



Continuous
Learning &
School
Recovery Plan



701 Howard Rd SE | Washington DC 20020 | LaTonya Henderson, Ed.D | Chief Executive Officer

TABLE OF CONTENTS

3

Cleaning, Disinfecting, Sanitizing

- Regular Cleaning Schedule
- Positive COVID-19 Case Cleaning Schedule

5

Physical Changes to the Environment to Promote Social Distancing

- Use of Space
- Use of Hallways

6

Reopening Buildings after Prolonged Closure

- Ventilation
- Purge water systems and Filters

7

SY 2020-21 School Operations

- Physical (Social) Distancing
- Traveling to and from School
- Entering and Exiting the School
- Daily Health Screening
- Student Grouping
- In School Dining
- Recess/Break
- Canceling, Eliminating, or Modifying Activities
- Preventing a Vaccine-Preventable Disease Outbreak
- Hygiene
- High-risk Individuals
- Exclusion and Dismissal from On-site Learning Criteria
- Exposure Reporting
- Student and Staff Schedule (see Instructional Program)
- Distributing Educational Materials
- Oversight of Before and After care and Extra Curricular Activities
- Providing Personal Protective Equipment (PPE)
- Communication with Families and Staff
- School Recovery Operations Plan

School Recovery Operational Plan

Purpose

This plan establishes a framework for operations expectations and best practices that Cedar Tree Academy PCS is implementing to reopen our school facility and operate in the 2020-21 school year.

DESCRIPTION:

This plan dictates the manner in which Cedar Tree Academy PCS will operate its facility during school year 2020-21. The plan is based on the available guidance as of June 30, 2020.

Our re-open plan aligns with "DC PCSB SY 2020-21 LEA Continuous Learning and School Recovery Policies" released June 30, 2020. As well as OSSE's "Policy Guidance for Re-opening Schools: COVID-19 Recovery Period" dated June 3, 2020 document and DC Health "Phase Two Guidance Coronavirus 2019 (COVID-19): Guidance for Schools (Preschool-K-12 and Adult Education)".

Cleaning, Disinfecting, Sanitizing

Regular Cleaning Schedule

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

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child.
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.

- Mats/cots and bedding are to be individually labeled and stored.
- Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.
- Bedding will be washable and laundered at least weekly or before use by another child.
- Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.
- Playground structures will be included as part of routine cleaning (as defined in ***District guidance on cleaning and disinfecting***), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished.
- The school will implement safe and correct storage for cleaning and disinfection products.
- No cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean D = Disinfect S = Sanitize

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

Positive COVID-19 Case Cleaning Schedule

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

- Close off areas used by the exposed person
- School will not close operations, if we can close off affected areas
- Open outside doors and windows to increase air circulation in the area
- Wait 24 hours before cleaning or disinfecting. If 24 hours is not feasible, wait as long as possible
- Clean and disinfect all areas used by the person who was exposed, such as offices, bathroom, common areas, electronic equipment etc. Vacuum the space if needed. Use vacuum equipment with high-efficiency particular air (HEPA) filter, if available
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum. Such as at night, for common spaces, or during the day for private rooms.
- Consider temporarily turning off room fans and the Central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility
- Once the area has been appropriately disinfected, it can be opened for use
- Workers without close contact with the person who was exposed can return to the space immediately after disinfection
- Continue routine cleaning and disinfection. This includes everyday practices that school normally use to maintain a healthy environment

Physical Changes to the Environment to Promote Social Distancing

Use of Space

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

- Maximize spacing of occupants in each space with a minimum of six feet distance between desks and tables.
- Limit occupants in any space based on the "Phase" per the DC Health requirement.
 - **Phase 1** - 10 individuals
 - **Phase 2** - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
 - Phase 3 - TBD
 - Phase 4 - TBD
- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).
 - Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
 - No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
- Communal-use spaces (such as staff break rooms, and cafeteria) will be closed.
 - Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times.
 - *Photocopier, cutting boards, book rooms, etc.*
 - *Playground, balls and recess equipment*
 - *Refrigerator, microwaves, etc. for staff*

- Physical education classes will be held outside, weather permitting, and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)
- A designated area will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.
- Students will be placed head to toe during nap times.

Use of Hallway

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

Reopening Building After Prolonged Use

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

Ventilation

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

Purge Water Systems and Filters

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

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

SY 2020-21 School Operations

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

Traveling to and from School

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

- ❑ Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
 - Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
 - Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
 - Avoid touching unnecessary surfaces and objects.
 - When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.

- ❑ Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
 - Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
 - Stand back from gathering points such as intersections to avoid congregating in large groups.
 - Familiarize and stay current with transit system procedures for safety of passengers.
 - Avoid touching unnecessary surfaces and objects.
 - When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
 - Use hand sanitizer after leaving the transit system.
 - For the remaining distance, students will be instructed to follow the above regarding walking to school.

- ❑ Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
 - Maintain six feet of distance between others on the sidewalk as they walk up to the school building.

- Use hand sanitizer with recommended percent alcohol after leaving the vehicle.
- For transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance from one-another, wear masks, and use hand sanitizer upon entry and exit of vehicle.

Entering and Exiting School Building

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

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

Daily Health Screening

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

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

Option 1: Barrier/partition Controls

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Put on** disposable gloves.
- **Stand behind a physical barrier**, such as a glass or plastic window or partition that can serve to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks.
- **Make a visual inspection** of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or

extreme fussiness.

- **Check the temperature, reaching around the partition or through the window.**
- Make sure your face stays behind the barrier at all times during the temperature check.
- **Remove your gloves** following proper procedures.
- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer** following the directions below.

Option 2: Personal Protective Equipment

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

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Put on PPE.** This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.
- **Take** the individual's **temperature.**
- **Remove and discard PPE.**
- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer** following the directions below.

Grouping

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

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

In School Dining

Use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve

meals individually plated.

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

Recess/Breaks (if applicable)

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

Canceling, Eliminating Activities

- The school will cancel, eliminate, or modify the program to adhere to the following:
- Cancel or modify classes where students are likely to be in very close proximity (e.g., Choir or Band).
 - Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
 - Eliminate non-essential travel for staff and teachers (e.g., conferences).
 - Revise the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made.
 - Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
 - Stagger activities' times or locations by cohort to maximum extent feasible.

Preventing a Vaccine-avoidable Outbreak

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

Non-medical (Cloth) Face-coverings

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

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

Instances when face coverings need to be worn:

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

Instances when face coverings do not need to be worn:

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

Ensuring the safe use of clean cloth face coverings:

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

Hygiene

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

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

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.

