

SY 2020-21 LEA Continuous Education & School Recovery Plans: Application Questions

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 learning¹ for school year (SY) 2020-21. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) are asking LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.² OSSE and DC PCSB are sharing this LEA Continuous Education and School Recovery Plan jointly to streamline operations and reduce burden for LEAs so each entity may fulfill its lawful functions.

OSSE is requiring 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 is requiring all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during SY 2020-21 in response to COVID-19.

This application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#).³ These guiding principles are intended to provide LEAs as well as families with clear and consistent expectations for ensuring that all students in the 2020-21 school year have access to a safe and supportive learning environment that also delivers rigorous and standards-aligned content to prepare students to succeed in school and life. We strongly encourage you to review these guiding principles closely before drafting your plans as well as the [Continuous Education Resources for LEAs](#) that we have curated.

To inform the public, these plans will be publicly posted, and we ask that LEAs also share them directly with their families upon approval by OSSE and DC PCSB. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individualized needs, but these plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies

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 SY 2020-21 in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (SY 21-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

³Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.

delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines.⁴

The deadline for submitting these plans is August 2020. At this time, OSSE and DC PCSB are providing LEAs with the application questions, so they may begin to work on their responses. In mid-July, OSSE and DC PCSB will provide information on the process for submission and review.⁵

SCHOOL RECOVERY OPERATIONS PLAN

Describe the LEA's plan to keep buildings clean:

Achievement Prep intends to offer a virtual-only option for instruction during the fall of SY20-21. As such, our approach to classroom operations management has shifted to support the current distance learning model. However, all of our cleaning protocols, facilities modifications, PPE requirements and social distancing guidelines will remain in place, irrespective of our levels of capacity and attendance. We believe that our approach to stakeholder safety must be resolutely adhered to in every scenario where the building is occupied, regardless of the duration or type of activity undertaken.

Cleaning Protocols

Achievement Prep will regularly clean, disinfect, and sanitize all surfaces, furniture, instructional materials and office equipment in accordance with the DC DoH guidance on cleaning and disinfecting and the CDC's Reopening Guidance for proper treatment for public schools. We partner with an external vendor for cleaning and maintenance support and we have required that they align their chemical treatment and cleaning procedures with the specified cleaning standards issued by the District. To bolster our sanitization capabilities beyond even the current guidance, we have acquired 4 electrostatic induction sprayers to more effectively treat our building and further mitigate any possible opportunities for infection. The electrostatic induction sprayers are used nightly by our cleaning team, in every space where staff members have travelled throughout the day.

Specifically, our cleaning protocols will focus on the following elements:

- Every day we will clean and disinfect surfaces and objects that are frequently touched. Our standard cleaning protocol calls for the daily sanitization of all surfaces, furniture, bathrooms and hallways. We have expanded our daily treatments to include providing special, detailed attention to objects/surfaces that are usually reserved for deep-cleaning (e.g., doorknobs, light switches, the edges/backs of chairs, window sills and handrails).
- Restrooms will be cleaned on an hourly basis and special cleaning interventions will be employed following any occasions of high-traffic. We have sealed-off the middle sink and middle stall in every restroom to ensure that no two individuals will simultaneously occupy restroom equipment within 6 feet of one another.
- The use of our playgrounds, recess equipment and cafeterias will be prohibited during the 20-21 school year until cleared by DC DoH.

⁴ Refer to health guidance for childcare 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.

⁵ LEAs should notify DC PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

In the event of a positive COVID-19 case within our school community, we will continue our standard daily cleaning routine and also institute an even more aggressive sanitization protocol in order to curb any potential exposure risk. Once aware of a positive COVID-19 case, we will perform in-house contact tracing to ascertain where potential high exposure locations might be within the school and also to understand which members of our school community may have had contact with the potentially infectious person. Our cleaning team will be notified of the confirmed case and we will share all of the details from our internal review of potential points of exposure. The cleaning team will completely sanitize the rooms, materials and equipment that the infectious person may have come in contact with and deploy antiviral fumigation throughout the building for overnight treatment. No individuals will be allowed in the potentially contaminated area directly following identification of a known positive case until proper sanitization has been administered. Lastly, Achievement Prep will follow existing procedures for reporting communicable diseases in the event of a confirmed case of COVID-19 in a scholar, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the specified online case report.

Facilities Modifications and Safety Assurances

In order to meet the COVID-19 facilities safety requirements issued by the District, we engaged an MEP engineering firm to perform a comprehensive building assessment of the HVAC system, our plumbing and waterways and our capacity for sanitized disposal/waste within our facilities. The firm's findings focused on three core elements - 1) preparing the physical building for reopening, 2) HVAC system modifications to optimize airflow and minimize the spread of airborne pathogens and 3) acquiring proper PPE and performing ongoing sanitation. To date, we have implemented the directives from the MEP assessment and we continue to expand on its initial guidance.

Our first objective was to ensure that our physical space was safe and fit for reentry. We started by conducting VRV testing and balancing of the main air handlers so that we could maximize the amount of fresh air circulated into the building. In order to prevent COVID-19 particulates from being recycled by our internal air handlers, we upgraded our filters to MERV 13 throughout the building. We then performed the following steps to ensure that our HVAC system was properly configured for occupant safety:

- We reviewed air distribution conditions of existing spaces - specifically looking for covered diffusers and blocked returns that would impede airflow.
- Performed initial air flush of all spaces prior to occupants re-entering building
- Cleaned all HVAC intakes.
- Verified proper separation between outdoor air intakes and exhaust discharge outlets to prevent re-entrainment of potentially contaminated exhaust air.
- Performed a general inspection of spaces to identify any potential concerns for water leaks or mold growth that could negatively impact occupant health.
- Reviewed control sequences to verify systems are operating according to this guidance to maintain required ventilation, temperature and humidity conditions to occupied areas.
- Altered the normal sequence of operation to run 2 hours before and 2 hours after occupancy.

We also performed a comprehensive plumbing and water systems flush prior to re-entry in accordance with ASHRAE Guideline 188. The building water systems preparation was inclusive of the following:

- Domestic water systems were flushed and Domestic cold-water systems to flush piping mains and branch lines.
- Water pressure and flow rates were tested and calibrated
- Hot water tank was primed 150 F for 1 hour, reset to normal operating temperature and flushed.
- All toilets, sinks and soap dispensers were checked for correct operation
Drinking fountain bubblers will be removed and capped. Only touchless, filtered water spouts will operate during the 20-21 school year.

