

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

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**LEA Type: Pre-K ; Elementary**  
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### Background and Purpose

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

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

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

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

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

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

### School Recovery Operations Plan

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

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

ECA will utilize the support of two full-time custodians who will be trained on deep cleaning, disinfecting, and sanitizing, especially of frequently touched and handled surfaces. The daytime custodians will have the primary responsibility for building cleaning throughout the school day for the 16 classrooms and adjoining bathrooms, 12 office spaces, and 9 hallway bathrooms. While the building is not in use, each week the custodians will flush out the water systems (all toilets and sink faucets) to clear out stagnant water and replace it with fresh water to remove any metals (e.g., lead) that may have leached into the water and minimize the risk of Legionnaires' disease and other diseases associated with stagnant water. Classroom and hallway water fountains will be covered and closed for use. All students and staff will be provided with bottled drinking water served in disposable paper cups throughout the day.

The daytime custodians will be responsible for these daily cleaning tasks, using an EPA approved disinfectant effective against COVID-19:

- policing the exterior school grounds to remove all trash and debris in the morning;
- pulling trash from all classrooms and office spaces in the morning and after lunch;
- disinfecting hallway bathroom floors, toilets, and sinks four times a day: twice in the morning and twice after lunch; and
- disinfecting doorknobs and stair rails four times a day: twice in the morning and twice after lunch.

Roles and responsibilities of all employees will be modified for SY 2020-2021 to include the responsibility of every staff member to assist in maintaining the cleanliness and sanitization of the school. Specifically, teachers, teacher assistants, and administrative staff will be responsible for daily cleaning tasks within their classrooms and office spaces:

- Sanitizing classroom toilet seats and handles after each student's use;
- Sanitizing faucets and classroom counters;
- Sanitizing student tables and desks; and
- Sanitizing office desks.

Prekindergarten mats and toys, as well as all manipulatives will not be shared. Each child's mat will be labeled with his/her name, disinfected daily by the classroom teacher, using an EPA approved disinfectant effective against COVID-19, and placed in its own plastic bag for classroom storage. Each prekindergarten student will have their own set of toys that will be kept in individual plastic bins on an enclosed shelf under the child's cubby. These toys will not be shared and will be disinfected each afternoon by the classroom teacher using an EPA approved disinfectant effective against COVID-19. The playground area will be cleaned and sanitized nightly by the school's contracted janitorial service, Motir. Please note that students will not share pencils, scissors, glue sticks, crayons, markers, or manipulatives. Each kindergarten through third grade student also will be provided a bin in which their tools will be kept. The bin will be placed in a compartment at the bottom of the students' coat cubbies. No rugs or carpets will be permitted in classrooms.

ECA has contracted with Motir Janitorial for daily evening cleaning of the entire building. Motir will be responsible for:

- Disinfecting and sanitizing of all bathrooms, classrooms, office spaces, doors, floors, and hallway using an EPA approved disinfectant effective against COVID-19. This will include sanitizing of desks and counters, doorknobs, stair rails, and other frequently touched surfaces.

If a student or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19, ECA will immediately close, clean and disinfect areas and equipment in which the ill individual has been in contact. Once the room is vacated at the end of the day, ECA will perform deep cleaning and disinfection of the classroom or office, and any other spaces or equipment in which the ill individual was in contact, including the isolation room after use by an ill student or staff member. Staff supporting, accompanying, or cleaning up after a sick student or staff member must adhere to the school's PPE requirements. If a student or staff member is confirmed to have COVID-19 and seven days or fewer have passed since the person who is sick used the facility, the school will close off areas used by the person who is sick. If it is during the day when the COVID-19 case is confirmed and the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, the school will close, clean, and disinfect spaces used by the COVID-19 positive individual after the students and staff in those spaces leave for the day. Procedures include opening outside doors and windows to increase air circulation in the areas, waiting 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle, cleaning and disinfecting all areas used by the person who is sick, such as classrooms, bathrooms, and common areas. Staff conducting cleaning will adhere to PPE requirements of the school. For air purification, ECA will bring in mobile UV Ionic Air Purifiers to filter the air within the room and ensure the elimination of any airborne virus. Motir Janitorial, ECA's contracted cleaning service, will provide evening support in the deep cleaning of the classroom or office space.

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

Using our website and social media sites, parents will be advised of safety protocols for bringing their students to school. In traveling to the school building, students and staff will be asked to maintain at least six feet of distance while walking or at public transportation stops, to wear a face covering when traveling, and to avoid congregating in large groups at intersections and transit stops.

ECA will use six entry doors for students to enter the building at arrival time and to depart at dismissal time. The doors are located at separate points around the building: Door 1 is at the front of the building on Level 1, Door 2 is on the side of the building on Level 1, Door 3 is at the side of the building on Level 2, Door 4 is through the playground area on Level 2, Door 5 is off the alley on Level 3, and Door 6 is at the back of the building on Level 3. Students will be assigned to doors by grade level. With two classrooms per grade level, only two classes will enter and depart from any door. Therefore, with the A/B cohort, no more than 20 students will enter or depart from a door each day. Markers will be placed six feet apart on the ground outside each entry door to ensure a 6-foot distance between students waiting with their parents to be screened for entry.

ECA will maintain twenty desks in each classroom, so that the ten students in cohort A are provided their own desk space, separate from the ten students who report for cohort B. Desks will be placed at least six feet apart for the students in each cohort and arranged with every student facing in the same direction. Additionally, ECA will place U-shaped acrylic desk screens on each student desk to mitigate the spread of airborne virus from coughs, sneezes, and speaking. This is necessary because it is anticipated that some of the three to nine-year-old students attending the school will have difficulty wearing the mandated masks throughout the day and may remove them.