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

High-risk Individuals

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

- Chronic Lung Disease
- Moderate to Severe Asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic kidney disease, and/or
- Liver Disease
- People 65 years and older

- Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety

Exclusion or Dismissal from On-site Learning

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

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

- The student or staff member has had a temperature of 100.4 degrees or higher,
- Any member of their household is confirmed to have COVID-19, or
- Any member of their household is awaiting COVID-19 test results.

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

- 72 hours **after** the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
- at least 10 days after symptoms first appeared, **whichever is later**; OR
- per their healthcare provider following DC health instructions.

If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.

If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should seek guidance from their healthcare provider or DC Health.

Dismissal Criteria: If a student or staff member develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

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

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

To ensure a clear and efficient process for communication, the school has identified Dr. Henderson CEO, as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. **In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report** <https://dchealth.dc.gov/page/health-notices>

Step 2: Communication to Families and Staff

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

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

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

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

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

Instruction Plan for Model schedules.

Learning Environment Considerations

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

In-Person Learning

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

Considerations:

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

Physically Distanced Learning

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

Considerations:

In addition to the considerations for In-Person Learning:

- Developing schedules that accommodate physical-distancing recommendations and allow students to move in shifts between in-person and virtual attendance using a cohort-based model.
- Determining how students will be divided into cohorts to minimize spread.

- Prioritize which students are placed in cohorts in school, outdoor learning spaces, at community-based organizations, and at home, based on considerations from students, families, and staff.
- Monitoring and tracking students as they are coming in and out of different settings.
- Finding strategies to maintain coherence across virtual and in-person learning.
- Selecting an instructional model that supports learning

Virtual Learning

All students attend virtually using digital¹, analog², synchronous³, asynchronous⁴, or hybrid⁵ instructional models.

Considerations:

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

- Building relationships with students and families remotely.
- Maintaining active partnerships with families to navigate current and future scenarios.
- Ensuring all students have access to virtual learning resources (digital or analog).
- Maintaining instructional coherence and managing progress in a remote digital or analog setting.
- Identifying students' access needs, particularly for students with visual or auditory needs or for whom English is not their first language. All materials must be accessible (use of captioning, image descriptions, providing translations).
 - Supporting teachers with instructional practices for remote learning.
 - Ensuring there are reliable technology systems and that staff, families, and students have access to and instruction on the use of technology.
- Identifying resources and supports families may need, including explanations of classroom routines and how to support student learning.
- Deciding and communicating how instructional materials or resources will be delivered to students and returned to teachers

Scheduling Scenarios for Physical Distancing

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

Four-Day Week

- Each student level (Pre-school, Pre-K, Kindergarten, First grade) reports to school, outdoor learning spaces, or community-based organizations four full days a week.

- Students are provided with virtual learning materials—digital, analog, or hybrid formats—to support learning on those days when they do not report to school for in-person learning.
- Students continue to receive any additional learning supports beyond general education learning supports. Best practices, outlined specialized supports, and least restrictive environment should be central to decision making.
- School buildings are closed on the fifth day for deep cleaning, one-on-one virtual or small-group instruction, connecting with families, teaching planning, or professional learning

Instructional Models

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

Monday/Tuesday

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

Wednesdays:

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

Thursday/Friday

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

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

Applicability in Different Learning Environments:

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

Distributing Educational Materials

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

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

Sample list of items assigned to each student.

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

Oversight of Before and After and Extracurricular Activities

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

The students will:

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

Providing Personal Protective Equipment (PPE)

Cedar Tree Academy will have available for all staff, students, and visitors with a face covering if they do not already have one. In addition, any individual participating in health screenings will have gloves and a face covering. For all personnel who interact with external visitors (e.g. mail carriers, family members), the school will provide a barrier made of flexible plastic. Students will be provided with sterilized containers to hold their supplies and personal belongings.

Instructional Delivery Plan

Assumptions

In this plan, the following assumptions are made:

There is a recommended, but not required, city-wide A/B schedule to facilitate coordination among schools and sectors. The schedule includes a group of students attending school in-person on Mondays and Tuesdays and another group attending school in-person on Thursdays and Fridays.

For in-person learning, there should be no more than the maximum occupants per classroom according to Pre-Opening Guidance:

- Phase 1 - 10 individuals
- Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
- Phase 3 - Not provided at time of publication
- Phase 4 - Not provided at time of publication

School staff/students will comply with DC Health Guidance (including processing confirmed cases in the school).

Certain students must physically learn on-site every day (e.g., children of essential workers).

Certain students cannot physically learn on-site (e.g., immunocompromised students).

Certain students will choose not to come to school due to health/safety concerns.

This document is a model and supporting document. It was informed by national resources. Every school will need to adjust to meet the unique needs of their school and community.

PURPOSE:

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

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

DESCRIPTION:

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

The following options will be available to families enrolling in Cedar Tree Academy Public Charter School for school year 2020-21 once the school ends the 100% virtual

model. Families will be given deadlines in which to select their options. On a quarterly basis and based on availability, families may change their option from Remote to On-Site or Hybrid via a quarterly learning survey.

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

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

School Schedule Options

Hybrid

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

On-site

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

Remote Synchronous

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

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

Instruction

Personnel

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

- Lead Teacher:** The lead teacher is the content area expert responsible for ensuring that students are learning. The lead teacher’s primary responsibility is to ensure that content will be delivered remotely and in-person with equal success and be differentiated for all learners. They will plan lessons that can be taught remotely and in-person. There may be times, for example, when the lead teacher provides direct instruction to the students on-site and records the lesson or live streams it to the students who are learning from a remote location. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the “touchpoints” that will be used.
- Instructional Assistant:** The instructional assistant is another adult responsible for a group of students who, along with the lead teacher and students, will be considered a “class.” They will assist the Lead Teacher in providing instruction. The person will also supervise the classroom to allow the lead teacher to take scheduled breaks throughout the day. For remote learners, they will assume responsibility for

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

- **Engagement Specialist (which are our Parent Coordinator and Behavior Specialist):** There is one engagement specialist assigned to FIVE classrooms (150 students). The person will supervise classrooms on a rotating basis to allow the community leader to take scheduled breaks throughout the day. For remote learners, the engagement specialist will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.

Learning Modes

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

category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected daily and will be used to measure attendance. The product of these work blocks are often referred to as “exit tickets” or “student reflections.” They may be collected through the LMS, by photographing the work, or by handing it in to the teacher.