Finally, we will add touchless hand sanitizer dispensers at every entryway and the entry/exit points of each stairwell. We will install sneeze guards to protect against floating particulates at our lobby desks and at office counters where individuals are positioned face-to face. We have acquired significant stores of face masks, face shields and gloves. We have enough PPE to make emergency provisions for staff and stakeholders should their own masks or equipment get soiled or experience failure during the day.

Building Access and Social Distancing

Until it is deemed otherwise safe, Achievement Prep will only allow essential staff on site and we will completely prohibit non-essential visitor access. In order to enter the building, permissible stakeholders will undergo our health screening protocol. We use touch-free temperature readers to ensure that every individual's temperature is within an acceptable range. We require entrants to affirmatively acknowledge that they are COVID symptom free and that they have not knowingly come into contact with any person confirmed to be COVID-positive. Additionally, all entrants must wear a face mask in order to be allowed access to the building. A designated area will be available for any scholar or staff member who exhibits symptoms (e.g., fever, cough, nausea) while on premises until they can be safely removed from the facility. This area will be separate from the area used for routine healthcare.

We have paid special attention to our classroom and office configuration in order to optimize space for social distancing. All entrances, walkways and hallways will be outfitted with floor decals and directional signage to indicate spacing requirements and traffic flow. We have reconfigured the furniture deployment for every room in the building to create six feet of separation for any given mode of seating. No room will allow for more than 12 occupants at any given time and access to these spaces will be closely monitored. We have removed all rugs and carpet squares from classroom environments and we have eliminated shared resources like electric pencil sharpeners, community tissue boxes, or community use pencil/crayon/marker bins. We have replaced classroom-wide instructional materials and manipulatives with individual bins of resources for each scholar to use separately.

Safety and Personal Protective Equipment (PPE)

Whatever we do must ensure the safety and well-being of all of our stakeholders both emotionally and physically. Our people matter greatly and we can only fulfill our mission with everyone being safe and whole. Safety is our Priority! We are committed to providing **the safest and most health-conscious program possible**, in conjunction with **the best educational experience possible** regardless of the platform - virtual or in-person. We will do whatever it takes to care for our stakeholders in all ways.

There will be **MANDATORY SAFETY GUIDELINES FOR ALL**. The safety of all of us is top priority. We are ALL anxious about COVID-19 and want to be protected, safe and secure. We want all to be healthy and ensure the health, safety, and wellness of our loved ones as well. Being lax or comfortable simply is NOT

an OPTION. We have been very thoughtful and diligent about preparing to re-enter the building. Masks will be required at all times by all in building, including scholars, except for eating in designated areas in a socially distant manner. Achievement Prep will provide all scholars and staff with any required PPE equipment. All stakeholders, including scholars and staff, will receive an Achievement Prep logoed mask on the first day of school. Families will be expected to ensure scholars come to school daily with masks. We will have daily disposable masks available in case of emergencies.

ARRIVAL PROCEDURES FOR ALL - Daily temperature checks and affirmation of health status will be required daily for scholars and staff. In order to enter the building, all staff will be required to enter the building **through the front door of their assigned building (side doors will be deactivated)** where there will be temperature and affirmation regarding daily health status. So while parking in the parking lot is still allowed, all staff will have to enter through the front door of their assigned building in order to enter for the day. We will open doors daily at 7:00 am to ensure staff have enough time to complete the safety arrival procedures, and be ready to go at the assigned time. For the safety of all of us, staff deemed unfit to enter will not be allowed to enter the building.

We must completely limit who is in the building, where and when to only essential staff, scholars of essential workers and pre-approved workers/visitors. We will not allow non-essential individuals, including parents, into the buildings. Anyone who is deemed essential and allowed to enter will have to follow the exact same protocols as all of us. They must also wear masks at all times.

We are taking very careful account of how to restrict occupancy to ensure optimal safety for all stakeholders - staff, scholars, parents and partners. When we return for in-person for all and for Essential Workers classrooms,, we will follow the District's guidance for phased reintegration, which currently requires 6 feet of distance between individuals at all times and no more than 12 people clustered in one class/common space. We are taking precautions in community spaces to ensure that social distancing is enforced throughout our facilities by limiting movement to designated times and via designated routes.

We are installing plexiglass sneeze shields at the lobby desks; incorporating floor decals indicating increments of 6 feet spacing throughout the classrooms, hallways, restrooms, waiting areas (both interior and exterior spaces); and performing temperature checks and health affirmations for every person as they enter the building each day. Staff and scholars will be grouped into static cohorts that prevent cross-contamination between groups. Each group will have an identified entryway and corresponding stairwell that allows for cohort stratification throughout the entire day. This separation will allow us to quickly isolate impacted groups and limit potential exposure risks to unaffected cohorts.

Each classroom is physically structured to accommodate no more than 12 scholars at 6 feet apart. Carpets and additional seating have been removed to provide more safe space between scholars' desks and chairs for teacher movement around the classroom. In conjunction with the Department of Health guidance, recess will not be provided and breakfast and lunch will be eaten in classrooms. Other forms of scholar breaks and movement will be in place to give teachers and scholars a much-needed reprieve. To minimize mixing cohorts, scholars will remain in the one classroom (no rotations outside of the classroom). PPE will also be provided for all staff.

In case of positive COVID-19 test in the school building:

Part of keeping scholars and staff in designated cohorts is to minimize the spread of the virus and to allow for easier contact tracing. Because we will minimize entry into the building outside of staff and

scholars, the goal is to be able to identify the source. Should someone get sick or test positive, that advisory and any adult who came in contact with the same would be required to quarantine for 14 days and we would notify the DOH. All would need to test negative before returning to school. We will not penalize any staff or scholar who is required to quarantine. DOH will have specific follow up with staff, scholars/families. We recognize the potential for quarantine is high, so we have a very robust plan for virtual learning and fully expect any scholar and staff not ill/infected, to engage in that program while in quarantine. More details about what quarantine expectations will be will be shared at the start of school and especially as DOH provides schools with even clearer guidelines.

Meals for scholars

Achievement Prep participates in the National School Lunch Program (NSLP) and will follow guidance from OSSE and USDA regarding the same. It is our hope to be able to provide scholars/families with multiple days meals so their need to travel back and forth to school is limited.

For our Essential Workers classrooms, meals will be served daily on site, within the classrooms.

INSTRUCTIONAL DELIVERY PLAN

Describe how the LEA will deliver instruction in order to achieve continuous learning during SY 2020-21.

Due to COVID-19, we will operate a fully virtual school program through at least Quarter 1 – October 30, 2020. During this time, instruction will be delivered virtually as set for the below. Each scholar will be provided with a chromebook and a scholar bin with all necessary instructional and wellness materials. We will work with all of our families to ensure scholars have access to broadband internet access.