Prekindergarten students will continue to have one hour of naptime daily. Mats will be placed head to toe, 6 or more feet apart during daily mat time. Given that all classrooms are over 1000 square feet, this will be achievable with ten or less students in the classroom at one time. Mats will be labeled for single student use, disinfected daily, and stored separately.

Markers will be placed on hallway floors to guide students on how to keep distance from one another when walking through or lining up in the hallway. All will remain on the right side of the hallway when traveling through the building. Arrows will indicate the sides of the hallway that students and staff are to use when walking through the

halls.

All staff gathering spaces will be closed for staff assembly, including the staff lounge, the school conference room, and the multipurpose room.

Students will be provided with their own supply bin containing textbooks, consumable books, pencils, crayons, scissors, paper, etc. The bin will be stored below each student's coat cubby and retrieved by each child every upon entry every morning. These bins will remain at the student's desk throughout the day to prevent the need to share supplies and limit the movement of students throughout the room during the day.

Because each classroom includes a one-person bathrooms, students will be permitted to signal for bathroom use at any time. The teacher will ensure that the bathroom is not in use and that the toilet seat has been disinfected from the previous use before permitting the student to use it. Each classroom also contains a sink that is not in the bathroom area, but rather in the general classroom area. Students will be monitored to ensure that hands are washed after bathroom use, coughing, and sneezing, and when handling items and fixtures that were touched by others. A sink is also at the entrance to the building from the playground. Students will wash hands there immediately upon re-entry into the building.

Hand hygiene will be a part of the health and safety training provided to all employees. During training, the school will reinforce frequent, proper handwashing strategies for staff and students, to include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing noses, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60 percent alcohol will be provided to all staff and available at stations throughout the school hallways for employee convenience.

Hand hygiene posters will be hung in classrooms and throughout the school to advise both students and adults of safe hand hygiene practices. Teachers will utilize the start of the day "Morning Meeting" to remind students daily of health and safety requirements for school, including mask wearing, use of desk shields, frequent hand washing, 6 ft. spacing between others, and avoiding touching faces. Students will be reminded to frequently wash hands, especially before eating food, after using the toilet, before and after putting on, touching, or removing cloth face coverings or touching faces, after blowing noses, after coughing or sneezing, or when entering and exiting a classroom or between activities.

Students who fail the initial COVID screening for entry will not be allowed into the building. The adult who accompanied the child to school will be asked to take the child home and follow up with their health care professional. If a symptomatic student has not been accompanied to school by an adult or if a student becomes symptomatic during the school day, they will be quarantined in the school's conference room. This conference room has ventilation that does not flow into the remainder of the building. The room is large enough to accommodate approximately eight students placed 6 feet apart, with one supervising adult. The adult will be provided with a mask, face shield, gloves and a disposable jumpsuit. Students will be required to wear masks in the room unless their symptoms indicate respiratory distress. They will be seated at desks with attached desk shields to minimize the travel of droplets from coughs and sneezes. The parents of symptomatic students will immediately be contacted to pick up their children and take for assessment by a health care professional. Each evening, in addition to the regular cleaning and disinfecting regimen provided by Motir Janitorial, the quarantine room will be sanitized using the UV Ionic Air Purifiers for deep cleaning.

Staff who fail the initial COVID screening or become symptomatic during the day will be required to immediately leave the premises and contact their health care professional. If unable to leave the premises immediately, symptomatic staff will be required to quarantine in a third floor room reserved for isolation room for staff.

Areas of the building where symptomatic students and/or adults have worked will be flagged for deep cleaning and air purification using the Ionic Air Purifier.

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

ECA contracted with Setty Engineering, who provided a comprehensive assessment of the building ventilation system and made recommendations for modifications to improve air quality. ECA has an airflow system that continuously brings fresh air into each area of the building and then recirculates that air in the contained area. Because the air is not pushed from one space to another, it was noted that there is less likelihood of airborne virus moving from one classroom or office space to another. MERV 13 filters, which have the highest level of filtration against airborne virus, are installed on the school's air handlers. Each classroom has at least one window out of student reach, which can be partially opened without danger of student access. These windows will remain open when weather permits to increase the flow of fresh air into the classrooms and offices, as advised by Setty.

We were advised that UV-C lights installed on our ventilation system would not necessarily provide additional safety because of the design of our air handlers. However, the school will purchase mobile UV Ionic Air Purifiers that will be deployed as a part of the deep cleaning protocol in classrooms or office spaces in which a student or adult has tested positive for COVID-19 or presented with COVID-19 symptoms and is awaiting results.

Additionally, students will be scheduled to participate in outdoor activities every 90 minutes, weather permitting, to provide more opportunity for their access to fresh air throughout the day. Outdoor activities will include physical education, science activities, storytimes, music, and classroom discussion times. Hats with shields have been purchased for students to wear while outside the building, while maintaining 6 feet of distance from one another.