Professional Development

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

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

Timely Intervention

By using a Parent Coordinator and Behavior Intervention specialist as the Engagement Specialist, the teacher will get weekly reports on each of their students to supplement information they are gleaning from formative assessments. When needed, the student engagement specialist will contact the family daily to determine if a student is disengaging and why. The student support and encouragement specialist will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

Continuous Improvement

Cedar Tree Academy will be in operation for 184 days. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned quarter start date except when there is an emergency reason to move from on-site to remote learning.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. Parents and students transitioning from one mode of instruction to another will receive necessary training and equipment.

Once a month, on Wednesdays, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

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

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

Example Classrooms

Below are model schedule and activities. The schedule outlines the best way to provide our curriculum in each learning environment. These assumptions support that each teacher has one classroom of no more than 25 students and that the city is in Phase II reopening. Once in Phase III, and assuming the number of people allowed in a room increases, more students will be able to attend school on-site for more days of the week. The goal is to have 100% of students and staff to attend school in person safely.

25 students:

Demographics:

- 5 (15%) students with disabilities,
- 0 (0%) English learners,
- 20 (85%) at-risk (including three who are homeless/housing insecure)

Based on District guidance, for quarter one (August 31-November 6), the students will attend as described below:

100 % Virtual

One school resumes we plan to use the Hybrid Model:

- 13 (43%) will be Hybrid learners
 - 6 Hybrid-Group A (0 is an English learner)
 - 7 Hybrid-Group B (2 have a disability requiring modifications and aides)
- 5 (17%) On-site (2 have disability requiring modifications aides, 0 is an English learner)
- 12 Remote (40%) (1 has a disability requiring modifications, 0 is an English learner)

PreK-3 Hybrid Virtual Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45 (Whole Group)		Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting
8:45-9:00 (Independent)		Google Classroom Read Aloud Videos	Google Classroom Read Aloud Videos	Google Classroom Read Aloud Videos	Google Classroom Read Aloud Videos	Google Classroom Read Aloud Videos
		*Groups Not in Break Out Sessions will work on: • abcmouse.com			*Groups Not in Break Out Sessions will work on: • abcmouse.com	
9:00-9:15 (15 Mins.) (Small Group)	Break Out 1	Literacy Small Group on Google Meets	Literacy Small Group on Google Meets	STEAM on Google Meets starts @ 9:00 am	Math Small Group on Google Meets	Math Small Group on Google Meets
9:15-9:30 (15 mins.) (Small Group)	Break Out 2	Literacy Small Group on Google Meets	Literacy Small Group on Google Meets		STEAM on Google Meets Ends @ 9:30 am	Math Small Group on Google Meets
9:30-10:45 (15 mins) (Small Group)	Break Out 3	Literacy Small Group on Google Meets	Literacy Small Group on Google Meets	Teachers: Planning/Professional Development Students: Independently Work on ABC Mouse	Math Small Group on Google Meets	Math Small Group on Google Meets
10:45-11:00 (15 Mins) (Small Group)	Break Out 4	Literacy Small Group on Google Meets	Literacy Small Group on Google Meets		Math Small Group on Google Meets	Math Small Group on Google Meets
11:00-11:15 (15 Mins) (Independent)		Watch P.E. Video Lesson	Watch Spanish Video Lesson		Watch Music Video Lesson	Watch Art Video Lesson
11:15-4:00		Teacher Office Hours			Teacher Office Hours	

PreK-4 Hybrid Virtual Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday	
8:30-8:45 (Whole Group)		Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	
8:45-8:55		Brain Break/Gather Your Materials					
8:55-9:15 Whole Group		Handwriting Without Tears on Google Meets	Handwriting Without Tears on Google Meets	Handwriting Without Tears on Google Meets	Handwriting Without Tears on Google Meets	Handwriting Without Tears on Google Meets	
9:15-9:25 (Independent)		Google Classroom Read Aloud Videos	Google Classroom Read Aloud Videos	Google Classroom Read Aloud Videos	Google Classroom Read Aloud Videos	Google Classroom Read Aloud Videos	
9:25-9:45 (Whole Group)		Literacy Google Meets	Literacy Google Meets	STEAM on Google Meets starts @ 10:00 am STEAM on Google Meets Ends @ 9:30 am	Math Google Meets	Math Google Meets	
		*Groups Not in Break Out Sessions will work on: <ul style="list-style-type: none"> • Abcmouse Reading/Math assignments • Epic! 			*Groups Not in Break Out Sessions will work on: <ul style="list-style-type: none"> • Abcmouse Reading/Math assignments • Epic! 		
9:45-10:00 (15 mins) (Small Group)	Break Out 1	Literacy Small Group in Google Meets	Literacy Small Group in Google Meets	Teachers: Planning/Professional Development Students: Independently Work on ABC Mouse	Math Small Group in Google Meets	Math Small Group in Google Meets	
10:00-10:15 (15 Mins) (Small Group)	Break Out 2	Literacy Small Group in Google Meets	Literacy Small Group in Google Meets		Math Small Group in Google Meets	Math Small Group in Google Meets	
10:15-10:30 (15 Mins) (Small Group)	Break Out 3	Literacy Small Group in Google Meets	Literacy Small Group in Google Meets		Math Small Group in Google Meets	Math Small Group in Google Meets	
10:30-10:45 (15 Mins) (Small Group)	Break Out 4	Literacy Small Group in Google Meets	Literacy Small Group in Google Meets		Math Small Group in Google Meets	Math Small Group in Google Meets	
10:45-11:00 (Independent)		Watch P.E. Video Lesson	Watch Spanish Video Lesson		Watch Music Video Lesson	Watch Art Video Lesson	
11:00-4:00		Teacher Office Hours One-on-one instruction	Teacher Office Hours /One-on-one instruction		Work on ABC Mouse and Epic?	Teacher Office Hours /One-on-one instruction	Teacher Office Hours /One-on-one instruction