At Achievement Prep, we know that our scholars learn best from their teachers, so having teachers teach live (synchronous) and pre-recorded (asynchronous) lessons is critical for us. Bringing teachers back, in-person, is important for us. In our current plan, teachers will conduct their virtual lessons from socially distant classrooms where they have all the resources they need available at the school (see below for safety protocols for staff). We also believe being in the building versus home setting for teachers will minimize any distractions during instructional time. This also helps us prepare for a smooth transition to in-person learning when it is deemed safe to fully return. We will use both synchronous and asynchronous instructional methods. Via Google sites, SeeSaw, and Zoom, we will provide a full-day of learning (8:30 am – 3:30pm) to scholars with a mixture of real-time (synchronous) and pre-recorded (asynchronous) lessons. Curriculum handouts will be uploaded to SeeSaw, allowing 100% of scholars to complete and submit on the platform without printing or scanning. Complementary workbooks will be distributed to all scholars for additional practice with fluency, spelling, handwriting, etc. Scholars who require more assistance or accommodations will also receive the materials in hard copy.

In response to need, we are pleased to provide in-person school for scholars of essential worker parents and caretakers. **We will offer a very limited number of in-person seats for Essential Worker scholars.** These, no more than two, essential worker classrooms will be managed carefully and safely. For the safety of all who attend, we will have designated staff working specifically with those scholars onsite. Staff will be separate and in a separate space. They will engage in virtual learning like our virtual scholars with noise-cancelling headphones. They will simply be learning in our care while their parents are at work.

Platforms

We are using a few platform(s) that allow scholars to engage in live teaching and learn directly from teachers and peers. We have developed a scholar-friendly, interactive Google Sites website for **easy access** to all of the virtual materials, and will use Google Sites, Clever, SeeSaw and Zoom to fully engage with scholars. Printed workbooks will be distributed as supplemental learning, but most work will be done through the virtual platforms. Additionally, all of the programs that scholars need will be available.

- **Google Sites:** This will be the starting point that connects to all digital platforms.
- **ZOOM:** This platform will enable us to interact with our scholars via live instruction. Our K-3 scholars will login in real-time to view class, taught in real-time by teachers based on a clear and easy-to-follow daily schedule. In conjunction with this ZOOM experience, we have purchased mobile 50-55” television screens for each classroom so that teachers can see all of his/her scholars on a large screen without having to limit to his/her laptop screen.
- **Clever:** Most educational organizations that use Clever appreciate this single-site login to access the following learning platforms:
 - a. **SeeSaw:** Easy to use platform for class work
 - b. **Illuminate:** Bi-Weekly “Show What You Know Quizzes”
 - c. **Accelerated Reader:** Tracking scholars’ independent reading
 - d. **iReady**
 - e. **NWEA MAP**

Supplies/ Materials

The digital divide impacts our community in so many ways beyond our control. However, we believe it is our responsibility to support families with technology as much as possible. Each Scholar will receive a Chromebook for use. Homes in need of internet access will receive support from the school. Furthermore, we will also provide training and support for our families on the platforms themselves.

In addition, individual scholar bins are being created for each scholar that contains everything scholars would have access to at school and need to fully engage in learning from home, including, manipulatives, guided reading books, independent reading books, pencils, paper etc.

We have created a socially distant process for material pick up/distribution. During week of 17th, families will come at assigned times to pick up laptops and materials.

Teaching and Learning Schedules

Our virtual school day will be from 8:30 – 3:30 pm on Monday, Tuesday, Thursday, and Friday. Wednesday will still be a half day for us (end at 12:30pm) for scholars. Staff will be present on site from 7:30 am – 4:30pm daily.

After consulting with external partners on virtual learning, we understand best practice is to not have small children (K-3), on screen for more than 4 hours per day for core content. This meant that we had to be very creative about how we instruct scholars.

	Synchronous learning	Asynchronous
M, T, Th, F	4.5 Hours	2 hours
Wednesdays	4 hours	N/A

Core content and small group instruction will be offered daily. Scholars will be required to engage in four hours of synchronous core content time. Core Content is identified as Kipp-Wheatley Reading, Kipp-Wheatley Writing, FUNdations, and Eureka Math. Our small group instruction will include Guided Reading, and Math Stories/Story Problems. Our SEL work (also known as our “Be The Dream” block) will take place daily each morning. Asynchronous activities during the school day will include independent work on I-Ready, and movement breaks via pre-recorded Co-Curricular lessons. We are working to limit screen time to no more than 5 hours for k-3 scholars. Non-screen work time post school hours will include handwriting, DREAMwork (homework), and Reading Logs in conjunction with Accelerated Reader. Intervention support and targeted instruction will also occur virtually. *See sample schedule below.* This is an example of one advisory divided into two groups. Where scheduled program differs (i.e., IReady and Guided Reading), is small group instruction/intervention.

Time	Howard - rm. 300	Howard - rm. 300
	Ryles-Ouarid	
8:30 - 9:00	“Be the Dream” incl SEL and Network Book lessons 30 mins	“Be the Dream” incl SEL and Network Book lessons 30 mins
9:00 - 9:30	KIPP Wheatley 30 mins	KIPP Wheatley 30 mins
9:30 - 9:33	Transition 3 mins	Transition 3 mins
9:33 - 10:03	Writing 30 mins	Writing 30 mins
10:03 - 10:05	Transition 2 mins	Transition 2 mins
10:05 - 10:35	Guided Reading 30 mins	i-Ready ELA (asynchronous) 30 mins
10:35 - 10:38	Transition 3 min	Transition 3 min
10:38 - 11:08	i-Ready ELA (asynchronous) 30 mins	Guided Reading 30 mins
11:08 - 11:10	Transition 2 mins	Transition 2 mins
11:10 - 11:40	Fundations 30 mins	Fundations 30 mins
11:40 - 12:25	Lunch (asynchronous) 45 mins	Lunch (asynchronous) 45 mins
12:25 - 12:40	DEAR/AR (asynchronous) 15 min	DEAR/AR (asynchronous) 15 min
12:40 - 12:45	Transition to Class 5 mins	Transition to Class 5 mins
12:45 - 1:15	Eureka Math 30 mins	Eureka Math 30 mins
1:15 - 1:18	Transition 3 mins	Transition 3 mins
1:18 - 1:48	i-Ready Math (asynchronous) 30 mins	Story Problems 30 mins
1:48 - 1:50	Transition 2 min	Transition 2 min
1:50 - 2:20	Story Problems 30 mins	i-Ready Math (asynchronous) 30 mins
2:20 - 2:22	Transition 2 min	Transition 2 min
2:22 - 2:47	Math - Reteach 25 mins	Co-Curricular (asynchronous) 25 mins
2:47 - 2:50	Transition 3 mins	Transition 3 mins

