

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

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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.

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

²These policies are intended to capture school academic and operational changes during 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.

³Refer 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.

Application Questions

School Recovery Operations Plan

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

- What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; 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)?

A.

- LAYC Career Academy’s contracted cleaning staff will clean daily utilizing neutral disinfecting solutions such as Oxivir, KBQ-32 or Purtabs. They will also utilize Virex products. Smart Cleaning Solutions, Career Academy’s cleaning company, offers disinfecting via electrostatic sprayers as well. This reduces the time it takes to cover and disinfect all surfaces and hard to reach places by 50% compared to conventional methods and it improves infection control and the spread of viruses. High dusting of air vents, window seals and door edges will occur weekly. In addition to the daily cleaning protocols, a deep cleaning will be conducted every Wednesday and Friday.
- Instructors are expected to wipe down their classrooms with disinfectant at the beginning and end of every class and upon their departure for the day. All other staff will be expected to wipe down their work spaces every hour and upon departure. Communal spaces will be wiped down with disinfectant before and after each use.
- Staff will wipe down appliances they use (e.g. refrigerator) before and after each use.
- GENERAL DISINFECTION MEASURES

Category	Area	Frequency	Responsible Party
Workspaces	Classrooms, offices	At the end of each hour and end of day	All instructors, Leadership Team, Registrar, HR ALL staff who utilizes any appliance in the staff room must wipe them down
Appliances	Refrigerators, microwaves, coffee machines	Daily	SSD: Is responsible for appliances on the 4th floors, attendance table, Swipe machine and Swipe area Nicole end of the day: Copy

machine on the 2nd floor

First Floor- Registrar, Dir of Ops, Dir of Acad, Acad Supp Coord and Principal

Electronic Equipment	Copier machines, shared computer monitors, TV's, telephones, keyboards	At the end of each use/day and/or between use	ALL STAFF
General Use Objects	Handles, light switches, sinks, restrooms	At least 4 times a day	Dir of Ops, cleaning staff, as well as staff members who volunteer. All staff is responsible for these objects in their workspaces
Common Areas	Cafeteria, library, conference rooms, common areas	At the end of each use/day; between groups	Library-Acad Supp Coord Conference room-Principal Lobby-Registrar, Dir of Ops, Dir of Acad, Acad Supp Coord and Principal

B.

- The cleaning services vendor, Smart Cleaning Solutions, will complete a deep clean of any spaces that an infected community member has occupied. A report of the possible contamination area(s) will be sent to the cleaning staff prior to their arrival at the school. Once the sanitization has been completed, the cleaning staff will post a “DISINFECTED” sign.
- The areas of possible contamination will be closed off until the cleaning staff is finished with the sanitization process
- Cleaning staff will wear appropriate PPE including gown, gloves, face masks and shields, gown/protective suit and shoe coverings.
- Outside doors and windows will be opened whenever possible to increase circulation in the area
- A vacuum with a HEPA filter will be used in the area if necessary
- An electrostatic sprayer or fogger will be utilized as such devices apply chemicals in a more efficient controlled manner. This improves infection control and can lessen the spread of viruses

POSSIBLE INFECTION SCHOOL CLEANING PROTOCOL

1. Student or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:

- 1. Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements.**
- 2. Where possible, windows will be open during the deep cleaning.**
- 3. At the end of the school day when the area is vacated, a deep cleaning and disinfection will occur in the full classroom or office or area which the individual occupied or walked through. Objects known to have been touched by the individual will be disinfected as well.**
- 4. Area used by student or staff will be immediately roped/taped off. Disinfectant may immediately be sprayed in the areas the person occupied and on any equipment the individual had been in contact. This includes the isolation room after use by an ill student or staff member. If students/staff feel more comfortable relocating to a different classroom/office and there is the space to do so, an alternate classroom or office may be used if that alternate classroom or office remained unoccupied that day.**

CONFIRMED INFECTION SCHOOL CLEANING PROTOCOL

1. Confirmed COVID-19 Case

- 1. If seven days or fewer have passed since the person who is sick used the facility, follow these steps:**
 - 1. Close off all areas used by positive individual**
 - 1. Note: If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the COVID-19 positive individual after the students and staff in those spaces leave for the day.**
 - 2. LAYC Career Academy will wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.**
 - 3. Where possible, windows and outside doors will be open to increase air circulation.**
 - 4. All areas used by the person who is sick, such as classrooms, bathrooms, and common areas will be cleaned and disinfected.**
 - 2. If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary.**
 - 3. Staff conducting cleaning must adhere to PPE requirements.**

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

- 1. Building Entry: Social distancing floor markers will be placed going out of the entryway. For inclement weather days, the line will flow towards the multi-purpose room, again with floor markers spaced 6 feet apart**
- 2. Lobby Area: Signs will be placed on seats which should not be used to ensure six feet of distance between individuals. Colored Tape placed as an "X" will further assure no use of these particular seats**
- 3. Office workspaces: No staff member will work within six feet of another staff member. Workspaces will be re-arranged as necessary to ensure this occurs**

4. Classrooms: No more than 12 people per classroom (with room for one additional instructional floater) at initial opening. Social distancing markers and furniture rearrangements will be made to ensure that students and the instructor are at minimum of six feet apart from one another

5. Cafeteria:

- 1. Social distancing markers to be placed by the food line**
 - 2. Social distancing markers will be placed throughout the cafeteria seating to ensure all students are six feet apart**
 - 3. Students must wash their hands prior to getting their breakfast. Social distancing markers will be placed by the cafeteria bathrooms**
 - 4. No more than 10 students in the cafeteria upon initial opening**
 - 5. The food service specialist will provide plastic ware to students; condiments upon request. Students will not reach into bins**
 - 6. Food will be pre-packaged or individually plated**
- 6. Sneeze Guards have been put up in high volume areas**
- 7. Social distancing is an effective way to prevent potential infection. Career Academy employees, students, parents, and visitors should practice staying approximately six feet away from others and eliminating all physical contact with other people**
- Traffic flow – Where possible, taped lines on the floor will mark walking directions throughout**
 - Ad-hoc interactions/gatherings and non-essential/informal meetups and visiting will be avoided**

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

- 1. Career Academy has contacted the Landlord and inquired about frequency of filter changing, type of current filter and upgrading to either MERV 13, MERV 14 or HEPA filters. Currently awaiting his reply**
- 2. All doors to offices, classrooms, etc will be propped open**
- 3. Windows in offices, classrooms, etc will be left opened whenever possible**

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>.

LAYC Career Academy will provide distance until at least January 2021. The school will review public health recommendations in late November/early December to determine the status of in-person learning after that. This plan details both how virtual learning will run as well as a hybrid model, which the school may adopt later in the school year. For the hybrid model, students and instructors will attend school following a schedule by cycles. The schedules of the teachers and students will consist of two days on campus and three

days of virtual instruction. Each class is divided into two groups: group A and group B. In the cases where the classes have more than 20 students, the class is divided into two groups. There will never be more than 12 people in a classroom. The days of the week will be divided as follows:

- Group A: Monday and Tuesday
- Group B: Thursday and Friday
- Wednesday: Virtual Learning and Work: Day to perform a deep cleaning in the building

To ensure social distancing between students and personnel, each class will have a maximum size of 12 people (with room for one additional floater). Students will remain in the same classroom all day. While the students on campus are in class, students who are working online have the option to connect to the classroom via Zoom using a model called Hy/Flex (Hybrid-Flexible). They can also complete their work in an asynchronous way, as instructions for the day will be available online in Google Classroom.

As LAYC Career Academy will provide distance education through at least the end of December 2020 using the following logistics and methodology:

Technology and Internet Access

1. LAYC Career Academy personnel performed a survey among students to assess technological and Internet needs. Data from this survey was used to provide the following:

- i. Technology for students who expressed they did not have a computer or phone they could use to work on their digital content
- ii. Hot Spots for students who informed they did not have access to WiFi.

Online Platform:

1. LAYC Career Academy had its courses (GED, Pre-pathway Reading and Math, and Pathway: Information Technology, Medical Assistant and College) in the Course Management System (CMS) [Moodle](#) this spring. The school plans to migrate to Google Classrooms during the next school year due to storage constraints with Moodle.
2. All students and staff are already registered as users in both systems.
3. Content, lessons, and links to the online software used to work on digital learning plans will be available within each course.
4. Student activity in the platform will be monitored by instructors.
5. Students will continue to complete the goals stated on their online personalized learning plan

Online Software

Students in GED courses and in TABE Reading and Math courses take classes using a personalized learning approach within a blended learning environment. Each student has a personalized plan with skills or standards they are working on. In order for students to work on the specific content for their learning needs, the school provided online software where they can follow a personalized digital learning plan.

1. Students will log into their accounts in each platform to follow their digital learning plan.
2. Instructors will monitor student activity in the online software and provide guidance. They are able to see their progress and the amount of time spent on the activities.

Paper Materials

Not all students are able to learn directly from a computer so teachers provide paper packets for students who would benefit from them. These are tailored for the needs of each student, or the particular skill or standard the student needs to develop.