Kindergarten Hybrid Virtual Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45 (Whole Group)		Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting
8:45-9:00		Brain Break/Gather Your Materials				
9:00-9:30 (Whole Group)		Handwriting Without Tears	Handwriting Without Tears	Handwriting Without Tears	Handwriting Without Tears	Handwriting Without Tears
9:30-10:00 (Independent)		<i>Watch Read Aloud Video</i>	<i>Watch Read Aloud Video</i>	<i>Watch Read Aloud Video</i>	<i>Watch Read Aloud Video</i>	<i>Watch Read Aloud Video</i>
10:00-10:30 (Whole Group)		Literacy Google Meets	Literacy Google Meets	STEM Google Meets Begins @ 10:00 Stem Google Meets Ends @ 11:00	Math Google Meets	Math Google Meets
		<i>*Groups Not in Break Out Sessions will work on:</i> <ul style="list-style-type: none"> Compass Learning Reading MyView Interactive Student Guide Spelling Practice Book Reading Assignments in Epic! 			<i>*Groups Not in Break Out Sessions will work on:</i> <ul style="list-style-type: none"> Compass Learning Math EnVision Homework & Practice Sheet Splashlearn Math Assignments 	
10:30-10:45 (Small Group)	Break Out 1	Guided Reading on Google Meets with Teacher	Guided Reading on Google Meets with Teacher		Math Google Meets with Teacher	Math Google Meets with Teacher
10:45-11:00 (Small Group)	Break Out 2	Guided Reading on Google Meets with Teacher	Guided Reading on Google Meets with Teacher		Math Google Meets with Teacher	Math Google Meets with Teacher
11:00-11:15 (Small Group)	Break Out 3	Guided Reading on Google Meets with Teacher	Guided Reading on Google Meets with Teacher		Math Google Meets with Teacher	Math Google Meets with Teacher
11:15-11:30 (Small Group)	Break Out 4	Guided Reading on Google Meets with Teacher	Guided Reading on Google Meets with Teacher	Teachers: Planning/Professional Development Students: Independently Work on Compass Learning Epic! Spelling Practice Splashlearning	Math Google Meets with Teacher	Math Google Meets with Teacher
11:30-12:00 (Independent)		Watch Music Video Lesson	Watch Art Video Lesson		Watch Spanish Video Lesson	Watch PE Video Lesson
12:00-4:00		<i>Teacher Office Hours</i>			<i>Teacher Office Hours</i>	

1st Grade Hybrid Virtual Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45 (Whole Group)		Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting	Google Meets Morning Meeting
8:45-9:00		Brain Break/Gather Your Materials				
9:00-9:30 (Whole Group)		Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
9:30-10:00 (Independent)		Watch Read Aloud Video	Watch Read Aloud Video	Watch Read Aloud Video	Watch Read Aloud Video	Watch Read Aloud Video
10:00-10:30 (Small Group)		Literacy Google Meets	Literacy Google Meets	STEM Google Meets Begins @ 10:00 Stem Google Meets Ends@ 11:00	Math Google Meets	Math Google Meets
		<i>*Groups Not in Break Out Sessions will work on:</i> <ul style="list-style-type: none"> • <i>Compass Learning Reading</i> • <i>MyView Interactive Student Guide</i> • <i>Spelling Practice</i> • <i>Book Reading Assignments in Epic!</i> 			<i>*Groups Not in Break Out Sessions will work on:</i> <ul style="list-style-type: none"> • <i>Compass Learning Math</i> • <i>EnVision Homework & Practice Sheet</i> • <i>Splashlearn Math Assignments</i> 	
10:30-10:45 (Small Group)	Break Out 1	Guided Reading on Google Meets with Teacher	Guided Reading on Google Meets with Teacher		Math Google Meets with Teacher	Math Google Meets with Teacher
10:45-11:00 (Small Group)	Break Out 2	Guided Reading on Google Meets with Teacher	Guided Reading on Google Meets with Teacher		Math Google Meets with Teacher	Math Google Meets with Teacher
11:00-11:15 (Small Group)	Break Out 3	Guided Reading on Google Meets with Teacher	Guided Reading on Google Meets with Teacher		Math Google Meets with Teacher	Math Google Meets with Teacher
11:15-11:30 (Small Group)	Break Out 4	Guided Reading on Google Meets with Teacher	Guided Reading on Google Meets with Teacher	Teachers: Planning/Professional Development	Math Google Meets with Teacher	Math Google Meets with Teacher
11:30-12:00 (Independent)		Watch Art Video Lesson	Watch Spanish Video Lesson	Students: Independently Work On Compass Learning Epic! Spelling Practice Splashlearning	Watch PE Video Lesson	Watch Music Video Lesson
12:00-4:00		<i>Teacher Office Hours</i>			<i>Teacher Office Hours</i>	

PreK-3 Virtual Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45 (Whole Group)	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>
8:45-9:00	Brain Break/Gather Materials				
9:00-9:15 (Small Group)	Group A (Teacher 1) Google Meets Language & Literacy Instruction Group B (Teacher 2) Math & Reasoning Independent Work: Group C and D Abcmouse	Group B (Teacher 1) Google Meets Language & Literacy Group C (Teacher 2) Math & Reasoning Independent Work: Group D and A abcmouse	Group A & B STEAM STATIONS GROUP C & D STEAM STATIONS	Group C (Teacher 1) Google Meets Language and Literacy Group D (Teacher 2) Math & Reasoning Independent Work: A & B abcmouse	Group D (Teacher 1) Google Meets Language & Literacy Group A (Teacher 2) Math & Reasoning Independent Work Group B and C abcmouse
9:15-9:30 (Independent)	Watch Read Aloud Video	Watch Read Aloud Video	Teacher Office Hours Selected 1 on 1 Instruction	Watch Read Aloud Video	Watch Read Aloud Video
9:30-10:15 (Independent)	Watch P.E. Video Lesson	Watch Spanish Video Lesson		Watch Music Video Lesson	Watch Art Video Lesson
10:15-4:00	Teacher Office Hours Selected 1 on 1 Instruction	Teacher Office Hours Selected 1 on 1 Instruction		Teacher Office Hours Selected 1 on 1 Instruction	Teacher Office Hours Selected 1 on 1 Instruction

