after each lesson that allows teachers and TAs to gauge how the student is grasping the skills taught. Students will be able to complete the matrix activities with a TA support. Responses will be analyzed by the teacher.

- Report cards will be distributed quarterly and a parent conference scheduled for the distribution of the first three quarters. Parents are provided the opportunity to discuss progress or lack thereof, plan strategies and receive support from teachers to assist with learning at home, as well as any other need of the student

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: Eagle Academy PCS

LEA Leader Name: Joe Smith

Date: 10-05-2020 10:19 AM