Chromebooks were distributed Friday, March 13, 2020 and Monday, March 16th and continue to be distributed to students who identified themselves in a survey as in need of technology to be able to attend school digitally. Active communication with the students and families will be achieved in the following ways:

1. Via Moodle or Google Classrooms. Both have the function of announcement, which also sends a notification in the phone application and an email.
2. Instructors and Student Support Specialists will call students daily to encourage daily participation and engagement.
3. Monitoring and tracking daily activity in online platforms.
4. Mini lessons via Google Hangouts, Zoom or any other video-capable platform.
5. Texts and voice calls via Google Hangouts

LAYC Career Academy students completed a survey on March 10th and based on survey results Career Academy bought data plans for students who self-identified as in need of internet access and provided a computer as well to those students who self-identified in need. Hot spots and computers continued to be distributed Friday, March 13th and Monday, March 16th. Career Academy continues to distribute technology and hot spots as needed and will do so in the 2020-21 school year.

Distribution of Educational Materials

Students may access educational resources through Moodle/Google Classroom. Instructors provide students with information and credentials to access other online resources the school has available for them. Additional to the digital resources, instructors have availability of packets for students to complete.

In order to ensure social distancing in the classrooms, the Career Academy will follow a schedule by cycles when in-person learning can happen again. Students will be divided into two groups: Group A and Group B. A third group, Group V (Virtual) may choose to only access lessons virtually. Students will be assigned in each group by dividing each group in two or four groups, depending on class size. Students who need to change groups due to daycare/school need to speak with the director of academics.

Students in groups A and B will be attending classes in cycles to ensure social distancing protocols are followed. Classes will have a maximum of 13 people (including instructional staff). Students will remain in their classrooms all day with the same teacher. In the case there is a need for a change of class, teachers will change classes, not the students.

Classes were divided the following way:

Class	Groups
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IC3	A1, A2, B1, B2
MOS	A, B
ELLs	B
GED	A, B
MA/CO Pathway Math	A, B
MA/CO Pathway Reading	A,B
MA Cohort	A
MA Intro	A
IT Pathway Math	A1, A2, B1, B2
IT Pathway Reading	A1, A2, B1. B2
IT Pathway	B

Teachers will not manage A and B cohorts at the same time. Instructors will be using an approach called Hy/Flex. Under this approach, instructors teach a class on campus while having a device connected to Zoom. The students can access the classroom from their homes using a mobile device or a computer. They can participate in the class activities as well. Even though this will be offered as an alternative, students can also complete their work in an asynchronous way. Work for the day will be posted in Google Classroom so that students are able to complete their work every day.

The students that are in Group A will attend classes Monday and Tuesday while the ones in Group B complete their work virtually. As mentioned before, they can choose to connect via Zoom. Same happens when Group B is on campus and Group A is not. Due to the nature of the cycles, some students will not be on campus during a week. These weeks they will complete work virtually. Instructors will keep track of the work they are completing via online platform dashboards, the students' personalized plans and daily work trackers. Following is a brief summary of the four schedule cycles.

Cycle 1	Cycle 2	Cycle 3	Cycle 4
Week of Aug 31-Sept 4	Week of Sept 7-11	September 14-18	September 21-25
IT Pathway	IT Pathway	IT Pathway	IT Pathway

IC3 Course	IC3 Course	MOS Course	MOS Course
Student Total: 32	Student Total: 32	Student Total: 21	Student Total: 21
Group A1 (8 Students)	Group A2 (8 Students)	Group A (11 Students)	Group A (11 Students)
Group B1 (8 Students)	Group B2 (8 Students)	Group B (11 Students)	Group B (11 Students)
MA Pathway	MA Pathway	MA Pathway	MA Pathway
- MA Cohort	- MA Cohort	- MA Cohort	- MA Cohort
Group A	Group A	Group A	Group A
Student Total: 9	Student Total: 9	Student Total: 9	Student Total: 9
Pre-Pathway		Pre-Pathway	Pre-Pathway
MA/CO Reading	Pre-Pathway	IT Reading	IT Reading
Group A (10 students)	MA/CO Math	Group A (10 students)	Group A (10 students)
MA/CO Math	Group B (10 students)	IT Math	IT Math
Group B (10 students)		Group B (10 students)	Group B (10 students)
GED Program	GED Program	GED Program	GED Program
GED Reading & SS	GED Math & Science	GED Reading & SS	GED Math & Science
Group A (10 students)	Group A (10 students)	Group A (10 students)	Group A (10 students)
GED Math & Science	GED Reading & SS	GED Math & Science	GED Reading & SS
Group B (10 students)	Group B (10 students)	Group B (10 students)	Group B (10 students)
ELL Program	ELL Program	ELL Program	ELL Program
Beginner ELL English	Intermediate ELLs English	Beginner ELL English	Intermediate ELLs English
Group B (7 students)	Group B (7 students)	Group B (7 students)	Group B (7 students)

Social Distancing During Dismissal

Students will not be changing classes however teachers will be able to rotate classes as needed. Before dismissal, instructors will make sure students exit the classroom one by one, ensuring six feet of distance. Each classroom will have five minutes to ensure students exit the classroom safely. In the following chart, there are the staggered dismissal times:

Dismissal

Cycle 1		Cycle 2		Cycle 3		Cycle 4	
Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
2:45 PM	2:45 PM	2:45 PM	2:40 PM	2:45 PM	2:45 PM	2:45 PM	2:45 PM
Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto
IC3	IC3-B1	IC3-A2	IC3-B2	MOS-A	MOS-B	MOS-A	MOS-B
2:00 PM	2:50 PM	2:00 PM	2:45 PM	2:00 PM	2:50 PM	2:00 PM	2:50 PM
Dr. Sevier	Mr. Matheus	Dr. Sevier	Ms. Varner	Dr. Sevier	Mrs. Varner	Dr. Sevier	Mrs. Douglas/Mr. Berroa
MA Cohort	GED Math	MA Cohort	MA/CO	MA Cohort	IT Math	MA Cohort	ELLs
2:50 PM	2:55 PM	2:55 PM	2:50 PM	2:55 PM	2:55 PM	2:55 PM	2:55 PM
Reading Teacher	Ms. Douglas	Mr. Matheus	Ms. Douglas/Mr. Berroa	Reading Teacher	Ms. Douglas/Mr. Berroa	Mrs. Varner	Reading Teacher
GED Reading	ELLs-Beg	GED Math	ELLs-Int	IT Reading	ELLs	IT Math	
			2:55 PM				
			Reading Teacher				

Following, are the procedures to ensure student safety.

EMPLOYEE AND STUDENTS SCREENING AND PROTOCOLS

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to employees, Career Academy will require all persons entering the building to complete a health screening daily provided by the Director of Student Support, Student Support Specialists (S3s), Principal, Director of Academics or Director of Operations, which includes a temperature reading, visual/audial health assessment and completion of a COVID-19 symptoms questionnaire, which will inquire about:

- Cough
- Shortness of breath or difficulty breathing
- Chills

- **Repeated shaking with chills**
- **Muscle pain**
- **Headache**
- **Sore throat**
- **Loss of taste or smell**
- **Diarrhea**
- **Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit in the past week**
- **Known close contact with a person who is lab confirmed to have COVID-19**

All information will be kept confidential by the staff member facilitating the screening . If a staff member or student becomes infected, the Director of Student Support and the Principal will ensure that any staff members and students who might have been in contact with the infected person be notified immediately.

List of staff members who are required to be in the building:

1. Staff schedule:

1. **Ashley McQueen, Registrar -- everyday**
2. **Steven Blanco, Recruitment Specialist -- as needed**
3. **Bernadette Kreh, Director of Operations -- as needed**
4. **Instructors-- Alternate Days A or B**
5. **Student Support Department -- everyday**
6. **Ivette Cruz, Director of Academics-- A schedule (Mondays and Tuesdays in person) (Thursdays and Fridays virtual)**
7. **Nicole Hanrahan, Executive Director -- as needed**
8. **Dr. Jacqueline Fernández, Principal -- B schedule (Mondays and Tuesdays virtual) (Thursdays and Fridays in person)**
9. **Erin Tarpley, Academic Support Coordinator -- Alternate Group A and Group B,**

SECURITY

The security guard will still search all bags brought in by students and visitors. They will step six feet back while the student or guest puts their bag(s) on the counter. Then the bag(s) owner will step six feet back while it is being searched.

Students will be encouraged to bring only a limited number of essential items to/from school to ensure a brief security check and lessen the potential of contamination. The Director of Student Support or an S3 will direct students to use hand sanitizer upon entry and then to wash hands periodically throughout the day.