PreK-4 Virtual Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50 (20 Mins) (Whole Group)	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>
8:50-9:00	Brain Break/Gather Materials				
9:00- 9:20 (Whole Group)	Handwriting Without Tears on Google Meets	Handwriting Without Tears on Google Meets	Handwriting Without Tears on Google Meets	Handwriting Without Tears on Google Meets	Handwriting Without Tears on Google Meets
9:20-9:30	Brain Break				
9:30-10:00 (30 Mins) (Whole Group)	<i>Google Meets Literacy with the Teacher</i>	<i>Google Meets Literacy with the Teacher</i>	Group A & B (Teacher 1) Google Meets Science GROUP C & D (Teacher 2) Google Meets Science	<i>Google Meets Math with the Teacher</i>	<i>Google Meets Math with the Teacher</i>
10:00-10:20 (20 Mins) (Small Group)	Group A (Teacher 1) Google Meets Literacy Group B (Teacher 2) Google Meet Literacy Independent Work: Group C and D Epic! Abcmouse Assignments	Group A Teacher (2) Google Meets Literacy Group B (Teacher 1) Google Meet Literacy Independent Work: Group C and D Epic! Abcmouse Assignments	Teacher Office Hours Selected 1 on 1 Instruction	Group A (Teacher 1) Google Meets Math Group B (Teacher 2) Google Meet Math Independent Work: Group C and D Epic! Abcmouse Assignments	Group A Teacher (2) Google Meets Math Group B (Teacher 1) Google Meet Math Independent Work: Group C and D Epic! Abcmouse Assignments
10:20-10:40 (20 Mins) (Small Group)	Group C (Teacher 1) Google Meets Literacy Group D (Teacher 2) Google Meets Literacy Independent Work: Group A and B Epic! Abcmouse Assignments	Group C (Teacher 2) Google Meets Literacy Group D (Teacher 1) Google Meets Literacy Independent Work: Group A and B Epic! Abcmouse Assignments		Group C (Teacher 1) Google Meets Math Group D (Teacher 2) Google Meets Math Independent Work: Group A and B Epic! Abcmouse Assignments	Group C (Teacher 2) Google Meets Math Group D (Teacher 1) Google Meets Math Independent Work: Group A and B Epic! Abcmouse Assignments
10:40-11:00 (Independent)	<i>Watch Read Aloud Video</i>	<i>Watch Read Aloud Video</i>		<i>Watch Read Aloud Video</i>	<i>Watch Read Aloud Video</i>
11:00-11:25 (Independent)	<i>Watch Spanish Video Lesson</i>	<i>Watch Music Video Lesson</i>		<i>Watch Art Video Lesson</i>	<i>Watch PE Video Lesson</i>
11:25-4:00	<i>Teacher Office Hours</i>	<i>Teacher Office Hours</i>		<i>Teacher Office Hours</i>	<i>Teacher Office Hours</i>

Kindergarten Virtual Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 (Whole Group)	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>
9:00-9:10	Brain Break				
9:10-9:30 (Whole Group)	<i>Google Meets HWT Lesson</i>	<i>Google Meets HWT Lesson</i>	<i>Google Meets HWT Lesson</i>	<i>Google Meets HWT Lesson</i>	<i>Google Meets HWT Lesson</i>
9:30-9:40 (Independent)	<i>Watch Story Time Video</i>	<i>Watch Story Time Video</i>	<i>Watch Story Time Video</i>	<i>Watch Story Time Video</i>	<i>Watch Story Time Video</i>
9:40-10:10 (Whole Group)	<i>Google Meets Literacy with the Teacher</i>	<i>Google Meets Literacy with the Teacher</i>	<i>Writing Workshop On Google Meets</i>	<i>Google Meets Math with the Teacher</i>	<i>Google Meets Math with the Teacher</i>
10:10-10:35 (30 Mins) (Small Group)	Group A (Teacher 1) Google Meets Guided Reading with Teacher Group B (Teacher 2) MyView Student Page Independent Work Group C and D Compass Odyssey MyView Student Interactive pages Spelling Practice	Group B (Teacher 1) Google Meets Guided Reading with Teacher Group A (Teacher 2) MyView Student Page Independent Work Group C and D Compass Odyssey MyView Student Interactive pages Spelling Practice	Group A & B (Teacher 1) Google Meets STEM GROUP C & D (Teacher 2) Google Meets STEM	Group A (Teacher 1) Google Meets Guided Reading with Teacher Group B (Teacher 2) MyView Student Page Independent Work Group C and D Compass Odyssey MyView Student Interactive pages Spelling Practice	Group B (Teacher 1) Google Meets Guided Reading with Teacher Group A (Teacher 2) MyView Student Page Independent Work Group C and D Compass Odyssey MyView Student Interactive pages Spelling Practice
10:35-11:05 (30 Mins) (Small Group)	Group C (Teacher 1) Google Meets Guided Reading with Teacher Group D (Teacher 2) MyView Student Page Independent Work Group A and B Compass Odyssey MyView Student Interactive pages Spelling Practice	Group D (Teacher 1) Google Meets Guided Reading with Teacher Group C (Teacher 2) MyView Student Page Independent Work Group A and B Compass Odyssey MyView Student Interactive pages Spelling Practice	Teacher Office Hours Selected 1 on 1 Instruction	Group C (Teacher 1) Google Meets Guided Reading with Teacher Group D (Teacher 2) MyView Student Page Independent Work Group A and B Compass Odyssey MyView Student Interactive pages Spelling Practice	Group D (Teacher 1) Google Meets Guided Reading with Teacher Group C (Teacher 2) MyView Student Page Independent Work Group A and B Compass Odyssey MyView Student Interactive pages Spelling Practice
11:05-11:35 (Whole Group)	<i>Google Meets Math</i>	<i>Google Meets Math</i>		<i>Google Meets Math</i>	<i>Google Meets Math</i>
11:35-12:05 (30 Mins) (Small Group)	Google Meets Math Small Group A & B Google Meet (Teacher 1) C & D Google Meet (Teacher 2)	Google Meets Math Small Group A & B Google Meet (Teacher 2) C & D Google Meet (Teacher 1)		Google Meets Math Small Group A & B Google Meet (Teacher 1) C & D Google Meet (Teacher 2)	Google Meets Math Small Group A & B Google Meet (Teacher 2) C & D Google Meet (Teacher 1)
12:05-12:35 (Independent)	<i>Watch Music Video Lesson</i>	<i>Watch Art Video Lesson</i>		<i>Watch P.E. Video Lesson</i>	<i>Watch Spanish Video Lesson</i>
12:35-4:00	<i>Teacher Office Hours</i>	<i>Teacher Office Hours</i>	<i>Teacher Office Hours</i>	<i>Teacher Office Hours</i>	