2:50 - 3:15	Co-Curricular (asynchronous) 25 mins	Math - Reteach 25 mins
3:15 - 3:30	PM Prep 15 mins	PM Prep 15 mins
	Wednesday Schedule:	
Time	Classroom A	Classroom B
	ELA Teacher	Math Teacher
8:30 - 8:45	AM Prep/Morning Mtg	AM Prep/Morning Mtg
8:45 - 9:15	KIPP Wheatley ELA	Eureka Math
9:15 - 9:18	Transition	Transition
9:18 - 9:48	Fundations	Math Re-Teach
9:48 - 9:50	Transition	Transition
9:50 - 10:15	Writing	Story Problems
10:15 - 10:20	Transition	Transition
10:20 - 10:50	Eureka Math	KIPP Wheatley ELA
10:50 - 10:53	Transition	Transition
10:53 - 11:23	Math Re-Teach	Fundations
11:23 - 11:25	Transition	Transition
11:25 - 11:50	Story Problems	Writing
11:50 - 11:55	Transition	Transition
11:55 - 12:30	Preppie & Proud	Preppie & Proud

Scholars will be expected to meet virtual attendance requirements. Assignments will be graded as if scholars were in-person and all assessments will happen on schedule (may require some in-person time). Families will receive feedback on scholar’s progress throughout the year.

Training and Professional Development for Staff

Our leader training (Leadership Bootcamp) began on July 6th. During this time leaders prepared for school reimagined and upcoming teacher training. We hold a four (4) week Summer Institute with all staff that began July 27, 2020, to provide extensive training and support of our program and expectations for all staff. Summer Institute is in-depth training of staff in preparation for a strong school year. Both external and internal training on the online platforms will extend through the month of August to ensure that the instructional team is fully prepared for the start of school on August 24, 2020.

Training and Professional Development for Families

In depth training on the virtual platforms will be available for scholars and families during our week-long Parent Orientation week, to ensure full understanding of each platform. Technological support will also be available to families upon request throughout the year. We understand this is not homeschool for our parents, and while they will have to support their young scholars, the onus of teaching and learning is on us as a school. We want to make sure families truly understand the platforms, how to access, what they each do and how to support their scholar’s learning.

Regular check-ins with teachers and families will continue as it has throughout the school year. This two-way communication includes but is not limited to -

- a. Bi-weekly School Newsletters with general school updates
- b. Periodic Advisory Newsletters with specific updates for each scholar's classroom
- c. Weekly Phone Calls/Texts to check in on families and discuss scholar progress
- d. Our "APrep CareCorps" will do regular home visits to support scholar care and needs.

Program monitoring

Achievement Prep will be in constant review of the program and effectiveness of our virtual learning. Each week, both academic and cultural dashboards will be created and reviewed by the leadership teams each Wednesday to assess program effectiveness. Data from interim and formative assessments will provide insight into scholar academic progress. There are four (4) full professional development data days set throughout the year (approximately every 6-8 weeks) to do deep dive in to program effectiveness. We will use these opportunities of data review to address the needs of every scholar across learning environments

ASSESSMENT AND PROMOTION POLICY

Describe the LEA's policy for identifying and administering assessments during SY 2020-21.

Achievement Prep will use the following formative assessment(s) to measure scholar learning (and learning loss) at the start of SY 2020-21:

- I-Ready-Curriculum Associates
- NWEA-MAP
- STEP Assessment (Strategic Teaching & Evaluation of Progress) for Reading K-3 as developed by the University of Chicago.

We will also administer these assessments regularly throughout the school year.

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.

We have created an assessment calendar that is flexible enough to support virtual or in-person learning. Throughout the school year, Achievement Prep will utilize a variety of assessment modalities to ensure every scholar is assessed. In addition to the baseline assessments noted above, every 6-8 weeks, Achievement Prep will administer the assessments below. When in-person, assessments will be delivered as part of school day. Below sets out how assessments will happen virtually:

- **ANET assessments** for both reading and math will be administered online for scholars at home in grades 2-3 every 6-8 weeks. There will be online proctoring for ANET assessments by Achievement Prep staff*. ANET functionality includes a variety of measures that are used to monitor scholars as they take the assessment and diagnostics will be available that provide

* Achievement Prep has purchased GoGuardian to help with online oversight. GoGuardian allows our teachers to know what scholars are doing on their devices and whether they are off-task or need help.

information on scholars' time on the assessment and on each question.

- **The I-Ready Diagnostic assessments** (BOY, MOY and EOY) will be administered in both reading and math and those assessments will be administered online, at-home for all scholars, grades K-3. There will be online proctoring of I-Ready Diagnostic assessments as well.
- **The initial/baseline of both the NWEA-MAP assessment and the STEP assessment** will be administered to all scholars in grades K-3 in-person during Achievement Prep's Baseline testing days at school (Saturday, August 1st and 8th).
- **NWEA-MAP assessment** throughout the school year will be administered in both reading and math and those assessments will be administered online, at-home for all scholars, grades K-3. There will be online proctoring of NWEA MAP as well.
- **STEP assessments:** Achievement Prep values the data provided by STEP and we are waiting to hear from STEP about the ability to administer the same online. We anticipate they will provide such an option shortly. If not, we will create a socially distant safe plan for in-person administration just as we did for Baseline for All.

For all assessments, we will work towards 100% completion each session. Teachers will review completion rates and communicate with families of scholars who have yet to complete the assessment. We will provide necessary supports to scholars/families who need it to ensure we get to our 100% goal.

Below are the dates we intend to administer our assessments during the 20-21SY school year:

ANET Assessments: (tentative – still being confirmed)

- Assessment 1: Oct 26-30
- Assessment 2: Jan 11-15
- Assessment 3: March 29-31
- Assessment 4: June 7-11

NWEA-MAP Assessments:

- MAP Math only Baseline: Aug 1 & Aug 8
- Fall MAP Testing (Reading & Math): Sept. 14-25
- Winter I MAP Testing (Reading & Math): Nov. 30-Dec. 11
- Winter II MAP Testing (Reading & Math): Feb. 22-March 12
- Spring MAP Testing (Reading & Math): May 24-June 4

I-Ready Assessments:

- Beginning of Year Diagnostic: Aug. 31-Sept. 4
- Middle Of the Year Diagnostic: Jan. 5-15
- End of Year Diagnostic: June 7-11

STEP Assessments:

- STEP Baseline testing: Aug 1 & Aug 8
- STEP Testing Cycle 1: 10/14-10/23
- STEP Testing Cycle 2: 1/21-2/5
- STEP Testing Cycle 3: 3/22-4/2

PROMOTION AND GRADUATION

Achievement Prep will not change its grading and/or promotion policies in light of distance learning. A copy of the policies can be found [here](#).