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

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

When the school shifts to hybrid learning, all employees will be required to wear face masks at all times when inside the building. Employees will have the option of wearing a face that they have brought from home, wearing a disposable one issued by the school, or a washable one that also will be provided to each employee. Employees will also be provided with disposable gloves, hand sanitizer, and disinfectant to clean work stations. Coveralls, smocks, and face shields will be provided to teaching staff for any tasks that require close contact with students, especially when addressing student bodily fluids. Extensive training on appropriate health and safety protocols will be provided to all employees based on the most current guidance by the CDC and DC Health. Employees will electronically submit a daily temperature check taken within two hours of arrival, as well as a screening questionnaire before reporting on site. These data will be submitted electronically to a designated and trained screener. Employees will be required to respond to the following screening checklist daily:

1. Do you currently have any of the following symptoms, or have you had them within the past 14 days? Fever (100.4° F or higher); Cough or congestion, not from seasonal allergies; Shortness of breath/breathing difficulties; Sore throat, not from seasonal allergies; Muscle and body aches, not from normal daily activities; Diarrhea, not food-related; Loss of taste or smell; Pain or feeling of pressure on your chest; Body chills; Headache; Nausea or vomiting; Fatigue; or otherwise feeling unwell
2. If you answered "no" to any of the above, have you taken fever-reducing medication within the last 48 hours?
3. Within the last 14 days, have you come in close contact with someone who has been diagnosed with COVID-19?
4. Is there someone in your home who has been told they may have COVID-19 and is currently in isolation?
5. Have you traveled to a "high risk" state, as listed by DC Health, within the past 14 days? (Individuals who have traveled to a high-risk state or country for non-essential activities are required to self-quarantine for 14 days)
6. Have you traveled anywhere outside the 50 United States in the past 14 days?
7. Have you been directed by a health care provider to quarantine or self-isolate?

Screeners will also visually inspect each student, staff member, and essential visitor for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme

fussiness.

If the answer to any of these questions is “yes”, or if the visual inspection indicates possible illness, the employee will not be permitted entry for the day and will be directed to contact their health care professional for guidance and clearance to return. If symptoms develop during the work day, the employee will be required to leave the building immediately and contact their health care professional. If the employee is unable to leave immediately, he/she will report to the third floor isolation room for adults until such time that he/she is able to vacate the building. 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 if a healthcare provider has provided written or verbal documentation that the specific symptoms are not due to COVID-19.

During both 100% virtual learning and hybrid learning, all students will receive their own tote bag for home learning and practice. The bag will include school supplies including paper, pencils, crayons, markers, and a small dry erase board. Students will also receive their consumable workbooks. McGraw-Hill ELA anthologies and math textbooks will be accessed on line through ConnectEd.com. Other digital platforms that students will be using at home for virtual learning and at school for digital practice include Zoom, Google Classroom, IXL, MobyMax, Nearpod, and MAP Skills Checklist. The use of paper for practice activities and assessments will be minimized to the greatest extent possible. Library centers will be closed and classrooms will instead use Epic.com to give students additional access to reading material. Training will be provided to teachers, parents, and students in navigating these platforms at home.

All staff assisting with arrival and departure screening for students will be equipped with personal protective equipment. One staff person per entry door will screen, and will be issued PPE, including a mask, face shield, and disposable gloves. Screeners will be required to stand in front of a glass partition which will serve as a barrier while conducting temperature checks at each entry door.

At arrival, screenings will be conducted by trained ECA employees for all students seeking entry into the building. Parents will be asked to remain with their children outside the building until the child is cleared for entry. Parents and students will be required to remain in face masks. The screening process for students includes a temperature check outside the entry door using a no-touch forehead thermometer (students must have a temperature below 100.4 degrees to pass this screening). The staff person will inform the accompanying parent if the child's temperature is above 100.4 and will not permit the child's entry. If no adult has accompanied the child to school, a second staff person in PPE will escort the child to the school's quarantine room until the parent can be contacted to take the child home. Students temperatures above 100.4 will be recorded on the student's confidential screening questionnaire. The screening staff will also require each parent to complete a written questionnaire to respond to on behalf of their child. Parents will be required to respond in writing to these questions each day at arrival, on behalf of their child. Questionnaire sheets will be collected and confidentially filed:

1. Does your child have any of the following symptoms, or has your child had them within the past 14 days?  
Fever (100.4° F or higher); Cough or congestion, not from seasonal allergies; Shortness of breath/breathing difficulties; Sore throat, not from seasonal allergies; Muscle and body aches, not from normal daily activities; Diarrhea, not food-related; Loss of taste or smell; Pain or feeling of pressure on your chest; Body chills; Headache; Nausea or vomiting; Fatigue; or otherwise feeling unwell
2. If you answered “no” to any of the above, has your child taken fever-reducing medication within the last 48 hours?
3. Within the last 14 days, has your child come in close contact with someone who has been diagnosed with COVID-19?
4. Is there someone in your child's home who has been told they may have COVID-19 and is currently in isolation?
5. Has your child traveled to any of the following “hot spot” states in the US within the past 14 days? (The list of states will be updated weekly based on the city criteria for quarantine.)
6. Has your child traveled to a "high risk" state, as listed by DC Health, within the past 14 days? (Individuals who have traveled to a high-risk state or country for non-essential activities are required to self-quarantine for 14 days)
7. Has your child been directed by a health care provider to quarantine or self-isolate?

If the answer to any of these questions is “yes”, the student will not be permitted entry for the day and the parent will be directed to contact the child’s health care professional for guidance and clearance to return. If the child passes the screening, he/she will be admitted and will report directly to the classroom. Parents will not be allowed to enter the building. 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 if a healthcare provider has provided written or verbal documentation that the specific symptoms are not due to COVID-19.

Screening personnel will electronically record any students who are "red flagged" in a daily digital database and place all paper forms in a dated storage bin. The paper screening forms will be left in bins for at least four days for decontamination. If these paper forms need to be accessed by school leadership before the four-day period has ended, disposable gloves will be used to access the needed documents.