1st Grade Virtual Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 (Whole Group)	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>	<i>Google Meets Morning Meeting</i>
9:00-9:10	Brain Break				
9:10-9:30 (Whole Group)	<i>Google Meets Writing Workshop</i>	<i>Google Meets Writing Workshop</i>	<i>Google Meets Writing Workshop</i>	<i>Google Meets Writing Workshop</i>	<i>Google Meets Writing Workshop</i>
9:30-9:40	<i>Watch Story Time Video</i>	<i>Watch Story Time Video</i>	<i>Watch Story Time Video</i>	<i>Watch Story Time Video</i>	<i>Watch Story Time Video</i>
9:40-10:10 (Whole Group)	<i>Google Meets Literacy</i>	<i>Google Meets Literacy</i>	Writing (Content)	<i>Google Meets Literacy</i>	<i>Google Meets Literacy</i>
10:10-10:35 (30 Mins) (Small Group)	Group A (Teacher 1) Google Meets Guided Reading with Teacher Group B (Teacher 2) MyView Student Page Independent Work Group C and D Pathblazer MyView Student Interactive pages Spelling Practice	Group B (Teacher 1) Google Meets Guided Reading with Teacher Group A (Teacher 2) MyView Student Page Independent Work Group C and D Pathblazer MyView Student Interactive pages Spelling Practice	Group A & B (Teacher 1) Google Meets STEM GROUP C & D (Teacher 2) Google Meets STEM	Group A (Teacher 1) Google Meets Guided Reading with Teacher Group B (Teacher 2) MyView Student Page Independent Work Group C and D Pathblazer MyView Student Interactive pages Spelling Practice	Group B (Teacher 1) Google Meets Guided Reading with Teacher Group A (Teacher 2) MyView Student Page Independent Work Group C and D Pathblazer MyView Student Interactive pages Spelling Practice
10:35-11:05 (30 Mins) (Small Group)	Group C (Teacher 1) Google Meets Guided Reading with Teacher Group D (Teacher 2) MyView Student Page Independent Work Group A and B Compass Odyssey MyView Student Interactive pages Spelling Practice	Group D (Teacher 1) Google Meets Guided Reading with Teacher Group C (Teacher 2) MyView Student Page Independent Work Group A and B Compass Odyssey MyView Student Interactive pages Spelling Practice	Teacher Office Hours Selected 1 on 1 Instruction	Group C (Teacher 1) Google Meets Guided Reading with Teacher Group D (Teacher 2) MyView Student Page Independent Work Group A and B Compass Odyssey MyView Student Interactive pages Spelling Practice	Group D (Teacher 1) Google Meets Guided Reading with Teacher Group C (Teacher 2) MyView Student Page Independent Work Group A and B Compass Odyssey MyView Student Interactive pages Spelling Practice
11:05-11:35 (Whole Group)	<i>Google Meets Math</i>	<i>Google Meets Math</i>		<i>Google Meets Math</i>	<i>Google Meets Math</i>
11:35-12:05 (30 Mins) (Small Group)	Google Meets Math Small Group A & B Google Meet (Teacher 1) C & D Google Meet (Teacher 2)	Google Meets Math Small Group A & B Google Meet (Teacher 2) C & D Google Meet (Teacher 1)		Google Meets Math Small Group A & B Google Meet (Teacher 1) C & D Google Meet (Teacher 2)	Google Meets Math Small Group A & B Google Meet (Teacher 2) C & D Google Meet (Teacher 1)
12:05-12:35 (Independent)	Watch Art Video Lesson	Watch P.E. Video Lesson		Watch Spanish Video Lesson	Watch Music Video Lesson
12:05-4:00	<i>Teacher Office House</i>	<i>Teacher Office Hours</i>		<i>Teacher Office Hours</i>	<i>Teacher Office Hours</i>

Assessment and Promotion

PURPOSE:

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

DESCRIPTION:

This information describes the formative assessments that Cedar Tree Academy will use to assess student learning during the 2020-2021 school year. These assessments will not be considered part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school’s charter agreement. Results of all assessments will be shared with the student and parent/guardian and used to inform interventions and student grades. **However, DCPCSB retains broad authority under the School Reform Act to demand any information that they believe is necessary to their oversight activities.**

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

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

Assessments

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports (could be a combined narrative across grade bands)
PK 3	In-house	Beginning of year, every 4 weeks, End of year	On-site Hybrid and Every Day: All assessments will be done when the student is on-site by the lead teacher. The lead teacher or instructional assistant, with appropriate social distancing, will	

	myIGDI's	Three times a year (beginning, middle and end)	observe students as well as administer one-one testing. Remote Synchronous and Asynchronous: For students who are unable to attend school in-person, time will be allocated once every 4 weeks for the lead teacher to conduct a virtual session: These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.	
PK 4	In-house Curriculum Assessment (Opening the World of Learning OWL) myIGDI's	Beginning of year, End of year Every other unit Three times a year (beginning, middle and end)	On-site Hybrid and Every Day: All assessments will be done when the student is on-site by the lead teacher. The lead teacher or instructional assistant, with appropriate social distancing, will observe students as well as administer one-one testing. Remote Synchronous and Asynchronous: For students who are unable to attend school in-person, time will be allocated once every 6 weeks for the lead teacher to conduct a virtual session: These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.	
K	In-house Curriculum Assessments (myView Literacy, enVision Math) NWEA-MAP	Beginning of year, End of year Weekly and end of each Unit Three times a year (beginning, middle and end)	On-site Hybrid and Every Day: All assessments will be done when the student is on-site by the lead teacher. The lead teacher or instructional assistant, with appropriate social distancing, will observe students as well as administer one-one testing. Remote Synchronous and Asynchronous: For students who are unable to attend school in-person, time will be allocated once every 6 weeks for the lead teacher to conduct a virtual session: These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.	

1	<p>In-house</p> <p>Curriculum Assessments (myView Literacy, enVision Math)</p> <p>NWEA-MAP</p>	<p>Beginning of year, End of year</p> <p>Weekly and end of each Unit</p> <p>Three times a year (beginning, middle and end)</p>	<p>On-site Hybrid and Every Day: All assessments will be done when the student is on-site by the lead teacher. The lead teacher or instructional assistant, with appropriate social distancing, will observe students as well as administer one-one testing.</p> <p>Remote Synchronous and Asynchronous: For students who are unable to attend school in-person, time will be allocated once every 5 weeks for the lead teacher to conduct a virtual session: These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.</p>	
---	--	--	---	--

Promotion and Graduation

Promotion

Promotion and Retention

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

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

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

Progress Reports/Report Cards

Progress reports will be sent to parents halfway through each quarter to provide specific information about student progress in each subject. The progress report will also indicate the grade the student is presently receiving in that course. At the end of each quarter, parents will receive report cards with cumulative data of their children’s performance and progress. These report cards indicate an assessment of the student’s progress in class. Every student will receive a

Progress Report from his/her homeroom teacher. The nature of the report is constructive and may include suggestions for improvement or positive reinforcement.

Parent-Teacher Conferences

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

Attendance

Cedar Tree Academy PCS commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of "seat time" per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

DC PCSB: Attendance must be taken for every student on every instructional day unless a student is on a nontraditional schedule (e.g., adult education programming). OSSE: Broadly, D.C. Code §38-201, et. seq. makes education for any child between the age of 5 and 18 compulsory, requires schools to take, collect and report daily attendance, and requires referrals to other District agencies when a number of unexcused absences are reached. The response to the COVID-19 pandemic necessitates social distancing procedures that will likely be in place for the 2020-21 school year.

DESCRIPTION:

ON-SITE ATTENDANCE

Per OSSE guidance, Cedar Tree Academy's students will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy.