Safety Considerations:

- **The security guard will have a sneeze guard at his/her/zir desk for guest check-in**
- **Guests will be provided sticker guest passes. Plastic guest passes will no longer be used until further notice**
- **The security guard will be provided a face shield to wear when wandng students/guests down**
- **The wand will be covered with a plastic bag (similar to umbrella bags for sanitization)**
- **Students will still be asked to empty all items from their pockets into baskets that will also be sanitized after each use**

Swipe

- **A Student Support Specialist will be assigned to manually enter students' numbers in Swipe**
- **S3 will ask students if they have an academic schedule. If the answer is no, the S3 will direct the student to the multipurpose room to see the Director of Academics or Principal for a schedule**
- **If the student already has an academic schedule, the S3 will direct the student to the cafeteria for breakfast. The student also has the option to go to their first period class**

Lobby Area/Waiting Area

- **The waiting area in the lobby will be re-arranged so that seats are six (6) feet apart or signs attached to seats which indicate they should not be used to ensure six (6) feet minimum. Additionally, colored tape will form an "X" over these seats to further encourage social distancing.**
- **If necessary, a second bag check area can be set up in the lobby waiting area with one staff person with a face shield. The same protocol applies as above**

Registrar's Desk

- **Sneeze guards will be installed on both sides of the desk**
- **A crowd control rope will divide the printer from the Registrar's desk to ensure social distancing**
- **There will be no unnecessary "hanging out" in the lobby area**

BUILDING ENTRY:

Face masks will be required in the building until further notice.

Place markers will be on the floor, six feet apart, going out of the front entrance. Students must wait in line, six feet apart.

In case of inclement weather: Line will flow into the multi-purpose room, with floor markers placed six feet apart.

Hand sanitizer stations are located at the entrance, in every classroom, office and communal space.

Temperature Protocol: Security or a staff member will reach around the sneeze guard to take the measurement with an infrared forehead thermometer. If students or staff step out for lunch, fresh air, etc. their temperature will be taken again upon re-entry.

Building Entry Requirements:

- Pass Visual/Audial Health Inspection (Does staff notice any coughing? Shortness of breath? Difficulty breathing? Bluish lips?) If shortness of breath, difficulty breathing or bluish lips are recognized, emergency medical care should be sought immediately. Person should be sent to the isolation room if severely unwell until help has arrived.
- Pass Infrared Forehead Thermometer reading. Guidelines found in table below.
- Pass a Health Assessment. Questionnaire found [here](#).
- For each student, staff and visitor entering the building, staff will log: Date, Temperature, Visual/Audial Observation Results, Health Assessment Results and any Notes in this [COVID-19 Health Tracker](#)

Temperature Range:

Temperature Range	Protocol
97 - 99	98.6 = average. Person may enter the building after passing the Health Assessment and Visual Symptom check for any temperature within this range..
99.1 -100.3	Student may enter the building. Inform the student of her/zir/his temperature. Option for the student to have their temperature monitored throughout the day, student may consider isolation. Note: 100 is considered a slight fever. Monitoring strongly recommended for 100 or higher.
100.4 or higher	<p>Fever: 100.4 Slight Fever: 100</p> <p>High Fever: 100.8+</p> <p>Student or staff member will be sent home. If symptoms are severe, student/staff may be sent to a healthcare provider. Give student/staff resources (Spanish translation). Give student a prepared Care Kit to take home and informational packets and/or emailed links to COVID Resources.</p> <p>If student is a minor, have them wait in the Isolation Room (Zen Room) until a parent or guardian is available.</p>

Protocol for someone attempting to enter the building with symptoms:

- **An individual is not able to enter the building if any of the following occur:**
 - **failure of Health Assessment**
 - **clear display of symptoms (cough, shortness of breath, etc)**

- failure of the infrared thermometer test - the individual is not allowed to enter the building.
- However, if the ill person is a minor student, they will be admitted to the Isolation Room (formerly Zen Room) until a parent or guardian is able to pick them up.
- If unable to enter the building or dismissed due to symptoms arising, the student will be given a care package, informational packet and will be emailed resources as well.
- Ask student if they have a doctor or clinic. If they do not, an S3 will help them through the process. The student will be given a list of referrals. The S3 will make calls/contact if necessary. The S3 will periodically check in on the student to see if the student has any needs. The S3 will inform instructors of the student's absence.

Protocol for someone who develops symptoms during the school day

Staff should be observant of any visible/audible symptoms in students and/or other staff and report recognized symptoms to the Director of Student Support and Principal.

The Director of Student Support will determine if the student or staff member will be sent home and/or isolated.

Health Assessment (should be translated to Spanish):

ASK: Students/parents/guardians and staff should be asked about whether the student or staff member has experienced the following symptoms consistent with COVID-19:

- **Fever (subjective or 100.4 degrees Fahrenheit) or chills**
- **Cough**
- **Congestion**
- **Sore throat**
- **Shortness of breath or difficulty breathing**
- **Diarrhea**
- **Nausea or vomiting**
- **Fatigue**
- **Headache**
- **Muscle or body aches**
- **New loss of taste or smell**
- **Or otherwise feeling unwell.**

• **ASK:** Students/parents/guardians and staff should be asked whether the student or staff member has been in close contact with a person who has COVID-19.

• **LOOK/LISTEN:** School staff should visually/audibly 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
- cough

• Any student or staff member meeting “Yes” for any of the above “ASK, ASK, LOOK/LISTEN” criteria in the program’s daily health screen shall not be admitted. Such students, families or staff shall be instructed to call their health care provider to determine next steps.

Note: Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

This will be posted on the sneeze guard for the student to review. Staff can read it off to the students as well.

This Health Assessment will also be posted on the sneeze guard.

Isolation Room

Purpose: For minor students showing symptoms or very unwell individuals

Protocol:

- An isolation gown will be provided, if available
- Gloves will be given to the individual and must be worn while in the isolation room
- A new surgical mask should be given to the individual. Can be worn with a cloth mask but cloth mask alone is not sufficient if in the isolation room.

Where feasible, no more than one sick student should be isolated together; if multiple sick students must be isolated together, it is crucial that they maintain physical distance of at least six feet and wear face coverings, gowns and gloves.

When to Seek Emergency Medical Attention

Look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately

- **Trouble breathing**
- **Persistent pain or pressure in the chest**
- **New confusion**
- **Inability to wake or stay awake**
- **Bluish lips or face**

***This list is not all possible symptoms. A medical provider should be contacted for any other symptoms that are severe or concerning.**

Call 911 or call ahead to a local emergency facility: Notify the operator that care for someone who has or may have COVID-19 is needed.

From the CDC Symptoms page: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Staff Lounge:

- **Staff must wipe down their area before and after eating.**
- **Must maintain six feet of distance when in lounge**
- **Staff should bring as much of their own supplies as possible; shared communal items are not permitted until further notice. (e.g. reusable Keurig pod)**
- **Package lunch/snacks altogether when placing items in the fridge. Do not leave items separated and spread out in the fridge**
- **Open windows in the lounge for better ventilation when possible.**
- **Mask used when not eating or drinking**

Elevator

- **Only one person in the elevator at a time**

HEALTH PROTOCOL

- **If an employee becomes ill at work or if another person (student) is exhibiting symptoms of COVID19 in school, they may be asked to go home or to the nearest health center.**
- **Employees returning to work from an approved medical leave should contact HR. Staff may be asked to submit a healthcare provider's note before returning to work.**

If a staff member has been diagnosed with COVID19, they may return to work when all three criteria are met:

- 1. At least three days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and**
 - 2. Respiratory symptoms (cough, shortness of breath, etc) have improved; and**
 - 3. At least ten days have passed since symptoms first occurred**
- If a staff member has symptoms that could be COVID19, but does not get evaluated by a medical professional or tested for COVID19, it is assumed that they have COVID19 and may not return to work until the three criteria listed above have been met**

EXPOSURE GUIDANCE

The hope is to avoid exposure to COVID19, but Career Academy is prepared for that possibility. If someone, student or staff, has had contact with someone who has been exposed to the virus, the first concern is for their health and safety and those around them. In this rapidly changing situation, healthcare providers should have the most up-to-date information from the CDC.

Exposed staff members will be asked to:

- 1. Quarantine in a specific room away from others in the home**
- 2. Contact the following (in order of priority) to let them know they have been exposed to COVID19, then follow their instructions.**
 - 1. Their healthcare provider**
 - 2. The Career Academy HR department**
 - 3. Their supervisor**
- 3. Their supervisor will work with HR to determine appropriate next steps.**

Exposed students:

- 1. The student should quarantine in a specific room away from others in the home.**
- 2. The student should inform her/his/zir S3. Their S3 will work with the Director of Student Support and the Principal to determine appropriate next steps. The Principal will reach out to the Director of Academics/Academic staff to determine academic accommodations, if necessary.**

Sanitizing Potentially Contaminated Areas Protocol:

- The cleaning services vendor, Smart Cleaning Solutions, will complete a deep clean of any spaces that an infected community member has been. A report of the infected areas will be sent to the cleaning staff prior to their arrival at the school. Once the sanitization has been completed, the cleaning staff**

will post a “DISINFECTED” sign.

- The areas of possible contamination will be closed off until sanitization occurs by the cleaning staff
- Cleaning staff will wear appropriate PPE including gown, gloves, face masks and shields, gown/protective suit and shoe coverings.
- Outside doors and windows should be opened if possible to increase circulation
- The space should be vacuumed with a HEPA filter if needed
- An electrostatic sprayer or fogger is recommended to use because it applies chemicals in a more efficient, controlled manner, and improves infection control and the spread of viruses.