ATTENDANCE POLICY

During our period of distance learning, Achievement Prep will take attendance via Option A – Learning Management System (LMS). Scholars will be deemed present when they engage in the LMS and log in to Google Sites via Cleaver and SeeSaw. Attendance will be taken at the start of the school day during synchronous learning. The next morning, a report will be run to note the amount of time scholars have engaged in the LMS. We will require scholars to engage with the LMS for 80% of the scheduled day to be marked present. Attendance will then be entered in to PowerSchool. Due to the fact that we will allow asynchronous learning to meet families’ needs, attendance will always be one day behind.

If a scholar does not log on at the synchronous start of school time, we will institute our normal attendance process with the Main Office Coordinator calling the home by 9:30 am to see where the scholar is. Each day, families of absent scholars will be contacted by their teachers to get them back online as soon as possible.

As an additional layer of record management and in the event of an audit of attendance, in addition to PowerSchool notation, we will also use classwork submission through SeeSaw as evidence of scholar LMS authentication and engagement . In addition to general attendance and communication, our APrep Care Corp will be in full swing – checking on non-communicative families through phone calls, texts, emails, and socially-distant home visits. Based on this level of outreach, decisions regarding support will be made on a case-by-case basis.

WHOLE STUDENT SUPPORT

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.

In partnership with Department of Behavioral Health, AprilMay and Achievement Prep provides school based mental health support and services to scholars and families. AprilMay’s role is to provide ongoing intervention through Tier 1, Tier 2 and Tier 3 supports to improve the social and emotional needs of the scholars we serve. As such, this will require intentional support to our most vulnerable scholars were impacted during COVID-19. Note, Achievement Prep and AprilMay provided services of scholars and family during the first phase of COVID-19 distance learning and continued through the Summer 2020. Achievement Prep will continue provide the following supports:

Scholar Support:

- Observations
- Social Skills Group
- Grief/Loss

- Anxiety
- Self-Regulation
- Managing and Regulating Emotions
- Coping Strategies related to PTSD
- 1:1 Individual Therapy

Parent/Family

- Family Therapy
- Parent Training Series

Staff

- Observations
- Professional Development
- Trauma Informed Classrooms
- Adverse Childhood Experiences (ACE)
- Manifestation of PTSD
- Practical strategies to support Mental Health disorders

Behavior

Describe the LEA’s policy for monitoring student behavior during distance learning.⁶ 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)
Achievement Prep will not exclude any scholar from distance learning as a result of not meeting any behavior expectations. A comprehensive SEL plan has been developed to address the needs of scholars, provide support and teach appropriate coping strategies during the virtual learning program.
- The manner in which the LEA will communicate with families of students who are excluded from distance learning
While exclusion from the program will not occur, Platinum Teachers and the Dean of Scholars will communicate with families when the scholar is having difficulty meeting the behavioral expectations. Through this collaborative effort, the team will develop a plan to address the scholar’s needs.
- The manner in which you will ensure that students who are excluded from distance learning have access to missed work.
Not applicable

⁶ 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.

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

SPECIAL POPULATIONS

Describe the LEA's plan to serve Students with Disabilities.

Special Education Delivery of Service:

During the COVID-19 virtual learning phase, Achievement Prep PCS will provide Special Education and related services to scholars as pursuant to their IEPs. Achievement Prep PCS is committed to implementing **all** IEPs to the greatest extent possible and that will allow STAR Scholars to access the general education virtual learning platform.

Continuum of Services:

- Inclusion services (Push In)

Providing instruction to scholars with disabilities with their nondisabled peers while also receiving *specialized instruction and support* to ensure access & progress in the general education setting.

- Small Group/Resource (Pull out)

A separate, remedial **classroom** where scholars with disabilities are given direct, specialized instruction and academic remediation as individuals or in groups.

- Consultation services

Collaboration between the Scholar Support Teacher and General Education Teacher which focuses on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the scholar in the general education classroom. Agreed upon strategies are delivered by the special education teacher and/or the general education teacher.

- Therapeutic Placement (Nonpublic)

A nonpublic placement is a privately owned or operated school/program that offers intensive instruction and services in a therapeutic environment. An IEP Team determination is required in order to place a scholar in a more restrictive environment.

- Related Services

Services that are necessary for a scholar to benefit from special education; includes speech and language pathology, behavior support services, occupational therapy, physical therapy, parent counseling and training, etc.

Description of Services:

- **Push in: inclusion services**

- **General Education Platinum Teachers will provide direct instruction during core content;**
 - Consultation services (accommodations/modifications) with teachers, scholars and families;
 - Provide push in instruction during independent practice (**breakout room**);
 - Small group testing (SWYKQ, EOM, Unit Test, Quarterly Exams);
 - Shared ownership of STAR Scholar data
- **Pullout services- Small Group Resource**
 - Scholar Support Teachers (SST) provide intervention pursuant to IEP goals;
 - Pullout services will occur post Virtual Learning hours between 2:00p-4:00p;
 - Reading Intervention- Systems 44 (SEEF Grant);
 - Math Intervention- TBD
 - Small group testing (Benchmark, PARCC)
- **Evaluations**
 - Initial evaluation, Triennial evaluations, and Related Service evaluations with be schedule in-person and through virtual telehealth practices;
 - Social distance guidance and mask will be required

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

IDEA & Compliance Timelines:

July	August	September	October
<p>Director of Scholar Support (DSS) reviews OLIK’s “Early Access to SWD” to identify each scholars timelines, services, and hours.</p> <p>The DSS conducts record review of returning and newly enrolled scholars to develop a plan to address immediate compliance issues that require resolution.</p>	<p>Director of Scholar Support (DSS) continues to monitor OLIK’s “Early Access to SWD” to identify each scholars timelines, services, and hours.</p> <p>DSS and Case Managers schedule and facilitate Transition Meetings with parents and previous LEA representatives.</p> <p>The team develops a plan to address compliance and barriers</p>	<p>DSS and Case Managers schedule and facilitate 30 day with parents</p> <p>The IEP team determines if any IEP amendments are necessary to address the scholar’s progress and needs</p>	<p>DSS and Case Managers schedule and facilitate 30 day with parents.</p> <p>At the end of quarter 1, all meetings with parents will be held to review data and make decisions on if the scholar requires:</p> <ul style="list-style-type: none"> • Updated Psychological Assessments, • Related Service evaluations, • Changes to service, and any other decisions based on the individual

The DSS creates a compliance calendar and schedule meetings	to service implementation		scholar's progress and needs
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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:

Related Services provided via Telehealth

- Contractual Services
 - Behavior Support Services (ETES)
 - Occupational Therapy (ETES)
 - Physical Therapy (ETES)
 - Speech and Language (MACS)
- RSPs schedule services directly with family in collaboration with Scholar Support Team starting w/o 8/24;
- All services will be scheduled post Virtual Learning hours;
- All services will be provided outside the general education classroom unless otherwise stated.