REMOTE OR DISTANCE LEARNING ATTENDANCE

Per OSSE guidance for distance learning, Cedar Tree Academy PCS students will be marked present or absent using a new code for Distance Learning (per updated regulations for a distance learning attendance type).

(Cedar Tree Academy PCS) selects the following option(s):

- Option A: Those with a Learning Management System (LMS) may use this format with the existing LEA policy.
- Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.

- ❑ If using both options, clearly define which groups are using which option and under what circumstances.

Per OSSE existing regulation to waive the 6-hour day requirement when Cedar Tree Academy PCS submit a continuous learning plan aligned to learning guidance, attendance does not require a full six-hour school day to be considered present. 180 instructional days are still assumed.

Per DC PCSB, create a new attendance policy that captures how student attendance will be measured through "touchpoints". Cedar Tree Academy will use touchpoints that align to our program model to define being present for distance learning, but those touchpoints demonstrate that students are engaged in learning. Touchpoints will not be restricted to normal program hours and can be collected at any point in the day.

A touchpoint is a piece of evidence indicating that a student participated in distance learning activities on a given day; examples include turning in an assignment, participating on a webinar, completing an exit ticket after watching a pre-recorded video, sending a photo of a completed assignment, or attending a one-on-one check-in with instructional staff (e.g., phone call, virtual meeting)

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

- ❑ Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- ❑ Direct 'face-to-face' online contact through class Zoom, Skype, Google Classroom, Google Hangout, etc.
- ❑ Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work
- ❑ Completed assignments uploaded to secure folder within school's system (e.g. Egnyte, Dropbox, Google) from daily activity (>50% complete will be considered present, regardless of accuracy)
- ❑ Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.

Grade Span Considerations

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

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

Attendance Monitoring and Reporting

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

- Teachers responsible for daily attendance for students on-site will follow existing attendance protocols.
- Teachers responsible for daily attendance for remote learning students with an LMS will follow protocols as follows:
 - (insert attendance-taking protocol)
 - (insert reporting protocol)
- Teachers responsible for remote learning students without an LMS will follow protocols using touchpoints discussed above.
 - (insert attendance-taking protocol)
 - (insert reporting protocol)

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

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

Attendance

Attendance Touchpoints by Learning Type for PK-1

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

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

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

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

Collecting and Reporting System

The school will log all contacts with a student and family. For students who are marked “absent”, the school’s in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Whole Student Support

PURPOSE:

This Whole Student Support is intended to supplement existing family and student policies. This will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high quality, equitable instruction.

DESCRIPTION:

Important Definitions

- Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.¹
- Virtual learning - Learning hosted outside of a classroom setting using electronic devices
- Asynchronous learning - Learning where students learn the same material at different times and locations.
- Synchronous learning - Learning where students are engaging in learning activities at the same time.
- Discussion board - Section of a website where users can submit or read messages.
- Chat - A window used for conferencing between two users.
- Breakout Room - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.
- Cyberbullying - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.²
- Learning management system (LMS) -A software application for the hosting and delivering of online education courses.

[OSSE Guiding Principles for Continuous Education](#)
[Cyberbullying - Identification, Prevention and Response](#)

Expectations for Student Behavior:

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

<p>Communication and Student Engagement</p>	<ul style="list-style-type: none"> ● Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. ● Students must follow all classroom and school expectations for using audio and video during classroom meeting times. ● Students must mute their microphones when they are not speaking and while others are speaking. ● Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. ● Students must follow the same rules for whole group class meetings while in breakout rooms. ● Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher. ● Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher. ● Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. ● Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. ● Students must report all instances of cyberbullying to school staff immediately.
<p>Logging into the LMS</p>	<ul style="list-style-type: none"> ● Students must keep their username and passwords in a safe place and must not share them with other students. ● Students must log into the LMS using their own log-in information. ● Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.
<p>Student Work</p>	<ul style="list-style-type: none"> ● Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments. ● Students must submit their own work and provide citations for work created by others. ● Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.

<p>Taking Care of Physical Equipment</p>	<ul style="list-style-type: none"> ● Students/Parent/Guardian must treat all school and personal electronic devices with care. ● Students/Parent/Guardian must keep food and drinks away from the equipment. ● Students/Parent/Guardian must keep devices out of extremely cold or hot areas. ● Students/Parent/Guardian must hold and carry computers properly. ● Students/Parent/Guardian must report any damage to school equipment as soon as possible.
---	--

Student Support

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

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

Monitoring of Student Behavior

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.

- School staff will regularly remind Student/Parents/Guardians of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using the LMS.

Communication with Families

School staff will share a copy of the Whole Student Support with families for their review prior to the beginning of the school year. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via the LMS. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

Alternatives to Distance Learning

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

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

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

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:

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

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

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

Additional Resources:

- [OSSE Guiding Principles for Continuous Education](#)
- [Cyberbullying - Identification, Prevention and Response](#)
- [US Pediatricians Call for In-Person School This Fall](#)
- [Healthy Family and Support Collaboratives](#)

Special Populations

PURPOSE:

This submission is a narrative to demonstrate how Cedar Tree Academy PCS how will meet the educational and social-emotional needs of students with disabilities and English learners.

DESCRIPTION:

As this is not a policy or plan but a narrative, a direct response to each of the following statements is appropriate. The school should assess what worked and what did not work in spring 2020 to develop the most effective processes to stay in compliance with IDEA.

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

- The manner in which the LEA will support parent training for students receiving related services through distance learning: Related service providers will extend Zoom meeting schedules to assist parents in a supportive role for students access to services.
- The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families: Cedar Tree will use IStation intervention program to assess and support students academic support. While the related service providers will assess and increase support as needed based on assessments.
- The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and: All students will be assessed with grade level curriculum to determine academic grade level, and students with disabilities will be assessed with IStation formative assessments.
- The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness: Cedar Tree Academy will provide students with necessary technology to access general education as well as specialized services that will be delivered according to the students IEP's.
- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments: Cedar Tree Academy will provide a curriculum with speaking and listening, vocabulary rich continuation of the curriculum provided to the general population of students at Cedar Tree.
- 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: Cedar Tree will use the myView, OWL, curriculum that has a strong interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, and listening. By using recordings and pictures Cedar Tree's curriculum supports students with EL needs.
- The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level and: As with all students EL students will be provided with grade level instruction of the same curriculum with support as needed.
- The manner in which the LEA will provide EL students access to academic content by grade and proficiency level: Cedar Tree Academy will provide all

students with technology support to access the curriculum and supports needed for a remote learning experience.