SOCIAL DISTANCING

Social distancing is an effective way to prevent potential infection. Career Academy employees, students, parents, and visitors should practice staying approximately six feet away from others and eliminating physical contact with other people.

- Traffic flow – Where possible, taped lines on the floor will mark walking directions throughout the school in order to maintain the social distancing requirement of six feet
- Ad-hoc interactions/gatherings and non-essential/informal meetups and visiting will be avoided

PERSONAL PROTECTIVE EQUIPMENT (PPE)

In order to minimize exposure to COVID-19, PPE will be needed to prevent certain exposures. PPE can include:

Masks: Face masks are an important part of employee and student protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. Face masks should cover both mouth and nose (entirely). Face masks can be removed only to eat and drink, then promptly put back into place. Face masks should be cleaned/replaced, as needed.

This diagram illustrates how to safely wear and remove a face covering:

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

All persons entering the building will be required to wear a mask until further notice. If someone does not have a mask, one will be provided for them.

Ensure face masks are worn properly:

- Hands should be washed before putting on a face covering
- It should cover the nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face

- **Make sure you can breathe easily**

Gloves: Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash your hands. Please remember to wash your hands properly as it is the number-one defense against any virus. Additionally, the proper removal of gloves reduces the risk of being exposed to contamination. Wearing gloves is not required, but if worn they must be disposed of properly.

The CDC recommends this process for proper glove removal:

- 1. Grasp the outside of one glove at the wrist. Do not touch your bare skin.**
- 2. Peel the glove away from your body, pulling it inside out.**
- 3. Hold the glove you just removed in your gloved hand.**
- 4. Peel off the second glove by putting your fingers inside the glove at the top of your wrist.**
- 5. Turn the second glove inside out while pulling it away from your body, leaving the first glove inside the second.**
- 6. Dispose of the gloves safely. Do not reuse the gloves.**
- 7. Clean your hands immediately after removing gloves.**

Please see this diagram from the CDC for more details: <https://www.cdc.gov/vhf/ebola/pdf/poster-how-to-remove-gloves.pdf>

Please note that social distancing should still be practiced even with the use of gloves and masks.

In addition to using PPE, please remember to:

- **Wash hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol, if soap and water are not available**
- **Avoid touching eyes, nose, and mouth**
- **Cover mouth and nose with a tissue when coughing or sneezing or use inside of elbow**

PPE SUPPLIES FOR STAFF and CONTRACTORS:

- 1. Cleaning Staff:** Our cleaning vendor, Smart Cleaning Solutions, has ensured to provide all janitorial personnel with the necessary PPE equipment. If necessary, LAYC Career Academy can also provide PPE equipment, in the event that cleaning staff runs out of supplies. Smart Cleaning Solutions has agreed to

provide their staff with masks, gloves, gowns and face shields (or goggles) to safely complete their work.

2. **Staff:** Upon the return to the building, staff will be given a minimum of two reusable masks. Face Shields will be provided to our contracted security guard and other staff who work in high traffic areas such as the lobby (registrar, S3s - Student Support Specialists, etc). Face Shields (for those not in high traffic areas), isolation gowns and other PPE will be available upon request. SPED staff will be provided with face masks with a clear window so that their lips may be read and instruction is easier. Cleaning caddies will be provided for every classroom, office space, etc. Cleaning caddies will include: microfiber towels, paper towels, cleaning spray, alcohol wipes, tissues, disposable masks, gloves and hand sanitizer. If staff is running low on these supplies, the registrar and/or Director of Operations will be notified so that supplies may be replenished for any staff member in need. Disposable masks will be available for staff use as well. Sneeze guards have been placed in high traffic areas.
3. **Students:** Each student will be provided with a minimum of two reusable masks and a reusable school water bottle. Disposable masks will be available to the school community. Best efforts will be made to provide students with cleaning supplies for their use at home (upon request). Face Shields, isolation gowns and other PPE will be available upon student request. Hand sanitizer will be available in every classroom, office, high traffic areas and elsewhere. Tissues will be accessible in every classroom. Sneeze guards have been placed in high traffic areas.

PERSONAL WORKSPACE/CLASSROOM

Career Academy staff will use the appropriate signage to indicate rooms/spaces available for usage (have been sanitized and disinfected). All teachers and students are asked not to visit classrooms/spaces outside of their assigned class in their academic schedule. Employees are encouraged to disinfect their own personal workspace (teacher desk, phone, etc) throughout the day, giving special attention to commonly touched surfaces.

Each classroom and office will be provided with a caddy of cleaning materials. Students and staff are encouraged to wipe down areas before/after each class. Offices: wipe down/spray surfaces every hour. Communal spaces (multi-purpose room, conference room, etc) will be wiped down before and after each use.

Drinking directly from water fountains will not be encouraged. Students and staff will be provided with a school water bottle. Additionally, a touchless water bottle filler will be added to the school's water fountain. The water fountain will be cleaned daily utilizing neutral disinfecting solutions such as Oxivir, KBQ-32, Purtabs or Virex products. The water drinking faucet will be covered, further discouraging direct contact.

Classroom windows should be opened when possible and closed by the respective staff member before leaving for the day or as needed.

II. ACADEMICS AND DISTANCE LEARNING

Academic Schedules

During the last weeks of the summer, the Principal and Director of Academics will enter the virtual classrooms to create schedules with the students. Students will be sent their schedules via email and text messages. The schedule document will include their classes, links to the LMS and digital platforms, and classroom codes for each of their Google Classroom courses.

Instructors will create virtual spaces or time slots where students can put aside individual time to speak to

them. Additionally, each class will have a virtual space in Google Classroom. The link to this space is available to students in the bottom left side of each class' banner in Google Classroom. Keeping communication open allows instructors to gain insight into student safety concerns, receive feedback, and explore challenges. Once the instructor has had a brief check-in with the student/s this will help them determine how to best support the student academically and emotionally. Instructors can also check in with S3s for any assistance in ensuring the student's wellness and inquire about their self-care plans.

When the school reopens on campus, Academic Boot Camps will begin by focusing on GED and ELL students first because these students have not been engaging academically as hoped during the distance learning period. In order to limit the number of individuals in the building due to safety concerns, instructors who are teaching a specific group of students will only be present during their specific group assignment. Instructors who are not present physically in the building will continue teaching via distance learning. Students will be assigned to Groups A, B or V (Virtual) to align with DC's Phase 2 reopening plan groups. This hybrid model will not begin until at least January 2021 and is dependent on guidance from public health experts.

Academic Team:

Starting August 31st, the IT classes will be delivered online and in a Boot Camp style. The purpose is to have them work on the areas in which they need the most improvement. This will also be an opportunity for students to improve test scores and finish certifications. The rest of the students will follow a regular schedule of synchronous and asynchronous learning activities. Each class will meet virtually at the assigned time in the schedule. Activities and assessments will be posted in Google Classroom. Once Career Academy can safely open for some in-person instruction, students will be divided into Groups A and B. These groups will also be subdivided as needed. The schedule will run on cycles to make sure the school abides by the established parameters for a safe number of students per classroom.

Schedule

Once Career Academy opens for in-person learning, students will work in a boot camp format to minimize cross contact between groups and teachers. Students will remain in the same classroom and, if necessary, teachers will change classrooms. In order to ensure social distancing between students in each classroom, we created schedules by cycles and students were divided into two groups: Group A and Group B. In the case of IC3 and MOS students, the groups were divided in four groups A1, A2, B1 and B2. The schedule can be found [here](#).

Here is the schedule for the teachers:

Cycle 1		Cycle 2		Cycle 3		Cycle 4	
Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B

Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto	Mr. Soto
IC3-A1	IC3-B1	IC3-A2	IC3-B2	MOS-A	MOS-B	MOS-A	MOS-B
Dr. Sevier MA Cohort	Mr. Matheus GED Math	Dr. Sevier MA Cohort	Ms. Varner MA/CO	Dr. Sevier MA Cohort	Mrs. Varner IT Math	Dr. Sevier MA Cohort	Mrs. Douglas/Mr. Berroa ELLs
Reading Teacher GED Reading	Ms. Douglas ELLs- Beg	Mr. Matheus GED Math	Ms. Douglas/Mr. Berroa ELLs-Int	Reading Teacher IT Reading	Ms. Douglas/Mr. Berroa ELLs	Mrs. Varner IT Math	Reading Teacher
			Reading Teacher				

Meal Time Guidance:

1. **Hybrid:** Meals will be served in classrooms, not in the cafeteria. Students would be able to take packaged meals (for the following school day) home at the end of their in-person instruction. Pre-packaged meals will be delivered to each classroom and will include utensils, napkins and possibly seasonings. Students will eat facing in the same direction. If safe, windows will be opened. If possible, fans will be used (not positioned to directly blow air from one person to another) and air purifiers. Students will be socially distanced and if possible, barriers will be used to further protect from aerosol droplets. Adult students and minors with parental permission may utilize open lunch off campus.

1. As an additional alternate solution, Students may opt to receive curbside contactless pick-up of grab and go meals on their remote days by communicating with their Student Support Specialist.