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:

20-21 Recovery Plan Timeline

Timeline	Action	Description
Week 0	Baseline Testing	Data will be used to inform scholars, teachers, and families with the scholars' present level of performances
Weeks 1-6	Parent Training* Direct Instruction	1:1 meeting with each family with a SWD. The meeting will: <ul style="list-style-type: none"> • Introduce families to Achievement Prep's POC, Special Education Teacher and Related Service if applicable. • Identify any barriers to service provision • Collaborate and develop solutions that are mutually agreed upon By October 2020, Parent training of SWDs on implementation of IEP Scholars will engage in core content, small group, and intervention in the virtual learning platform.
Week 6	Benchmark Assessment	Teachers will analyze results from ANET assessment and create action plans to respond and address the academic needs.
*IEP Meetings -30 day review		

Initiate IEP amendments to make changes to any scholar that requires immediate changes based on current performances		
Weeks 7-9	Intervention	Based on the results of the Benchmark Assessment, strategic and intentional Tier 1 & Tier 2 interventions will be implemented
Week 9	Data Driven Decision	Analysis of scholar data to determine the scholar's progress: <ul style="list-style-type: none"> • Did the scholar make progress that would be expected during recovery period? • How does the scholar's progress compare to the progress for all scholars? • Is there evidence of regression for the scholar?
Week 10	**45 day review	At the end of quarter 1, all meetings with parents will be held to review data and make decisions on if the scholar requires: <ul style="list-style-type: none"> • Updated Psychological Assessments, • Related Service evaluations, • Changes to service, and • any other decisions based on the individual scholar's progress and needs.

****To determine the needs of each family, Achievement Prep will use Family & Scholar interview forms****

Compensatory Education Plan:

Compensatory education decisions are based on a qualitative analysis of what the scholar received, what progress or regression the scholar experienced as a result, and what is needed to address recovery of lost learning and mitigate scholar regression.

CRITERION	DESCRIBE & ANALYZE SCHOLAR DATA	IEP TEAM CONSENSUS
<p>Criterion 1: School level data on the services provided during the COVID-19 distance learning time period</p> <p>Detail services that scholar received</p>	<p>What instruction/support was provided through the general education distance-learning program?</p> <p>When did distance learning begin for all scholars?</p> <p>When did special education services begin for this scholar?</p>	<p>Was the scholar's IEP implemented? Consider the following:</p> <ul style="list-style-type: none"> • Were there services that could not be provided remotely? • Was there a delay in the provision of services after the school's distance learning program began for all scholars? • Was the scholar unavailable for services? If so, why?

<p>during distance learning time period</p>	<p>What special education services were made available?</p> <ul style="list-style-type: none"> • Specialized Instruction: • Related Services: • Accommodations/other aids and supports: • Anything else provided to ensure access to general education distance learning: <p>If services were offered but not received, why were the services not received?</p> <p>What efforts were made to ensure services were received?</p>	<p>NO CONTINUE TO NEXT CRITERION</p>	<p>YES NO COMPENSATORY EDUCATION SERVICES ARE NEEDED</p>
<p>Criterion 2: School level data on progress experienced by all scholars during the COVID-19 distance learning time period</p> <p>What progress did individual scholar make during distance learning?</p> <p>How does individual scholar progress compare to progress for all scholars?</p>	<p>Was new content introduced for grade level peers or was distance learning program designed to ensure maintenance of previously taught skills?</p> <p>What progress was expected/experienced by general education scholars?</p> <p>What progress was expected/experienced by individual scholar with disability?</p> <p>-- expectations for appropriate progress in light of the distance learning program and scholar's individual circumstances</p> <p>-- analysis of assessment data</p> <p>-- analysis of IEP goal progress</p>	<p>Did the scholar make progress that we would expect given the distance learning program and the scholar's individual circumstances?</p>	
		<p>NO CONTINUE TO NEXT CRITERION TO DETERMINE IF REGRESSION OCCURRED</p>	<p>YES COMPENSATORY EDUCATION SERVICES MAY NOT BE NEEDED BUT CONTINUE TO NEXT CRITERION TO DETERMINE IF REGRESSION OCCURRED</p>

<p>Criterion 3: School level data on regression experienced by all scholars during the COVID-19 distance learning time period</p> <p>Is there evidence of regression for individual scholar?</p> <p>Does individual scholar data show regression in performance during the COVID-19 distance learning time period as compared to general education peers?</p>	<p>What regression was experienced by general education scholars?</p>	<p>Does individual scholar data show regression during the distance learning time period?</p>	
	<p>What regression was experienced by individual scholar with disability?</p> <p>-- analysis of assessment data</p> <p>-- analysis of IEP goal progress</p>	<p>NO</p> <p>COMPENSATORY EDUCATION MAY NOT BE NEEDED BUT CONSIDER PREVIOUS CRITERION BEFORE MAKING FINAL DETERMINATION</p>	<p>YES</p> <p>CONTINUE TO COMPENSATORY EDUCATION</p>
<p>Does the scholar require additional Compensatory education/recovery services beyond what is available through the school's general education recovery plan? <input type="checkbox"/> NO <input type="checkbox"/> YES</p> <p>Explain team's rationale:</p> <p>Detail Recovery/Compensatory Education Plan that scholar will receive below.</p> <p>Date of Determination ____/____/2020</p>		<p>Parent Name: _____</p> <p>Parent Signature: _____</p> <p>LEA Signature: _____</p>	

EL Program Plan

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

- PreK-3 and PreK-4:** All scholars are assessed using the PRE-IPT screener to determine their ELP. Scholars scoring in the NES and LES range are considered ELLs and receive ELP services. Scholars scored FEP will be placed in a temporary monitoring phase.