If a student reports to school without being accompanied by a parent or responsible adult, a staff member will guide the child through the screening questionnaire. If the student answers “yes” to any screening questions, he/she will not be permitted into the classroom and will instead be escorted to one of the school’s isolation areas so that an adult on the child’s pickup list can be contacted to take the child home. A door monitor will remain at each entry door for one hour after the official student arrival time to receive and screen any tardy students.

Students will be dismissed from the same doors used for entry. Parents will wait outside and employees designated as door monitors will be equipped with screening PPE to assist them by checking identification and then radioing to the classroom for the teacher to release the requested child for pickup. First through third grade students will walk independently from the classroom to the door monitor, who will ensure that they child is delivered to the appropriate adult. Prekindergarten and kindergarten students will be escorted to the door monitor by an associate teacher, equipped with disposable gloves and masks.

Parent, guests, and other visitors will not be allowed into the building unless circumstances require it. Circumstances that might require entry of non-staff adults include: delivery of mail and supplies, pickup of a sick child, drop off of school documents and paperwork, and building repair needs. Guests, visitors, and delivery persons who need to enter the building will only be permitted to do so if wearing a mask.

ECA will begin the year with 100% remote learning. When the school shifts to hybrid learning, ECA will implement the ABV model, with ten students per classroom reporting on Mondays and Tuesdays (Cohort A) while the remaining students participate in classroom activities remotely, ten students reporting on Thursdays and Fridays (Cohort B) while the remaining students participate in classroom activities remotely, and virtually learning for all on Wednesday. In addition, parents who prefer that their children remain out of the building will continue to be given access to 100% virtual learning. Students will remain in the same cohort throughout the day and will receive the majority of instructional services in one classroom with one lead teacher and one associate teacher. The exception will be for physical education, which will be provided outdoors if weather permits, for special education services, and for music. The music teacher will instruct one in-person cohort of students each day in the music room. He will instruct the remainder of classes for that day remotely via Google Meet. When the school shifts to hybrid learning, students will be required and encouraged to remain in face masks throughout the school day. However, because of the age of ECA’s students and possible respiratory challenged of some students, exceptions may need to be made to this requirement.

During hybrid learning, ECA will implement the ABV model, with ten students per classroom reporting on Mondays and Tuesdays (Cohort A) while the remaining students participate in classroom activities remotely, ten students reporting on Thursdays and Fridays (Cohort B) while the remaining students participate in classroom activities remotely, and virtually learning for all on Wednesday. In addition, parents who prefer that their children remain out of the building will continue to be given access to 100% virtual learning. Students will remain in the same cohort throughout the day and will receive the majority of instructional services in one classroom with one lead teacher and one associate teacher. The exception will be for physical education, which will be provided outdoors if weather permits, for special education services, and for music. The music teacher will instruct one in-person cohort of students each day in the music room. He will instruct the remainder of classes for that day remotely via Google Meet.

Field trips, student assemblies, athletic events, special performances, school-wide parent meetings, and teacher

training will be canceled or held remotely.

Students receiving special education services, including specialized instruction, physical therapy, occupational therapy, speech therapy, and counseling, will be provided services through a pull-out model. However, every effort will be made to contain these groups in no more than two cohorts for the day.

Breakfast and lunch will be served in prepackaged containers provided by the school's food service vendor, Heavenly Edibles. Breakfast and lunch will be delivered to the classroom door by the school's food service workers who will be equipped with disposable gloves and face masks. Meals will then be retrieved and distributed by the classroom teachers, also wearing masks and gloves. All meal bags will contain disposable utensils and paper goods. Students will eat all meals at their desks in their classrooms. Students will be permitted to bring their own meals from home but will not be allowed to share food with their peers, however, meals containing nuts and nut products, including peanuts, may not be brought into the building.

During hybrid learning, before and aftercare will be available for a smaller number of students. ECA will accommodate twenty students for before care, with ten per class, from 7:00 am until 8:05 am. Students will assemble in two spaces that will be unused by students until the aftercare period. There will be one instructor in each of the groups of ten students. Although it will not be possible to separate the students into groups by classroom cohorts, students will be divided between the younger students and the older students and maintain 6 feet of distance while in before care.

ECA will accommodate no more than 40 students in four separate spaces for the aftercare program. Each aftercare room will include no more than ten students with one instructor. Every attempt will be made to keep students in groups that are similar to their daytime cohorts. Six feet of distance will be maintained at all times in the aftercare classrooms.

## **Instructional Delivery Plan**

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

ECA's first day for students is Monday, August 31, 2020. Per the mayor's recommendations, ECA will begin the school year with 100% virtual learning for all students. 100% virtual learning will continue through Friday November 6<sup>th</sup>, at which time the safety to begin the hybrid ABV model of learning will be assessed.

During the 100% virtual learning model, students will receive synchronous instruction in ELA and math Monday through Friday, beginning at 9:00 am daily and continuing until 11:00 am, either in the general education setting or in a virtual "resource room" for specialized instruction provided by a special education teacher. A cross curricular approach will be used, integrating ELA with social studies instruction and science instruction. During that time,

students will be able to interact with their teacher and their peers, ask questions, and participate in class discussions in real time. Because of the age and developmental levels of our students, we believe this is the maximum amount of time that it would be appropriate to have students participate in synchronous learning.