2. **Virtual:** Students will be able to pick up pre-packaged meals during Distance Learning. Currently, pick up is available on Tuesdays and Thursdays between 10:00am-2:00pm. Three days worth of breakfast and lunch will be available on Tuesdays and two days of breakfast and lunch will be available on Thursdays. Social distancing must be practiced; no gathering will occur.

3. General Meal Time Guidance:

1. Students and staff must wash hands before and after eating, and may not share utensils, cups, or plates.
2. Staff must wash hands before and after preparing or distributing food
3. Foodservice staff must follow school PPE requirements, and as required per food safety regulation or requirements, including wearing gloves whenever handling food products and changing gloves and washing hands when changing activities.
4. Tables and chairs must be cleaned and sanitized before and after each meal

5. Service tables, door handles, carts, etc will be cleaned frequently
6. Students and staff are required to wear their mask when not actively eating or drinking
7. Grab and go meals that are not shelf stable must be placed in a refrigerator within two hours and stored under 41 degrees Fahrenheit. Foods should be reheated to 165 degrees Fahrenheit before consumption.

Extracurricular Activities:

There will be no in-person extracurricular activities during the hybrid model. Virtual field trips, Virtual panel discussions, and other virtual avenues will be explored.

Shared Supplies:

Students will receive individual supplies. There will be no shared supplies at LAYC Career Academy until the COVID-19 Health Emergency is over.

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.

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

Instruction will be delivered fully virtually through at least December 2020. After that Career Academy may use a hybrid approach; that is, 60% asynchronous and 40% synchronous) if public health officials deem it is safe. In the hybrid model, students will be studying onsite two days a week and engaging in distance learning three days a week. There will be two groups of students; group A, which will attend classes Monday and

Tuesday and group B, which will attend Thursday and Friday. On Wednesday, the building will be closed for students and staff so that clearing personnel can perform deep cleaning. To deliver instruction, the instructor will be using the following approaches:

1. **A learning management system (LMS):** This fall the school will be transitioning from Moodle to Google Classrooms. Teachers will post content and assignments on the platform for all students to access. During online learning days, students must log into the LMS to read instructions for the day and start working on their activities. These can range from:
 1. **Videos of the instructor's lectures**
 2. **Videos with academic content from different sources**
 3. **Personalized work in the different learning platforms used by the school:**
 1. **Essential Education: GED Academy and TABE Academy**
 2. **Khan Academy**
 3. **CommonLit**
 4. **ReadWorks**
 5. **Newsela**
 6. **Burlington English**
 7. **USALearns**
 4. **HyFlex: Classroom activities carry on onsite, as usual, with some students accessing the class remotely in a synchronous way**
 5. **ELLs, MA and IT students: Textbooks (physical and digital)**
 6. **Teacher-generated resources**
 2. **Onsite Instruction:** Once it is determined to be safe, instructors will be delivering instruction four days a week for the whole day. Students at home may choose to connect to the classroom during lecture hours. This approach is called Hy/Flex (hybrid/flexible). In this method, an instructor teaches a class onsite and is simultaneously transmitting the class through Zoom or Google Meet. Students may choose to connect to the classroom at the time of the class and participate in the activities. For example, students in Group A will attend classes onsite Monday and Tuesday all day long. They will remain in the same classroom with the same instructor. Students in Group B (who stay home Monday and Tuesday) have the option of connecting to the classroom from their homes through Zoom or working on the content that is available online in the Learning Management System (LMS). The whole school will be virtual on Wednesdays.
 3. **Online Instruction:** Instructors will have the week's work available in the Learning Management System. Students will log into the platform to see the work they have to complete and work on it. They also have the following options:
 1. **Connecting to the classroom synchronously through Zoom and participating in the class.**
 2. **Work on the tasks posted by the instructor in the LMS**
 3. **Have an individual meeting with the instructor through Zoom and set up a plan, goals and deadlines in their personalized plans.**
- **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);

Students may spend two to five hours a day in synchronous distance learning environments. Here is the breakdown:

- 1. If the student chooses to connect to the classes synchronously, he/she will spend five hours working on academic content.**
 - 2. If the student chooses to work asynchronously, the student might spend one - three hours working on the content posted by the instructor in the LMS. This time will be spent:**
 - 1. Listening to videos of the instructor's lecture or other videos with academic content assigned by the instructor**
 - 2. Working on personalized content in the different academic platforms**
 - 3. Holding meetings with instructors to work on academic content, academic goals, mini-lessons or personalized plans**
 - 4. Completing paper and pencil packets**
 - 5. Attending a mini-lesson by the instructor**
 - 6. Attending a small group meeting with other students**
- Describe the training and professional development for school staff to support the effective implementation of this instructional plan:**

Instructors participated in a series of small workshops done internally to ensure they master the use of the LMS Moodle. This series of workshops was called Moodle Snippets and was done every Friday at 11:00 AM. Now that the school will be transitioning to Google Classrooms, the same process will be followed. Aside from that, the Director of Academics is providing resources and guidance meetings to ensure the instructors are able to create an appropriate online learning environment. Instructors and all staff are required to participate at least in one webinar per month related to distance learning. Prior to reopening, , the director of academics will review with the instructors the guidelines for the creation of an effective classroom environment, the implementation of Hy/Flex and will provide coaching in these areas as well to ensure a smooth implementation of the hybrid model.

- Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.**

The director of academics holds monthly observations of instructors. These observations occur onsite and online as well. She participates in classes, virtual lessons, mini-lessons, and virtual check-in meetings with students. An evaluation form is provided to the instructor after each observation, and a follow-up meeting takes place to engage in a conversation where feedback to the instructor is provided. During this meeting, the instructor also provides feedback to the director of academics on ways in which the school administration can better support the instructors and teachers or with questions about any issues they might be facing in the classroom.

Distance Learning as the Sole Modality of Instruction

While the school uses a 100% distance learning modality, students will continue to use the learning management system (LMS) as the main source of information for school announcements and academic content. Students will be required to log into the learning management system (LMS) daily to read the plans for the day for each class. Then, they will proceed to complete the activities as established in the posted plans. Students in general education and ESL courses will follow their personalized plans as established by their instructors. The instructor will provide the following learning opportunities:

1. **Teacher directed instruction: Whole Group Lessons through Zoom or Google Meet; Small Group Lessons through Zoom or Google Meet**
2. **Teacher directed activities: Individual meetings to check goals, establish new goals and for mini lessons the student might need**
3. **Student directed activities: Students will log into the Essential Education (TABE Academy and GED Academy), GED Flash from Aztec, Burlington English, CommonLit, ReadWorks or Newsela, and One World. platforms/online resources to complete work assigned by the teacher**
 1. **ELLs: Students will log into Burlington English, CommonLit, ReadWorks, Newsela, USA Learns, Cengage MyELT and One World.**
4. **Independent paper and pencil packets and texts: These resources will be available for students that need this type of materials for learning. Texts and packets will be available in the school two days a week during meal distribution days, delivered directly to their homes through snail mail, or left at their doorstep.**

In-person study halls to be offered during distance learning

Career Academy received feedback from some students that it was difficult for them to learn from home due to distractions from family members, space constraints, and family members using the student's Career Academy laptop. Career Academy will offer in-person study halls twice per week on campus to accommodate students who are experiencing these challenges. Students will be asked to sign up in advance and will be placed into a cohort for study hall. Career Academy will follow all health and social distancing protocols that have been laid out in this document for the study halls.

Study Halls will happen twice a week, Tuesdays and Thursdays from 10:00 AM - 2:00 PM. School personnel will be providing support. Students will be provided a computer and the necessary support to ensure they are able to complete their academic work in Google Classrooms and online digital platforms. Students may also pick up paper packets and textbooks, if it better suits their needs.

The Multi Purpose Room, our biggest communal area, will be prepared with laptops and tables placed at safe distances. If students that are not part of the cohort of the Study Hall for that day arrive, they will be sent to another space to avoid additional risks of contamination.

Assessment of Academic Progress During Distance Learning

Instructors will use a variety of assessment strategies to measure student progress during a full distance learning period. Examples are the following:

1. **Instructor created exams, quizzes and rubrics**
2. **Standardized tests: BEST, CASAS or TABE Tests (for testing procedures, see testing section in this document)**
3. **Tests and assessments in the online learning platforms such as GED/TABE/CASAS Academy,**

Burlington English, CommonLit, etc. These platforms' assessments release score reports with prescriptions that dictate the skills that students need to focus on. This information is used to design the personalized plans of the students enrolled in general education courses.

4. IT students will be assessed using the different practice and certification tests in the platforms used for each course (IC3, MOS, A+).
5. MA students will use instructor created tests, Elsevier tests and quizzes, and SIMTICS simulations.

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?

Achievement Network (ANet) ; Affirm ; Developmental Reading Assessment/DIBELS/Acadience Reading ; Great Minds ; i-Ready-Curriculum Associates ; NWEA-MAP ; Reading Inventory (RI) ; Renaissance Learning's STAR Reading/ STAR Math Scholastic ; 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.