- **Kindergarten:** All scholars are assessed or reassessed using the appropriate sections of the KWAPT screener to determine their ELP. Scholars scoring Exceptional will remain in temporary monitoring until the end of 1st grade. An Exceptional proficiency level indicates oral English language proficiency. The K-WAPT does not measure Reading and Writing. In first grade, scholars will be re-assessed for English language proficiency in Reading, Writing, Listening, and Speaking using ACCESS for ELLs.
- **1st-3rd grades:** All scholars classified as Non-English Proficient (NEP) or Limited English Proficient (LEP) based on their ACCESS for ELLs assessment (scores 1.0-4.9) from the previous spring will continue to receive active ELL services for the current school year. All scholars classified Fully English Proficient (FEP) based on an ACCESS for ELLs score from the previous spring will not receive active ELL services for the current school year but will be classified as entering year one (M1) of a two-year monitoring phase. All classified FEP based on an ACCESS score two springs prior to the current year will be classified as year two (M2) of the two-year monitoring phase and all scholars who have been classified FEP based on an ACCESS score more than two springs prior to the current year will be deemed to have successfully exited ELL services. All other 1st-3rd grade scholars who have no available ACCESS score will have their proficiency level determined by their score on the WAPT screener assessment.
- **LEP (Limited English Proficient):** A LEP is classified as a scholar who scores from 4.0-4.9 on the WAPT or ACCESS or has achieved a corresponding score on the PRE-IPT or KWAPT. These scholars are generally strong in at least two of the four language domains, and may need additional assistance in only the one or two remaining domains. The classroom placement of LEPs will be less stringent than NEPs or lower LEPs as these scholars should be able to keep up with the pace of the general education classroom without as much additional instructional assistance. However, these scholars will need additional instructional assistance in regards to whichever of the domains they are shown to be weakest in. The goal is to instruct these scholars using only an inclusion and/or co-teaching model. However, there may be circumstances where these scholars need pull-out for a specific skill or language domain which will be determined through collaboration with the general education teacher and ELL teacher. As a LEP approaches the 4.9 level, there should be less and less additional instruction necessary and more of a mainstreaming and monitoring of the scholar within the general education population.
- **FEP (Fully English Proficient):** A FEP is classified as a scholar who has scored a 5.0 or higher on the WAPT or ACCESS or has achieved a corresponding score on the PRE-IPT or KWAPT. Although they do not receive direct instructional support, FEPs in PreK3-Kindergarten are monitored by the ELL department throughout each school year to ensure they remain at this level. As well, at the beginning of subsequent school years, these FEPs are reassessed to ensure that they have maintained their FEP classification. If they have not maintained their FEP classification from one year to the next, they are reclassified and will receive the appropriate level of services for their new level. If they do remain a FEP they are again monitored throughout that year. At the end of 1st grade, these scholars, along with all other ELLs in the grade level, will be assessed using the ACCESS assessment. A score of 5.0 or higher on this assessment will place the scholars officially in the two-year monitoring phase. A score of less than 5.0 will place them back into active services until they show they are FEP with a score of 5.0 or higher on the ACCESS.

The one exception to this rule is Kindergarten NEPs and LEPs. These scholars take the ACCESS assessment after Kindergarten and if they score a 5.0 or higher, are determined to officially be FEP and enter the two-year monitoring phase outlined below at this time.

Any scholar who has not been classified as FEP after first grade will remain in active services and continue to take the ACCESS each spring until they attain a score of 5.0 or higher. Once they do attain this score, these scholars are classified as FEP and enter a two-year monitoring period. During this period ELs are monitored by both the general education teacher and ELL teacher to ensure that they maintain the language and content levels of their non-ELL classmates. If there is reason to believe that the scholar's language is blocking access to grade-level content, that scholar can be reassessed using an appropriate language assessment and placed back into active services if necessary. If the scholar maintains appropriate levels throughout this two-year period the scholar is then officially exited from any level of ELL services.

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:

- Each English Language Learner will have an individual English Language Learning Plan (ELL-P) with goals determined by ACCESS for ELLs testing data. ESL teachers will develop these goals with the support of the ELL team. The goals should be sufficiently aligned to the WIDA English Development Standards and the Common Core.
- After goals have been set and accommodations determined, ESL teachers will provide all general education teachers a copy of the goals and place a copy in the scholar's ESL file. These goals will be revisited upon receipt of ACCESS and PARCC assessment data in order to determine whether or not scholars met their goals and what changes/supports are necessary for the upcoming year.

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:

- All scholars who have been identified as ELL scholars must have a documented accommodations plan. This includes scholars whose parents may have refused services. These accommodations should be used during daily classroom instruction as well as testing.

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

- General education teachers must provide the appropriate accommodations and take linguistic limitations into account when assigning tasks and grading work. The grades should reflect a balance of grade-level content knowledge and growth in English language proficiency. Teachers will not hold ELLs accountable for tasks that require language skills beyond their level of proficiency; rather, they will adjust tasks to offer each ELL the chance to demonstrate their knowledge through activities that require language skills in accordance with their level of proficiency.
- Traditional procedures for assigning grades to scholars may not be appropriate for ELLs. While scholars with little or no English language proficiency may not be able to be graded on the exact assignments and tests as their native speaker peers, they can be graded on content knowledge using the accommodations as outlined in his/her individualized ELL plan and are to be given grades with the notation on the report card that he/she was graded according to LEP plan.

Teachers should be encouraged to maintain high expectations for scholar learning and should accommodate and adapt lessons and assignments so that ELLs can progress. Grading should not be delayed.

TECHNOLOGY POLICY

Describe the LEA's policy for technology use during distance learning

Achievement Prep recognizes that in order to implement a strong distance learning program, we must ensure equitable and effective access to technology for all scholars, irrespective of each family's circumstances. In the time since we first began distance learning in March of this year, we have become even more acutely aware of, and conscientious about, the digital divide that exists in the District. In specific, we have monitored how access to technology is a barrier for Ward 8 and this is doubly true for some of our most vulnerable families. This perspective has expanded our traditional notions of family engagement and pushed us to adopt a broader, more proactive posture for supporting the needs of our community. As a result, our Director of Parent and Community Engagement has spent a significant amount of time this summer identifying various support needs for our families and leading our intervention efforts to help close gaps in their ability to access technology and, ultimately, our new model for teaching and learning. A particular focal point of our school readiness protocol has been to frequently poll families on their access to technology and the internet, specifically. The results of these surveys have informed our approach to providing access to technology and guided how we provision resources for internet access as well. Overwhelmingly, our scholars lack access laptops, which prohibits their ability to join our virtual classroom environments on reliable devices that are compatible with all of our instructional software. We know that we must focus our resources to help to bridge this debilitating gap for our scholars. With that governing principle in place, we will provide every scholar with their own Chromebook for use throughout the year. By moving to a 1:1 instructional technology model we will be able to guarantee that every scholar can access our instructional program, regardless of whether they are attending school in-person or virtually.