From 11:00 am to 12:00 pm, students will be grouped for synchronous small group instruction. This will be the period during which students under a Tier 2 plan will receive instruction in targeted ELA and math skills in which they have demonstrated deficits. This will also serve as a “pull out” period for students with special needs who must receive additional specialized instruction or other related services as indicated in their IEPs. Other students will complete follow up activities from the morning’s instruction through asynchronous learning from 11:00 am to 12:00 pm.

From 12:00 pm to 2:00 pm, students will have a break for lunch. This two-hour period is designed to give families sufficient time to pick up a “grab and go” lunch from the school and return home to eat. Prekindergarten students will be provided with a three-hour break period, from 12:00 pm to 3:00 pm, to allow them two hours for lunch and a one-hour nap period.

Following the lunch period, students in the general education population will be provided with asynchronous learning activities, including follow up videos which reinforce information from the day’s lesson. Follow up social studies and science activities will also be provided during this period. Students will then complete and upload assigned follow up activities, using the school’s electronic platforms. This asynchronous learning period will take place from 2:00 pm to 4:00 pm for grades kindergarten through three, and from 3:00 pm to 4:00 pm for prekindergarten.

Following the lunch period, students receiving special education services will receive synchronous specialized instruction or other related services, if additional hours beyond the morning instructional period are warranted by the student’s IEP.

Thus, all students will receive two hours or more of synchronous learning and two hours or more of asynchronous learning.

ECA will use the G Suite apps, Zoom, Nearpod, Class Dojo, IXL, Moby Max, MAP skills checklist, and ConnectEd to provide virtual learning to students. Zoom will be used to provide synchronous instruction which allows students participating remotely to interact with the teacher and their peers while engaging in real time teaching and learning. Google Classroom will be used for teachers to share documents, slides, and files with students and for students to upload and submit their completed activities to teachers. Teachers will also upload videos on Google Classroom for afternoon asynchronous learning. Nearpod will be used to provide students with digital activities created by the teachers as an extension of the synchronous or asynchronous learning period. Nearpod enables teachers to either select aligned activities from an extensive online library or to create their own follow up activities for students to complete during their asynchronous learning time. Class Dojo will be used as the primary communication tool to connect parents and their children with teachers. Teachers will post photos and comments about the learning that is taking place to keep parents apprised of assignments and activities. Parents will be able to privately message teachers on Class Dojo with questions about assignments, classroom activities, or virtual learning concerns. IXL and Moby Max will provide students with online practice and assessment tools for ELA and math. IXL will be used for prekindergarten students and for some students with disabilities, depending on IEP goals. Moby Max will be used for kindergarten through grade 3 students as well as for some students with disabilities, depending on IEP goals. The

activities on these platforms are individualized to meet the instructional needs of each student so that each child is able to participate in skills practice based on his or her own ability level. Activities on Moby Max and IXL are retained and stored in the online database. The MAP skills checklist will be administered by teachers to provide data to inform instruction.

ECA's ELA and math resources used during in-person learning will also be used for 100% virtual learning. ConnectEd provides students access to the McGraw Hill Reading Wonder and My Math series for kindergarten through third grade, and the Wonder Works and Number World series for Tier 2 students and students with disabilities. These ELA series will provide students with access to rich literature, poetry, and informational text. The math series will provide students with practice in activities to develop and strengthen mathematical reasoning, problem solving, and number sense.

All teachers will return for the 2020-2021 school year on August 10, 2020 for three full weeks of remote professional development and training before students begin virtual learning on August 31, 2020. This training is provided to ensure teachers' proficiency in implementing rigorous and robust instruction both remotely and in-person. The professional development schedule will include one week of training in using the digital platforms identified for virtual learning, a second week of training on best practices in ELA and math instruction, and a third week of training on the new health and safety protocols and procedures for students and staff, in the event that the school is able to open for in-person learning.

In addition to the initial three-week professional development period in August, teachers will participate in meetings and professional development and training every afternoon, while all students are engaged in asynchronous virtual learning. Afternoons will be used for grade level Professional Learning Community meetings, special education and other parent meetings, developing plans for students with chronic absences, professional development and training for teachers and staff, addressing any modifications that need to be made in implementation of the virtual learning program, and developing strategies for increased virtual participation, if necessary.

When in-person learning is recommended by the mayor's office, ECA is planning to utilize the ABV model of instructional delivery, with ten students per class attending in-person on Mondays and Tuesdays, a second ten students per class attending on Thursdays and Fridays and virtual learning for all on Wednesdays. Parents who prefer that their children continue to receive 100% distance learning will be accommodated. The in-person classes will be instructed by a lead teacher and an associate teacher, totaling 12 in the classroom at one time.

Under the hybrid ABV model, distance learning will be provided to all students who are not participating in-person through both synchronous and asynchronous instruction. During this learning model, the cohort of students who are not in the classroom will have access to the classroom instruction taking place through synchronous and simultaneous learning in ELA and math, beginning at 9:00 am daily and continuing until 11:00 am. During that time, students participating remotely will be able to interact with the teacher and their peers who are attending school in person, ask questions, and participate in class discussions. This simultaneous learning will ensure that all students receive the same information and instruction, whether participating at home or at school.

## **Assessment and Promotion Policy**

### **A. Assessment**

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

**including:**

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

NWEA-MAP ; Other (identify vendor)

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

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

Whether in virtual learning or the ABV hybrid, ECA will assess students' growth and achievement using some of the same tools that have been used in past years. Prekindergarten students will be administered the Every Child Ready (ECR) assessment in October 2020 and May 2021. ECR measures the student's mastery of key skills and concepts that are indicators of the student's readiness for kindergarten. The assessment will be administered one on one with the tester providing verbal prompts for the student's responses. During 100% virtual learning, ECR will be administered via Google Meet through individually scheduled testing sessions. Parents will be provided with training on the appropriate way to support their children's completion of virtual testing without guiding or assisting the student with their responses.