B. 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

- Upon the beginning of the Distance Learning Period in March 2020, Career Academy worked to ensure that all students who needed technology and access to the internet received it. Student need was assessed by surveys sent to students, regular checkins by their Student Support Specialists and instructors, and providing as needed at twice-weekly food and technology distribution days at our facility and sister-site.
- Technology included laptops and chargers for IT students that were compatible with IT courses certification programs, laptops and chargers for ELL students that were compatible with ELL program and software requirements, and Chromebooks and chargers for all other students in need.
- Students in need of the internet were first provided assistance to applying and accessing the Internet Essentials program in DC. Students who were not eligible for Internet Essentials were given a Hot-Spot for educational use.
- Moving forward into the 2020/21 school year, Career Academy will continue to communicate with students and regularly assess who currently has technology/internet by their own resources and who is in need of technology/internet provided by Career Academy. This assessment will apply to all students, regardless if they are students who participate exclusively in distance learning, or are hybrid learners who travel to our school two days a week, and learn online the other three.

- **Methods used to ensure every student is assessed will continue to include instructors monitoring online time spent in the online classroom, daily Student Support contact, Special Education outreach/check-ins, and physical attendance in building for hybrid learners.**
- **Tests and exams administered during the SY20/21 year will include both in-person proctoring when possible, and online proctoring as allowed by the policies of the exam’s vendor.**

C. When the LEA intends to administer these assessments during the school year, specifying for each assessment.

- 1. CASAS GOALS/TABE pre-tests will be administered to all ABE eligible returning students at the beginning of SY20/21. Throughout the school year, CASAS GOALS/TABE post-test exams will be administered to all ABE eligible students after a period of no less than 70 instructional hours, and no more than four calendar months, in order to monitor ongoing progress.**
- 2. BEST/CASAS pre-tests will be administered to all new and returning ELL students. Throughout the school year, BEST/CASAS post-test exams will be administered to all ELL eligible students after a period of no less than 60-80 instructional hours, and no more than 100 hours, in order to monitor ongoing progress.**

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.**

Student grading and promotion policies are not going to be altered in light of distance learning. However, students experiencing extraordinary challenges will receive a grade of "Incomplete - I" until their situation resolves.

The grading policy of LAYC Career Academy is as follows:

LAYC Career Academy uses a mastery-based scale for awarding grades. Traditional grades (A, B, C, D, F) are not used in the program, with the exception of the MA Pathway). Instructors use standards and skills mastery to award grades. Our grading system is as follows:

4.0- Performs above standard

3.0- Meets the standard

2.0- Approaches standard

1.0- Performs below standard

0.0- Does not submit work

Students attending the Medical Assistance program use a different grade scale due to accreditation requirements. The program uses a traditional scale of letter grades and percentages.

100-90: A

89-80: B

79-70: C

69-60: D

59 and below: F

In addition to being awarded grades for performance by standard/skill, students also take the following standardized tests for promotion purposes. These are:

- **TABE Exams:** LAYC Career Academy uses the TABE reading and math tests to determine NRS levels for class placement and promotion. Students with a high school credential that are interested in entering a career pathway, must score an NRS level of 6 in both tests. However, when students' score a NRS level below 6 in one or both subjects, they are required to take a remedial class to work on the areas identified by the test score reports that are in need of improvement. Students are tested every 22 days of instruction. They remain in the course until they reach a NRS level of 6.
 - Special Note: Career Academy A will be transitioning to the CASAS Tests. This test will substitute the TABE and BEST tests once approved by PCSB.
- **BEST Exam:** Career Academy uses the BEST test to determine skill levels for placement and promotion of English Language Learners (ELLs). Students take the test at the moment of enrollment as a pretest or a screener. ELL students are tested each trimester to measure progress in the four domains of language: reading, writing, speaking and listening.

GED students will take the following tests:

- **Aztec's GED Practice Test:** This test is administered as a tool that will release a prescription of what the student knows and the topics where the student needs to focus. Students will be working on the areas they need to improve until they reach an 80% mastery level or higher in all areas.
- **GED Ready Test:** Students that pass the Aztec GED Practice Test with 80% or higher will take the GED Ready to determine their readiness level in each subject to take the official GED test.
- **Official GED Test:** Students that score 145 or higher in the GED Ready Test will be scheduled to take the official test in the GED office or virtually. When students successfully have passing scores in all subjects, they are awarded their GED and are ready to graduate.

Accuplacer: The Accuplacer test is used to determine college readiness, as directed by UDC-CC and Trinity Washington University. Test scores must meet entrance scores set by the institution.

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

N/A

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

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

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

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

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

LAYC Career Academy Attendance Protocol:

In-Person Attendance

Students must arrive by 8:55 am every day. Classes begin at 9:00 am.

Excused Absences: Each student has the ability to obtain an excused absence in emergency situations.

Student MUST: 1. Receive approval from S3. 2. Provide institutional documentation to support absence. 3. Arrange with instructors to complete all missed assignments.

Unexcused Absences: Any student with 5 unexcused absences will be placed on an Attendance Contract. 1. If a student exceeds the allotted amount of unexcused absences and cannot provide documentation for these

absences, the Unexcused Absence Attendance Protocol will be followed.

Normal Hours Arrival time: 8:55 am 1. A student is considered tardy at 8:56am 2. If a student is tardy three times, the student will be placed on an Attendance Contract via the SSD.

Departure time: 2:55 pm If a student departs the building for disciplinary reasons or without approval, this will be marked as an unexcused absence.

Excused Absence (examples: Medical appointment, Funeral, Child medical appointment/illness Daycare/school closing Legal appointments Benefit Renewal Job Interview Meetings at child's school Severe Illness/Injury)

Requirements:

- Accompanied by documentation and with proper notification before 9am on day of absence
- Institutional documentation must reflect day(s) of absence
- All academic work must be made up within time agreed upon by instructor

Unexcused Absence (ie. Called late, or did not call, weather, hair appointment, fatigue, overslept, etc.)

Unexcused Absence Attendance Protocol 1st: After three unexcused absences, a letter is sent to parent or guardian **2nd:** After five unexcused absences, meeting with Student Support Specialist (S3), attendance contract and home visit will be conducted. **3rd:** After ten absences a truancy report is filed (if SPED or under 18) **4th:** After 20 consecutive full school day unexcused absences, a student may be unenrolled.

Distance Learning

When students are participating in distance learning, students must log-in to one of the online platforms that Career Academy utilizes daily (i.e. Google Classrooms) or attend classes via Zoom to be counted as present. For asynchronous learning, completing work in Google Classrooms, digital platforms, packets or lessons in textbooks/workbooks will count towards attendance by using a time-on-task approach. Students participating in asynchronous learning must have a daily touchpoint with school staff to count as present. This touchpoint can include an email, text, phone call or gchat with a Career Academy staff member. Check-ins/engagement with Student Support Specialists, Instructors or other staff members without participation in asynchronous or synchronous learning does not count towards attendance.

Students who are completely unengaged (meaning not responsive to emails/calls/text, not participating or attending classes, not logging into online platforms), will be unenrolled after the 20th absence. Other students being considered for unenrollment will be handled on a case by case basis, at the discretion of the Director of Student Support and the student's assigned Student Support Specialist with documentation.

Inclement Weather Policy – Career Academy will follow DCPS for all weather related closings or delays.

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

Tardy Protocol:

Students must arrive by 8:55 am every day. Classes begin at 9:00 am. Students should text or call their Student Support Specialist's (S3) work/personal cell, before 8:55 am if they are going to be late to have their tardy excused. Tardies are only excusable due to circumstances beyond your control (ie. family emergency or illness) and documentation must be provided.

An attendance and tardiness plan will be created with the student and Students Support Specialist if tardiness is a chronic issue. If this plan is not followed and improvement is not noted, this will lead to disciplinary action.

Truancy Protocol (students under 18 years of age)

Critical Dates Local School Responsibilities

Day 1: Contact Parent

Required to contact parents/guardians within 24 hours of child's unexcused absence from class/school by phone and/or in writing.

Day 3: Investigate Absences

Conduct an absence investigation. Students perspective Student Support Specialist makes contact with parents via phone/letter home.

Day 5: Conduct Parent Truancy Conference

Student Support Specialist mails certified letters to the student's home arranging a Truancy conference at the school for the student, parent/guardian and appropriate school officials. Participants develop an Attendance Intervention Plan by identifying the root cause of the absence, any prior interventions and recommended next steps and supports.

Day 5: Conduct Home Visit

If the parent has been unresponsive to prior correspondence, conduct home visit.

Day 10: Contact CFSA (students ages 5-13)

If all interventions listed above have been executed and documented, Student Support Specialists/S3 and Director of Student Support will decide whether to refer the child to the CFSA at 671-SAFE. Per District law, mandated reporters, including school officials, are required to report suspicious of educational neglect after 10 unexcused absences.

Day 10: Refer to Attendance Committee (students ages 14+)

Student is referred to the local school attendance committee for review of progress and updates to the student's attendance intervention plan.

Parents must be notified by certified letter that the DC Compulsory School Attendance Law requires minors from age five (5) until their 18th birthday to be enrolled in school with regular attendance.