We understand that simply providing access to the technology is only one aspect of a comprehensive remote access technology plan. In order to implement a strong distance learning program, we know that we must educate and train our parents to support our scholars in the appropriate use of the Chromebooks that we provide. Many of our parents lack the technical fluency to guide their scholars through the various computer management tasks necessary to effectively access our distance learning program, so we are leveraging our partnership with our external IT management and support services provider, Dynamic Network Solutions (DNS). DNS has been an integral parent support resource for our community throughout their many years of service to Achievement Prep. They continue to not only be strategic partners in terms of our IT network design and implementation, but they are also our hands-on service providers for technology training for all stakeholders. DNS provides our parents with over-the-phone tech support throughout the business day and they also offer 2 training seminars each week that are specifically tailored to parents who are supporting remote instruction for their children. The session topics run the gamut from how to establish an internet connection on your scholar's Chromebook to how to navigate various types of instructional software. In addition to training sessions, we intend to provide on-site tech support for scholar devices daily. We plan to support families with Chromebook repair/maintenance, guidance on how to navigate our digital instruction landscape and also general technology guidance for issues that may impair their scholar's ability to access our instructional program. When a Chromebook breaks, our Operations Team will be onsite and prepared to either troubleshoot the device on the spot or provide a replacement in the event that the device cannot be repaired.

We also know that circumstances may shift for families over the course of the year, so we have established a team of employees tasked with bridging the gap between our school and the families who may experience hardships that challenge their access to our distance learning program. This task force, aptly named the Achievement Prep Care Corps, will actively support the work of keeping us connected to the needs of our families as their household circumstances inevitably shift throughout the year. Should any barriers to access or disruptions to a scholar's connection to our program occur, we will be aware of the challenge very early and we will be poised to provide our families with technology support resources as needed.

Achievement Prep believes that all scholars need access to technology whether attending school on-site or remotely from their home. However, providing scholars with access to Chromebooks requires that we protect them from exposure to the harmful elements of the internet. To that end, we have incorporated the GoGuardian content filtering framework to enable access controls and internet management policies for all scholar devices. GoGuardian allows us to virtually extend our local firewall parameters to secure content on our Chromebook fleet even when the devices are operating remotely. The GoGuardian Admin Console allows us to set digital guidelines for scholars to follow and to create network restrictions that govern scholar access to inappropriate websites and content. We are configuring our system parameters to restrict access to social media, mature content, video game portals, live chat sites and we are applying search/filtering blocks for certain types of video content. With respect to the use of technology, our goal is to limit the use of school provisioned devices to a strictly instructional content capacity.

FAMILY ENGAGEMENT POLICY

Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations:

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

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

Website/ Social Media

Achievement Prep's website at all times will be the location for general information about the school as well as specific details on the program offerings, senior staff and typical school operations details (menus, activities calendars, enrollment applications, etc.). This information will be available to families 24 hours, 7 days a week.

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

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

Food Service: Achievement Prep's food menu will be available to families on a monthly basis.

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

Scholar Learning: A link to the student information system (LMS), PowerSchool Parent Portal, will be available for scholars and families to access scholar report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for scholars to access online instruction from teachers and support staff and any distance learning materials.

Achievement Prep's social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used **daily** to build broad awareness of Achievement Prep, engage the broader DC community (and country) in the great success of Achievement Prep scholars and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. scholar bin pick-ups, scholar support giveaways, food drives, etc).

Family Engagement

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

Prior to the first day of school, Achievement Prep will provide virtual and in-person training to support families in navigating the continuous learning plan. These trainings will include, but are not limited to:

- Basic tutorial/introduction to the equipment and expectations;
- Troubleshooting your device at home;
- Accessing Achievement Prep's distance learning platform and materials;
- Assessment expectations; and
- Navigating the learning management system.

Achievement Prep will host Parent Orientation Week, in-person, to orient families to Achievement Prep's virtual program, distribute materials, and meet and greet teachers and support staff. These events will honor health and safety guidance provided by DOH.

Achievement Prep will administer three parent satisfaction surveys, one each at beginning, middle, and end of school year. Additionally, families will be able to self-report their feedback on the implementation of the continuous learning plan through a parent form available in the monthly newsletter.

Virtual training will be recorded and available to our families through our website and via parent communication system, ParentSquare. Any printed resource guides and other training materials will be available for families in both locations. Achievement Prep will use social media platforms to announce that the resources are accessible on the website.

Coronavirus Prevention

The continuous learning plan will enable seamless transitions between in-person and virtual learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected scholars and families to reach out to the COVID-19 Point of Contact, Yolanda Barber, School Principal, at ybarber@achievementprep.org within 24 hours of the household member's diagnosis.

To prevent the spread of coronavirus, Achievement Prep will offer training for scholars, staff, and families. Topics may include:

- School Reopening Plans: a webinar updating families on plans and expectations
- Parent Orientation: training detailing all in-school processes for scholars and families
 - Virtual Common Language
 - Virtual Assessments
 - Chromebook Management
 - Scholar/Family Expectations (Behavior, Attendance, Grades, Communication, Schedules)
 - Virtual Platforms: ParentSquare, Seesaw, Clever, Illuminate, iReady

[Signs](#) will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday [protective measures](#) and describe how to [stop the spread](#) of germs (such as [properly washing hands](#) and [properly wearing a cloth face covering](#)). These signs will align with CDC and PPE guidance.

The school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on www.achievementprep.org.

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):

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203⁷ 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):

⁷ 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 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 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.


By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEAs best thinking with how it will provide instruction and whole student supports through continuous education for SY 2020-21. LEAs will have the opportunity to periodically review and modify plans if circumstances change; however, substantive changes to this plan should result in communication with DC PCSB and OSSE for awareness and be communicated to students and families promptly.

Further, by submitting this continuous education plan, the LEA will provide at least 180 instructional days adhering to this plan or by modifying it.

Finally, the LEA requests a waiver for the 6-hour instructional day requirement in 5-A DCMR §2100.3 for SY 2020-21.

LEA Name: Achievement Prep

LEA Leader Name: Shantelle Wright

LEA Leader Signature:  _____

Date: August 10, 2020