Kindergarten through third grade students will be administered the NWEA Measures of Academic Progress (MAP) in October 2020 and May 2021. MAP measures the achievement and growth of each student in ELA and in math using standards-based assessment items. This assessment is computer-based and adjusts to the individual achievement level of each student to accurately track the student's growth over time. During 100% virtual learning, ECR will be administered via Google Meet through individually scheduled testing sessions. Parents will be provided with training on the appropriate way to support their children's completion of virtual testing without guiding or assisting the student with their responses.

If required by the state, the Partnership for Assessment of Readiness for College and Careers (PARCC) will be administered to third grade students in spring 2020. ECA will follow the protocol mandated by OSSE in the administration of this assessment, either remotely or in person.

## **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.**

ECA will retain the same promotion and retention policies, whether in 100% virtual learning model or hybrid learning. In the fall, kindergarten through third grade students will be administered the computer-based NWEA Measures of Academic Progress (MAP) assessment; prekindergarten students will take the one on one Every Child Ready (ECR) assessment, which is administered verbally. If the school is in 100% virtual learning, these assessments will be administered remotely.

These assessment data, along with preliminary classroom performance, will provide baseline data to help identify struggling students requiring a Tier 2 plan of support through ECA's Response to Intervention model. Individualized

and small group Tier 2 instruction will be provided weekly to identified students.

Student portfolios, as well as formative and summative assessment data will be used to determine students' progress report grades. These data will be collected through our digital platforms, including IXL, Moby Max, and Google Classroom. All students will receive progress reports at the end of each quarter based on these data and aligned with the Common Core State Standards and Early Learning Standards. Students will receive a "3" if their performance Meets Expectations, a "2" if it Approaches Expectations, and a "1" if their performance is Below Expectations. Progress reports will be completed through eSchoolPLUS for ELA, math, social studies, science, music, physical education, and citizenship. Attendance will also be captured. Parents will be provided with instructions on how to access their children's online progress reports through eSchoolPLUS.

Mid-year formative assessments will be administered for all students in January. These assessment data, along with student portfolios, Tier 2 data, and progress report data, will be reviewed mid-year to identify any student performing below expectations and in danger of retention. Parents will be notified in writing and a conference will be scheduled if a student is determined to be in danger of retention during the mid-year review. Students in danger of retention must receive support through a Tier 2 plan.

Performance data will again be reviewed during Quarter 4 to assess whether students identified as in danger of retention should be retained. Parents will be notified of retention decisions through individual conferences held during Quarter 4. Written notification will be included on the student's Quarter 4 Progress Report. Retention decisions made by the school for students in kindergarten through grade 3 are final. Retention of prekindergarten-3 and prekindergarten-4 students will require the consent and agreement of the parent.

- 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.**
- 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?

During both 100% virtual and hybrid ABV learning, attendance will be taken each morning by 9:30 am and updated after 12:00 noon to change any students' coding who may have arrived to the in-person or synchronous virtual learning session late. Attendance will be uploaded into the school's eSchoolPLUS system daily.

Students participating virtually will be marked present if they are on the morning synchronous learning lesson that will be administered through Zoom. Students will be required to log-on and remain accessible for participation in the daily two-hour lesson in order to be considered present. The associate teacher in each classroom will review the Zoom participant list to determine who is logged on and track student attendance. Students will also be expected to complete asynchronous afternoon activities as a follow-up to morning instruction. Students who are not present for synchronous learning will be marked absent.

**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?**

Students will have attendance data uploaded into the eSchoolPLUS system daily by the associate teacher or lead teacher in the student's classroom. Supporting notes and comments on the student's attendance will be uploaded into eSchoolPLUS to document attendance concerns, record parent contacts, and note any circumstances that require the absence to be coded as excused. These data will include outcomes of contacts with non-attending students, notes about non-working phone numbers, and updated contact information, etc. These data are populated into the school's SLED database, for OSSE access.

## **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.**

ECA will provide all teachers with training on Positive Behavior Facilitation (PBF), the school's behavior management approach. PBF is built on the foundation of relationship building, teachers and staff understanding their own core beliefs and biases, and an awareness that all behavior evolves from triggers. Teachers will start the school year by beginning to build connections with their students through individual virtual meetings with the child and their parent, as an introduction and starting point for building a relationship with the child and family. During this initial meeting, students and parents will be encouraged to ask questions in a safe and intimate setting to express any anxieties and concerns about returning to school or participating in remote learning.

During the first month of school, the focus of teacher student interaction will be on social-emotional well-being and increasing students' comfort level and level of trust in the school's ability to provide them with a child-centered learning experience. Therefore, during the month of September, all activities will be held virtually with small groupings of students. Teachers will schedule 30 minute sessions with groups of no more than 5 students during this month, starting at 9:00 am and ending no later than 12:00 pm. PBF will be utilized to guide teachers' instruction and conversations with students on health and safety practices, working independently, rules and expectations for computer-based learning, and social interactions in the era of COVID-19. The goal of the first month will be to increase the comfort level of students and better prepare our students to emotionally adjust to the school's chosen

learning model.