Day 15: Court Referral In cases where absences have been unabated by documented local school interventions, the Student Support Specialist/S3 & Director of Student Support will refer the student/family to DC Superior Court Social Services documenting all prior interventions before any student is withdrawn for absences.

Day 20: Students over the age of 17 years will be unenrolled after 20 consecutive unexcused

absences(consecutive). A student who has been dropped and wishes to re-enter the school must re-enroll. Parents should be encouraged to re-enroll their child(ren) under 18 years of age. Previous school staff must make attempts to locate the student to verify where the student is currently enrolled.

D.C. Law 21-140. School Attendance Clarification Amendment Act of 2016. AN ACT

To amend An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes to clarify agency responsibilities with regard to school attendance, to deem an absence of a minor student from a public school unexcused where the school does not obtain an explanation for the absence from the student's parent or guardian verifying the reason for an absence within 5 days after a student's return to school, to prohibit the suspension, expulsion, or unenrollment of a minor from a public school due to an unexcused absence or due to a late arrival to school, to clarify attendance reporting requirements for public, independent, private, and parochial schools, to revise the protocol for a law enforcement officer who comes in contact with a minor and has reasonable grounds to believe the minor is truant, to revise the educational institution referral requirement for the Child and Family Services Administration, the Court Social Services Division of the Superior Court of the District of Columbia, and the Office of the Attorney General Juvenile Section to only include unexcused full school day absences with regard to attendance, to provide educational institutions with discretion on referrals if a student's 10th or 15th unexcused absence is accrued within the final 10 school days of the school year, and to require the State Superintendent of Education to provide written notice to each public, independent, private, or parochial school outlining the attendance and reporting requirements by July 1 of each year; to amend the District of Columbia School Reform Act of 1995 to conform it to the prohibitions against expulsion and suspension provided in An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes and the Pre-k Enhancement and Expansion Amendment Act of 2008; and to amend Chapter 21 of Subtitle A of Title 5 of the District of Columbia Municipal Regulations to repeal the requirement that a public school notify the Metropolitan Police Department after each occurrence of a student's 10th unexcused absence, to require that an educational institution obtain an explanation for a student's absence within 5 days of the student's return to school, and to amend the terms "truancy rate" and "chronic absenteeism."

BE IT ENACTED BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this act may be cited as the "School Attendance Clarification Amendment Act of 2016".

- 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.

A. How is the student's presence authenticated daily using the LMS?

- The students presence is authenticated daily by using the following:
- Phone conversations or virtual meetings one on one w/instructional staff to discuss content
- Completed assignments from daily activity in (LMS):
 - Moodle (will be transitioning to Google Classrooms)
 - Work in any of the available online platforms:

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure

- Virtual teaching
 - Khan Academy
 - Essential Education
 - Aztec
 - ReadWorks
 - Rosetta Stone
 - Cengage
 - CommonLit
 - Study Groups/Book Work
- Direct face to face online contact through Zoom, Google classroom, etc.
 - Email or upload photos of completed assignments, projects or videos of activities

Attendance from all sources is entered in SWIPE

B. What constitutes sufficient engagement in the LMS for the student to be marked present?

- To be marked present by teachers in platforms, student must engage in daily work assignments
 - To be marked present in Moodle or Google classroom, students must sign in daily. Students are given assignments from various teachers to complete.
- 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?

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?

1. The LEA will continue to use SWIPE to collect, verify, enter and store data to ensure official documentation of attendance records of students.
2. The student -level data that would be furnished to OSSE in the event of an audit of attendance records would be SWIPE reports.

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.

B. Behavior

Career Academy's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery will be to use the OSSE developed and other resources for students and teachers. The Student Support Department (SSD) will work with students individually and in small groups to address any well-being needs. Student Support Specialists (S3s) contacted students almost daily since the beginning of distance learning and will continue to do so throughout the 2020-21 school year to understand students' challenges and to address needs. SSD will develop a student survey to all individual students to give feedback on how to develop a stronger outreach program and support their needs.

Career Academy will identify and provide academic interventions to students who have lost the most learning due to COVID-19 by: offering additional support through one on one appointments with teachers, additional support/resources for assignments, study labs at the Career Academy on assigned days/times, paper packets, textbooks and virtual tutoring sessions.

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. Behaviors that could result in a student being excluded from distance learning:

- 1. inappropriate conduct while participating online**
- 2. sexual harassment to teacher/students**
- 3. using foul language/cursing**
- 4. cheating**

B. LAYCCA will communicate with families of student who are excluded from distance learning by the following means: phone call, email, text or virtual chat (if available)

C. To ensure that students who are excluded from distance learning have access to their missed work, the teacher and Student Support Specialist (S3) will check with students for receipt and completion. If a student is a minor, teacher and S3 will check for receipt and completion from parent/guardian.

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

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](#).

For the upcoming school year 20-21, Academic Boot Camp style classes will be in place for our students to focus on the skills they need to master. Students with disabilities will also focus on working on their IEP academic goals. Students will receive specialized instruction to the greatest extent possible by the special education instructor and instruction support specialist via push in into the general education classroom during on site instruction and via pushing in into distance learning sessions with virtual learning. All classes will be held virtually until at least January 2021. The school will move to a hybrid model and then all in-person learning as health guidance changes. Special education instructor and instruction specialists will work with students one on one or in a small group to provide specialized instruction in the classroom and through distance learning. The instructors will be using the following online learning platforms: Google classroom, Essential Ed, Khan Academy, CommonLit, Readworks, Newsela, Burlington English, USALearns. Students at home may choose to connect to the classroom during lecture hours. This approach is called Hy/Flex (hybrid/flexible). In this method, an instructor teaches a class onsite and is simultaneously transmitting the class through Zoom or Google Meet. Students may choose to connect to the classroom at the time of the class and participate in the activities. Students will remain in the same classroom with the same instructor.

A. A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;

- LAYC Career Academy PCS will continue to work closely with families to find mutually agreeable times when scheduling required IEP and eligibility meetings to ensure that IDEA timelines are maintained. All meetings will be scheduled with the families and held in person, phone conference or via an online platform such as Zoom. For eligibility meetings and assessments families will be contacted by the Sped Coordinator to discuss the timelines for scheduling meetings and to make necessary arrangements for evaluators to conduct assessments in person or via an online platform such as Zoom. Sped staff tracks and documents IEP services being delivered and students engagement on the different online platforms where students are assigned daily work. Students are called daily to be reminded of assignments and staff availability for support. Delivery of services is being documented in SEDS and in the SPED distance learning plan tracker.

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

B. 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;

- **During the school year 19- 20, we did not hear of any family members requiring special accommodations. However, for the upcoming school year 20-21, the Special Education Coordinator will conduct a needs assessment to find out the unique needs of our returning and incoming families. In the event we find out or are notified that a parent/family member has a disability, Career Academy will work with the Special Education vendor and if necessary contract additional services from other vendors to provide the necessary support to the family.**

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

Students will receive related services as stated on their IEPs, to the maximum extent possible via tele-therapy. All sessions will be documented in SEDS by the related service provider.

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

Special Education staff will continue to reach out to parents of minor student and adult students to:

- 1. Conduct a need assessment of the student and family needs to determine appropriate training.**
- 2. Check-in to provide support and answer questions related to distance learning, special education and others questions.**
- 3. Provide an update on academic performance and related services. Discuss challenges with the schedule of services and instruction.**
- 4. Conduct one-on-one meetings to help parents navigate online learning platforms such as Google Classroom, Zoom, etc.**

F. 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

At the beginning of the year, all students will be assessed including special education students. Sped Coordinator tracks and documents IEP services being delivered and student engagement in the Sped Distance Learning Tracker and in SEDS. Based on the student participation, work completion and assessment data, parent and student input instructors will assess if there was any academic loss or regression due to distance learning. If there was academic loss or regression then upon returning to school, MDT meetings will be held to review current data and to develop an individualized plan to address student specific needs.

G. 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.

Career Academy will work closely with DC agencies to ensure that students experiencing homelessness

continue to receive special education services. CA will collaborate with those agencies to ensure barriers such as access to the internet or technology are eliminated. Case Managers will work closely with students experiencing homelessness to ensure that students needs are met by assisting student to secure a safe living arrangement by referring them to our partner organizations such as Community Schools to assist in meeting the students' needs.

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

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

The LAYC Career Academy provides its English Language Learners with a language instruction educational program based on a newcomer model. Depending on the students' scores in BEST tests, they are offered courses aligned to their NRS levels of performance. The school would like to switch to the CASAS exam and will do so pending approval from PCSB. Instruction may last the whole day. Content and instruction is focused on language instruction in its four domains and familiarization with the particularities of American English and academic language.

Onsite and Hybrid Learning Environments

The EL Program at LAYC Career Academy will continue to provide services through the different modalities that might be used during SY20-21 (Full Distance Learning, Hybrid, Full Onsite Instruction). The plan is to start with distance learning and move to a hybrid model when appropriate. The hybrid model involves having students come to school two times a week and engage in distance learning three days a week. In order to ensure social distancing and safety, not all EL students will be present each day. The student population of the school, for scheduling purposes, is divided in two groups: Group A and Group B. The ELL schedule works in cycles of three weeks. Please see the schedule later in this section for details.