Technology

PURPOSE:

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

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

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

DESCRIPTION:

The following plan for the effective use and oversight of school technology during and after the COVID-19 Pandemic draws on a framework developed by the Wisconsin Department of Public Instruction. This framework comprises three steps:

1. **Review** (where things stood at the close of 2019-20);
2. **Plan** (what must be accomplished before the 2020-21 school year begins; and
3. **Implement** (during SY 2020-21).

The intended result of following this process is to develop a **Return to School Technology Plan** that is based on and aligned to the existing **School Technology Plan**.

- Equipment, Software, and Training Expectations and Supports for Students and Staff
- Assessing Need
- Support
- Replacing/Repairing Equipment
- Expectations for student access to internet and safeguarding personally identifiable information (PII);

- Remote Learning Limitations on School-Provided Devices

Equipment, Software, and Training Expectation and Supports for Students and Staff

Per DC PCSB requirement, Cedar Tree Academy PCS will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

- Equipment

All students and staff will receive the following equipment

Technology Distribution Plan for Students

AN = As needed

E = Everyone

	<i>PK</i>	<i>K-1</i>
<i>Computer</i>		
<i>Chromebook or Laptop</i>		<i>E</i>
<i>Hotspot</i>	<i>AN</i>	<i>AN</i>
<i>Tablet</i>	<i>E</i>	

- Software

All students and staff will have access to the following software using school-created and maintained log-in and passwords. At no time will anyone outside of the school’s community be able to access the software.

Software Distribution Plan for Students

AN = As needed

E = Everyone

	<i>PK</i>	<i>K-1</i>
<i>LMS: NAME</i>		
<i>Learning Games: NAME</i>	<i>E</i>	<i>E</i>
<i>Email</i>	<i>E (for family)</i>	<i>E (for family)</i>
<i>Other:</i>		

- Training

All families, students, and staff will receive training for every piece of equipment and software issued. This training will consist of how to use the software properly and the

proper care for each device issued. Families, students, and staff will also receive training on how to access technical support for malfunctioning equipment.

Review & Assessment:

All staff, students, and families will receive all needed equipment to fully participate in remote learning.

● Equipment

We will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs. We will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.

- Internet availability and speed, and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, Chromebook, and tablet
- Security features on the technology

● Software

Based on the instructional plan, determine what software best supports remote learning. We will complete a software inventory to determine what software was purchased or is in a trial period. We will inventory school technology staff strengths and needs. Inventory communication resources and protocols and evaluate performance and needs.

● Training

We will survey students, families and staff on their training needs for equipment and software use a training schedule will be built based on survey results. All training will be provided remotely. If family or staff needs help setting up equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance.

Support Provided for Students without Access to Internet or Devices

Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

Where possible, students will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for proper use and care of equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for shipping the equipment directly to the student. Training, expectations and care of equipment will be provided virtually in such cases.

Replacing/Repairing Equipment

● Equipment

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

- Families will return broken equipment via; mail, on-site, pick up from home
- Families will check out "loaner" equipment via; on-site, delivery to from home
- If equipment fails due to misuse families will be issued a new device and receive additional training on proper use and care for the device. This will be a limited replacement process.
- Cedar Tree Academy's IT department will have remote access to all devices and will continues monitor all devices for things such as viruses

● Software

- Cedar Tree Academy IT department will monitor all devices for malfunctions. The IT department will reach out to families via email, text, or phone to determine the best way to address the problem, i.e., pick up device, drop off mail in, or repair using remote access
- All student passwords be will be safeguarded and changed as needed
- If a family becomes "locked out" of their devices the school will have remote access capabilities to help the family/student regain access.

● Training

- Cedar Tree Academy will offer an ongoing series of trainings throughout the year on the use of technology and software. Families and students that experience protestant challenges with equipment or software will be offered one on one support throughout the school year and as needed
- The has contracted a third-party vendor to troubleshoot all issues and support our technology program for virtual learns and staff teaching virtually.

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

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

Remote Learning Limitations on School-Provided Devices

● Equipment

- *All school issued equipment will be used for school purposes only. All active on school issued devices will be subject to monitoring*
- *Families are responsible for replacing lost, stolen or misplaced school issued devices.*
- *The school strongly discourages the use of school issued hardware by anyone other than the student the devices was issued to.*

● Software

- *All software will require log in information in order to be accessed by the student.*
- *If new software is required, students/family will be given access to download required materials.*
- *No software other than school purchased software can be downloaded to a school issued devices.*
- *All school issued devices will block internet sites that are not age appropriate.*

- **Training**

- All families, students, and staff will receive training for every piece of equipment and software issued. This training will consist of how to use the software properly and the proper care for each device issued. Families, students, and staff will also receive training on how to access technical support for malfunctioning equipment
- Families or students who need additional support can contact the school technology support center via phone, text, or email.

Resources

https://www.nyccharterschools.org/sites/default/files/resources/brief_technology_plan_template.pdf

<https://dese.mo.gov/quality-schools/education-technology/six-step-process-creating-technology-plan>

<https://www.k12.wa.us/policy-funding/school-technology/best-practices-teaching-and-learning/2019-2022-district-technology-plans>

Family Engagement

PURPOSE:

This will describe how Cedar Tree Academy PCS will partner and communicate with families about continuous learning and school operations.

DESCRIPTION:

This information articulates how Cedar Tree Academy PCS will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

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

- I. General and Schoolwide Communication
 - A. Website
 - B. Social Media
 - C. Direct to Family
- II. Family Engagement and Continuous Learning
 - A. Trainings
 - B. Continual Improvement
 - C. Resources
- III. COVID-19 Related Communications
 - A. Reporting/Notification
 - B. Trainings
 - C. Signage and Resources

I. General Schoolwide Communication

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

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

Website

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

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

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

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

Operating Status: The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should

the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage.

Social Media

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

Direct to Family

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

II. Family Engagement in Continuous Learning

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

Trainings

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

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

Continual improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards, Cedar Tree Academy PCS will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Resources

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

III. Coronavirus Prevention Communication

The continuous learning plan will enable seamless transitions between in-person and distanced 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 school requires consistent family engagement and clear communication.

Reporting

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 students and families to reach out to the COVID-19 Point of Contact Dr. LaTonya Henderson Lhenderson@Cedartree-dc.org or 202-610-4193 within 24 hours of the household member's diagnosis.

Trainings

To prevent the spread of coronavirus, Cedar Tree Academy will offer training for students, staff, and families. Topics may include:

- How to safely return to school: a training detailing all in-school processes for students, families, and staff)
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

Signage and Resources

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

As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on Cedar Tree Academy PCS's website.