The Response to Intervention model will be utilized to support students who demonstrate significant regression from March to the start of the 20-21 school year based on baseline student assessment data administered in the fall 2020. A Tier 2 plan will be developed for students who are identified as in need of individualized or small group intervention. Small group Tier 2 activities will be implemented daily from 11 am to 12 pm, after whole group synchronous learning. Instructional activities will be designed using research-based resources, including the McGraw-Hill Wonder Works series for ELA and the Number World series for math.

## 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.*

A parent webinar on virtual learning, as well as an electronic parent document on virtual learning, will be provided to all students and their parents in August before the first day of school for students. Parents will be apprised of the daily schedule for the child's participation in synchronous and asynchronous learning, expectations for attendance and engagement and for completion of digital activities, and behavior expectations and consequences for the student as well as any other family member who is visible on the student's webcam.

Every effort will be made to ensure that each student maintains access to the virtual learning platform, even in the case of inappropriate behavior by the student or in the household. However, consequences including and up to temporary removal of the student from the virtual learning platform, will occur if:

- the student or other household member visible on the webcam attempts to expose participants to lewd, profane, indecent, or sexually explicit behavior or materials.
- the student or other household member visible on the webcam is engaged in disruptive behavior that prohibits other participants from successfully engaging in the meeting.

After one warning, consequences for reducing engagement in the meeting will include muting the student's audio and/or removing the student's video. This will permit the student to continue to have access to instruction while limiting the disruption caused by the behavior. If necessary, and in rare circumstances, the student will be removed from the class session. A follow up incident report will be emailed to the child's parent informing them of the infraction that resulted in the imposed consequence and an immediate meeting will be scheduled with the parent and the student to discuss the infraction and review the rules for virtual engagement. Students who are removed from a synchronous meeting will have the opportunity to view the recorded meeting later during the same day in order to

stay abreast of current learning. The student will be permitted full access to the next virtual session following the parent meeting.

## **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](#).*

Early Childhood Academy PCS is fully prepared to address the needs and services for all students with disabilities. The school's special education coordinator will utilize the Special Education Data System (SEDS) to both ensure that timelines for meetings and assessments are met and to capture services provided. The special education coordinator will serve as the primary point of contact for

parents who have questions or concerns about their special needs child's services and meetings. During 100% virtual learning, communication between parents and the coordinator will take place through phone contact as much as possible. Parents who cannot be reached by phone will be contacted via text, email, Class Dojo messaging, or through messages to the student's emergency contact.

Students with disabilities will have access to the same learning materials and virtual learning platforms as their general education peers. In efforts to support families of students with disabilities, ECA will provide parents with monthly professional development opportunities. Parents will receive guidance on how to access learning content for synchronous and asynchronous learning. Parents will also receive continuous open communication and check-ins from related service providers and teachers to ensure families and students are able to access the materials provided.

All related services will be delivered virtually during the 100% virtual learning period and in-person when the school shifts to its hybrid learning model. Service providers and the special education coordinator will work with the parents of special needs students to plan synchronous learning opportunities through Google Meet, Zoom, or Microsoft Team. The special education coordinator will review services provided during the 2019-2020 school year to identify those students needing compensatory education services. If the multidisciplinary team determines that compensatory education services are warranted, parents and guardians will receive open communication as well as a formal Prior Written Notice (PWN) with a detailed explanation of recovery services.

All students with disabilities will be formally assessed in October 2020 using the assessment tools described for all learners. ECA educators and staff will use these baseline data to drive instruction and to identify those students who have regressed significantly. A review of the existing evaluative data will also be conducted, including evaluations

and information provided by the parents, local or state assessments, the most recent classroom-based assessments and observations by teachers and related service providers. If a virtual meeting is warranted based on the school's assessment of the student's academic needs, parents will be consulted on a date and time to ensure their participation. The special education coordinator will facilitate the meeting to discuss current IEP goals and any recommendations for changes in service. Meeting notes will be captured and made available to parents and all other participants. All data from meetings will be recorded in SEDS.

For those students in the care of DC or experiencing homelessness, ECA's special education coordinator and family support coordinator will collaborate with DC agencies, caretakers, and social workers to ensure recovery of services. The same standard of service, evaluation procedures and eligibility criteria apply to all students, including students who are homeless or in foster care. Every attempt will be made to keep parents apprised of planned meetings by way of phone call, text, email, or messaging through Class Dojo. Special attention will be given to the social-emotional impact of homelessness or foster placement during multi-disciplinary team (MDT) meetings for students with disabilities or students in the assessment pipeline. In interpreting evaluation data and reviewing all existing data for purposes of determining the educational needs of these students, the IEP team will review team input and data that describes both the student's academic needs and social-emotional needs. The MDT, including the parent, will devise a plan of support to ensure that both social-emotional and academic needs of the student are met.

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

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

ECA will conduct in-person screenings for EL eligibility in a hybrid learning environment by using a state approved English proficiency screener, Pre-IPT kit by Ballard & Tighe. If in-person screening is not possible, students will be screened by using the online IPT by the same publisher. ECA will keep track of all students who are screened and will record the results. Parents will be notified of the results and students who are found eligible will receive services remotely or in a hybrid learning environment. Language goals for reading, writing, listening and speaking will be determined based on the outcome of the data from the IPT screener. ECA will provide language instruction services to ELs in a distance learning and hybrid learning setting. EL services will be provided through Google Classrooms and Nearpod online learning platforms. ECA will ensure that EL students receive full, equitable access and will provide language accommodations that give access to grade level content. For example, students will receive extended time, graphical supports, and online dictionaries to support understanding of grade level content. ECA will provide opportunities for EL general education teacher, specials/enrichment teacher, and special education teachers, as well as related services providers to collaborate on effective strategies and effective uses of technology that best meet the needs of English learners.