Onsite Instruction

When students are in the building, they will work with the same teacher the whole day. That is, the beginner students will work with the ESL Instructor and ESL Support Specialist during the morning and afternoon. Students will work on their academic goals in the four domains as a group and individually. The instructor provides whole group instruction, small group instruction, and individual interventions. The ELL Support Specialist provides individual support during the instructional time.

Online Instruction

Students participating in online instruction have to log in to the learning management system (LMS) each day to read the plans for the day. They will proceed to complete the activities as established in the plans. The teacher will provide the following learning opportunities:

1. **Teacher directed: Whole Group Lessons through Zoom or Google Meet**
2. **Teacher directed: Small Group Lessons through Zoom or Google Meet**

3. **Teacher directed: Individual meetings to check goals, establish new goals and for mini lessons the student might need**
4. **Student directed: Student will log into the Burlington English, CommonLit, ReadWorks or Newsela, USALearns platforms to complete work assigned by the teacher**
5. **Student directed: Advanced level students will log into Burlington English, CommonLit, ReadWorks, USALearns, Newsela and the One World platform to complete work assigned by the teacher**

Following is the schedule in which the students will be served.

Beginners: Group A: Onsite Mondays and Tuesdays

Week 1:

- **Onsite Instruction: Monday-Tuesday**
- **Online Instruction: Wednesday-Friday**

Week 2:

- **Online Instruction all week**

Week 3:

- **Onsite Instruction: Monday-Tuesday**
- **Online Instruction: Wednesday-Friday**

Intermediates: Group A: Onsite Mondays and Tuesdays

Week 1:

- **Online Instruction: All week**

Week 2:

- **Onsite Instruction: Monday-Tuesday**
- **Online Instruction: Wednesday-Friday**

Week 3:

- **Online Instruction: All week**

Advanced: Group: Online Learning

Week 1:

- **Online Instruction: All week**

Week 2:

- **Online Instruction: All week**

Week 3:

- **Online Instruction: All week**

Students in the Advanced level will be participating in the One World writing project. They will be

researching a topic of interest and preparing an argumentative essay that will be part of a public speaking event. The teacher will meet with the group virtually each week. Individual meetings will also take place every other week to make sure students are making progress towards the project's completion and of their academic goals.

Career Academy staff have found that many EL students learned better using paper packets. The ELL instructional staff will deliver paper packets weekly to students who prefer to learn in this manner. Staff will have phone check ins with these students as needed to support their learning.

B. 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;

Goal Assignment

The school would like to transition from BEST tests to CASAS to determine a student's proficiency in English. This means both tests will be offered during the time period it will take to get approval to administer CASAS. Until that is possible, the instructor and coordinator are using existent NRS levels for placement and goal setting purposes. The instructor plans lessons based on the students' level and language domain. The instructor also looks at each student's skills and performance by domain to delineate a personalized plan. In addition to this, the instructor assigns weekly work in the LMS so that students can work independently in the domains they need to focus and at their level of performance.

The ELL Support Specialist assists the instructor in providing small group strategies and individualized instruction, especially for the students in the Beginner levels. In addition to this, the instructor assigns weekly work in the LMS so that students can work independently in the domains they need to focus and at their level of performance.

D. 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

Already discussed above, in first section

E. The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

Content is available by level and domain in Burlington English. The instructor also provides leveled materials in the LMS each week.

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.**

A. Expectations for student access to devices and technical training;

- **Students are expected to login to learning platforms daily**
- **Career Academy will give all students access to a chromebook or laptop and internet as needed**
- **If a student struggles with using a device, the student will be encouraged to have a socially distanced technical training session(s) with Career Academy's IT Program Director**

B. The manner in which the LEA will assess student/family technology needs;

- **The Student Support Department (SSD) will conduct Needs Assessment surveys to determine students' technological needs as well as other possible needs**
- **Students identified as needing a device and/or internet will be encouraged to come to the school to pick up the necessary equipment**
- **Devices given out to students are tracked in a spreadsheet to prevent loss or theft**

C. The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;

- **Once students are identified as needing internet or technology either through the Needs Assessment survey or another manner, the students will be encouraged to pick up the devices at the school. We will ensure that all students who need devices and internet access receive them.**
- **Student Support Specialists (S3s) will periodically check-in with those on their caseload to see if the student's technology is working effectively or to see if the student's technological needs have changed**

D. The plan for replacing/repairing devices;

- **If a student has issues with a technological device, the student will first send a message to the IT Program Director. The IT Program Director will determine if the issue can be fixed remotely or if an in-person assessment/repair would be appropriate**
- **The IT Program Director would then determine if the repair will require Career Academy IT Department intervention. If this is the case, the IT Program Director will send a ticket to the IT Department for repair on behalf of the student. If the student has been completing her/his/zir assignments/participating in classes, a replacement device will be given to the student and the transaction will be logged in the Technology Distribution Spreadsheet.**

E. Expectations for student access to internet and safeguarding personally identifiable information (PII);

- **When adopting certain technology tools, Career Academy staff will evaluate tools to ensure they meet data privacy requirements. Some examples include:**
- **Workflow and collaboration tools where students and teachers work together, give feedback, and communicate through the learning process.**
- **Learning Management Systems (LMS) where teachers post assignments, and links to resources for students (and parents) to access.**
- **Online gradebooks where teachers post grades which students can access using a username and password.**
- **The LAYC Career Academy will ensure that all educational tools follow FERPA and PPRA guidelines**

F. 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;

- **Students agree to adhere to digital citizenship requirements**
- **School technology resources are provided for school-related purposes only. Acceptable uses of such technology resources are limited to responsible, efficient and legal activities that support learning and teaching. This regulation of use includes the use of a school device in all environments, including but not limited to school, home, or extracurricular functions**
- **If a student is not adhering to the school policy, remediation will occur with the student**

G. If/how the school's technology policy differs by grade level.

- **The policy will remain the same for all students in every pathway**

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).**

Career Academy aims to create a welcoming environment for students and parents. Current students and parents receive the student handbook in which Career Academy's mission, vision and goals are outlined along with school policies, guidelines and procedures. Career Academy ensures a safe and orderly learning environment, reinforces the partnership between parent, student, and staff, by supporting teachers in their classrooms and providing the appropriate in-service and training for teachers and parents. Through our Student Support Department, Career Academy establishes an open line of communication between parents and students in which the parent is contacted as often as needed regarding students Personalized Learning Plan (PLP) which includes the students academic progress and college and career readiness plan. Student Support Specialists (S3s) contact parents whenever there is a change in school operations and an email or letter is mailed to the home.

A. How often families can anticipate hearing from the school, and through which methods of communication;

Families will receive once per session, which is approximately every six to eight weeks or as necessary, a letter in the mail and via email drafted by the Career Academy registrar stating any changes in the COVID-19 reopening plan, a plethora of resources that can help the parent or guardian to better support the student

social emotionally and academically, reminding parents about our food and tech distribution schedule. We are also posting daily in social media any changes happening in the operations of Career Academy. If parents have specific academic questions they can contact instructors as well as the Director of Academics or Principal. Career Academy staff has planned in-person orientations taking into consideration all CDC guidelines on August 31, September 1st and September 2nd for parents and students in order to ensure that both parents and students know how to use our learning management system.

B. How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;

Our student body is provided with a survey at the beginning of each session and at the end of each session to ensure we are providing students with the tools they need to be successful. The responses to the survey are shared with the Director of Academics and the Director of Student Support who then disseminate the information to their respective teams so that each student receives exactly what is needed. We also collaborate closely with Community schools who provide our students and families with additional resources such as food, health insurance, dental assistance, clothes, and immigration assistance to name a few.

The Student Support Department (SSD) contacts parents and students daily to ensure that students are receiving both the mental and academic support they need via continuous learning. Parents and students provide their feedback consistently due to the positive relationships established with students respective S3 and other members of the team. The principal also makes sure to build positive relationships with parents and seeks their input.

C. How you will communicate about unanticipated facility closures and the health/safety of the school community;

Parents and students will receive a letter via mail, email, and a phone call from the students respective S3 stating facility closures and a detailed explanation of what our school is doing to ensure the health and safety of both our students and staff.

D. How you will share expectations and training for family participation in their student's learning, including training for technology;

We will mail and email to parents a document with expectations and dates of training we will offer to help students use online learning systems. We will also provide other resources such as online tutorials on how to use technology for those parents or students who do not feel comfortable accessing these resources. .

E. How you will facilitate introductions to new teachers and classmates at the beginning of the school year;

All new students and their parents will partake in either a zoom orientation or an in person orientation. We are cognizant that some of our students' parents have health conditions and an in person orientation might not be ideal.

F. 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).

Career Academy provides students with progress reports every three weeks (twice each session) and students also have a personalized learning plan (PLP) that they or their parents are able to access at any time. If the parent has any concerns about the PLP, our Director of Academics and instructors are always available to

answer any questions via phone, email or in person if possible.

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: LAYC Career Academy

LEA Leader Name: Nicole Hanrahan

Date: 10-05-2020 10:28 AM