### **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.**

ECA has implemented a parent survey on which parents have been asked to indicate their technology needs for student devices and for internet access. All parents who request a device and/or internet support for their child's access to and participation in ECA's virtual learning model will be accommodated through the school Chromebook and iPad lending program. Prekindergarten students will be provided with an iPad and kindergarten through third grade students will receive a Chromebook. Those families requiring internet access will be connected with the Comcast Essentials program, which provided low cost internet connection (approximately \$10 per month) to low income families. The Comcast Essentials program has recently extended its period for free internet connection through December 2020 for eligible families. However, if the parent indicates that he/she cannot afford the recurring cost of internet access beyond the free period, ECA will offer a maximum of \$100 annually in monetary support for the sole purpose of home internet connectivity.

All parents will be required to sign a lending contract with the school to borrow a Chromebook or an iPad. The contract describes the purpose for computer lending, the expected care and use of devices, the parent's agreement to ensure the student's daily participation in virtual learning, restrictions on usage of school devices for gaming, social media posting, viewing of sites containing any lewd, illicit, or illegal content, and the use of devices to support any profit-making venture. The contract will also specify the specific period during which the device may be borrowed. Devices will be configured with firewalls to help ensure their appropriate use when in students' homes. If there is knowledge or evidence of the misuse of a device, the school's IT manager will have the capacity to shut the computer off remotely.

Each parent picking up a school iPad or Chromebook will receive a user's manual developed by the school. The manual will serve as a quick reference for families to help them resolve the most frequently reported problems using the devices. IT support will also be provided to parents through a parent help email site, through which parents may contact the school's IT manager for troubleshooting and connectivity assistance. Parents will be permitted to make appointments to drop off devices if a computer problem cannot be addressed either by email or by a follow up conversation with the IT Manager. ECA will maintain a limited supply of twenty computers to be utilized as replacements to families for devices that cannot be repaired.

## **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).**

ECA will continue to communicate with families at least weekly through multiple means. The school will update its

website, Facebook site, and Instagram site at a minimum of once per week to apprise parents of any upcoming webinars, school closures, health and safety updates, or emergency notices. Parents will also be contacted by email and by robotext of upcoming events and important new information using the school's Blackboard account. Teachers will utilize Class Dojo to provide parents about events in teaching and learning and to give parents a platform on which to privately communicate with teachers. The school sends robotexts weekly to apprise parents of school information. The school's exterior LED signage is also updated weekly. Parent webinars will be held once a month via Zoom. Webinars will be held to provide parents with training on issues of importance to their child's active engagement in learning. Topics will include: the school's mandatory attendance policy, the student's daily access to an appropriate device for participation in learning, tutorials on each of the platforms that their children will be required to access and navigate, guidelines and expectations for the student's appropriate participation in synchronous and asynchronous learning, support on the navigation of electronic devices for digital learning, and a review of any health and safety updates.

ECA has published parent surveys throughout the virtual learning period to determine parent needs, concerns, and preferences. Parent surveys are published on a Google platform and links are sent to parents on social media and through robotext. Surveys have been published to determine technology needs, parent preferences for in-person or virtual learning, preferences for their child's participation in Cohort A or Cohort B during hybrid learning, and to provide parents with opportunities to make comments and pose questions. Data from these surveys will be analyzed to determine if any program adjustments should be made or if additional support needs to be provided to parents. Parent surveys will be conducted at each interval that the school prepares to move into a new learning model.

Parents will be invited and encouraged to join the school's Parent Engagement Committee (PEC), which will meet virtually once a month. The purpose of the PEC is to solicit parent input and recommendations on school programs, initiatives, and practices and provide guidance to school leadership on any modifications, additions, or improvements in the school program.

Before the start of school, teachers will schedule individual parent/teacher/student conferences with each family for introductions and orientation to the planned remote activities. Parents and students will be encouraged to ask questions and express any concerns at that time. During the first month of school, students will meet daily with their teachers in small groups of five or less for synchronous learning. The focus of teacher/student interaction will be on social-emotional well-being and increasing parents' and students' comfort level and level of trust in the teacher's ability to provide them with a child-centered learning experience. Student participants in the small group instruction will be rotated each week to give students the opportunity to meet most of their peers in a small group setting. Thereafter, teachers will reach out to parents as a group daily through Google Classroom and monthly on an individual basis as a check in on parent satisfaction and to allow parents the opportunity to express questions and concerns verbally. Additionally, the parents of absent students will be called by the associate teacher daily to determine the reason for the child's absence.

Individual parent/teacher conferences will be held quarterly to apprise each parent of their child's growth and development. At that time in addition to a conversation with the teacher, parents will also receive their child's quarterly written progress report for all subject areas via email. Students who are identified as struggling in ELA or in math will be identified through baseline and ongoing assessment. Student support team meetings, to include the participation of parents, teachers, and grade level coaches, will be held for each student to determine if a Tier 2 plan should be developed to support the child's progress. Students who have received Tier 2 instruction for 3 to 6 weeks will be re-assessed to determine if expected progress has been achieved. Assessment data will be shared with parents. At that time, if the student's progress remains a concern, the team, including the parent, will discuss the appropriateness of additional assessments to rule out the possibility of a disability, moving the child to the special education assessment process.

## SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**LEA Name:** Early Childhood Academy PCS

**LEA Leader Name:** Wendy S. Edwards

**Date:** 10-05-2020 11:56 AM