

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

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Background and Purpose

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

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

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

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

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

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

School Recovery Operations Plan

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

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

A.

Please click on this link to view -- [TCG DC PCS Cleaning Schedule SY20-21](#)

Cleaning will be managed by Operations. Facility-wide cleaning will be performed by outside vendors or Operations staff trained in CDC cleaning recommendations to ensure optimal health and safety.

Routine cleaning (i.e.- wipe downs of space after use) will be conducted by any employee who identifies a need, voluntarily accepts the responsibility, and is trained and follows CDC cleaning recommendations.

Cleaning will occur throughout the day and after all meetings with visitors. Any staff performing the cleaning will be trained and provided with gloves and access to disinfectant spray or wipes.

Specifically, TCG will disinfect high-touch areas at least twice a day and immediately after any meetings in conference rooms. This will include wiping down all hard surfaces with a disinfectant spray or wipe. TCG defines high-touch areas as the following:

- Door handles and light switches at entrances, conference rooms, breakrooms, and other common areas
- Breakroom equipment such as refrigerators, coffee machines, water coolers, microwaves, etc. WE will ELIMINATE USE OF THESE APPLIANCES AND AREAS DURING PHASES 1 AND 2 AND LIMIT DURING PHASE 3.
- LIMIT USE of Copy and postage equipment TO ESSENTIAL FUNCTIONS]
- Reception area hard surfaces
- Bathrooms

- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) will be 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.

Cleaning staff will be directed to adopt the following practices on all vertical and horizontal surfaces in addition to the Special Attention practices outlined above: Staff will wear disposable gloves when cleaning and disinfecting surfaces. Gloves should be discarded after each cleaning. If reusable gloves are used, those gloves should be dedicated for cleaning and disinfection of surfaces and should not be used for other purposes. Consult the manufacturer's instructions for cleaning and disinfection products and the use of gloves. Wash hands immediately after gloves are removed. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

For disinfection, staff will refer to the list of CDC-recommended chemicals. If unavailable the following mixture can be utilized if appropriate for the surface – Prepare a bleach solution by mixing: o 5 tablespoons (1/3rd cup) bleach per gallon of water or o 4 teaspoons bleach per quart of water. For soft (porous) surfaces such as carpeted floor, rugs, and drapes, staff will remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces.

If a facility is closed on the advisement of DC Health, the agency responsible for the facility will seek DC Health's guidance on the proper cleaning response.

Staff will be directed to adopt the following measures to ensure greater attention on safety and frequently touched surfaces.

Use gloves. Keep areas well ventilated. Pay particular attention to cleaning on all frequently touched surfaces in common areas and restrooms, including but not limited to doorknobs and push/pulls, light switches, elevator buttons, tables, sink faucets, toilets, chairs, and any other common area hard surfaces. After cleaning is performed staff will perform a disinfection of each cleaned surface, such as through the use of a disinfectant spray. Increase sanitizing protocols for items that may be placed in children's mouths like toys or nap mats. Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with bodily fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

B.

1. Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.
1. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not possible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection including storing products securely away from children.
2. Cleaning will be conducted by designated staff personnel.

Clean

- **Wear disposable gloves** to clean and disinfect.
- **Clean surfaces using soap and water, then use disinfectant.**
- Cleaning with soap and water **reduces number of germs, dirt and impurities** on the surface.
- **Disinfecting kills germs** on surfaces.
- o **Practice routine cleaning** of frequently touched surfaces. More frequent cleaning and disinfection may be required based on level of use.
- o Surfaces and objects in public places, such as shopping carts and point of sale keypads should be cleaned and disinfected before each use.
- **High touch surfaces include:**
- o Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

Follow the instructions on the label to ensure safe and effective use of the product.

Many products recommend:

- o Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Always read and follow the directions on the label to ensure safe and effective use.

- Wear skin protection and consider eye protection for potential splash hazards
- Ensure adequate ventilation
- Use no more than the amount recommended on the label
- Use water at room temperature for dilution (unless stated otherwise on the label)
- Avoid mixing chemical products
- Label diluted cleaning solutions

Store and use chemicals out of the reach of children

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

The school 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.
- Limit occupants in any space based on the “Phase” per the CDC and local guidelines.
- 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).
 - o Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
 - o Individual carpet squares or plastic circle dots will be cleaned daily and will be used during floor time. Each student will be assigned a single square or dot. The squares or dots will be six feet apart.
 - o 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.
 - o Computer stations will be separated by plastic flexible screens.
- Communal-use spaces of the cafeteria, library, and kitchen will be closed.

- Communal-use spaces not closed will have staggered use providing time for cleaning and disinfecting between use. Individuals using the spaces will maintain six feet of distancing at all times. These communicable spaces include:
 - *Copier room*
 - *Playground, balls, and recess equipment*
 - *Gym*
- A communal fridge and/or microwave will not be available for staff members.
- 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)
- Specific stalls and urinals will be marked as out of order to maintain social distancing.
- A designated area, with its own ventilation, will be available for any student or staff member who exhibits 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.

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 arrows, markers, and wall markers 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.

Prior to reopening after the 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.

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

The school has engaged 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.

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

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

Arrival Procedures –

For Staff:

All staff **must** maintain 6 feet social distancing when entering the building. They must also complete a daily health screen checklist when entering the building. Visual scans will be completed by members of the COVID-19 Response Team each morning. The daily health screen checklists will be completed using an electronic survey (*google form*–a

separate link will be used for staff only).

For Students:

When arriving at school, ALL students **must** maintain 6 feet social distancing using a staggered arrival schedule when entering the building. Staff members will be assigned duty posts that will be at all entry points to complete a daily health screen checklist of student's health prior to entering the building. Staff members will also have hallway duty posts during arrival to ensure that students are going directly to their classroom without making any detours, maintaining social distance and mask wearing. The daily health screen checklists will be completed using an electronic survey (*google form*). Teachers will complete a visual scan of students upon entry to the classroom. Students must remain in the same classroom for the duration of the day to limit the potential exposure of COVID-19.

Dismissal Procedures –

Students will be dismissed using a staggered plan to limit the amount of traffic in the hallways and other common areas. The next dismissal group will not be called until the previous group has completely exited the building using their mode of transportation.

Distribution of Student Materials –

Our plan for work and technology distribution consists of personal deliveries to those most in need or upon request, utilizing school vans and personnel. Parents will also have the option to schedule time with school administration to pick up materials. Staff will have access to the building to make weekly phone calls to families to and ensure they have what they need for students to complete their assignments. All students will be provided a personal device to access instruction and a Hot Spot, if needed. The team is also working with Comcast Essentials to secure permanent broadband for families who are eligible.

Extracurricular Activities –

All extracurricular activities will be virtual e-clubs until they can be resumed safely.

Meal Services –

Preferred Meals Inc. is TCGDCPCS current meal vendor and has offered a meal solution that would include 5

Breakfast and 5 Lunch options in one box. The box would be School Breakfast and National School Lunch Program compliant. Food Service staff will manage, order and check deliveries, maintain food temperature control, proper storage, proper distribution, cleanliness, manage a call center for parents who have questions about deliveries, heating, cooling, storage, quality, and lifetime of items. Weekly meal boxes will be delivered from Preferred Meals Inc. on Mondays and Wednesdays each week.

School staff will physically distribute meals to parents or students, ensuring safe social distancing, personal hygiene and mask wearing. There are 30 stops identified for bus service, not all stops may have requests for meal service, but in the event of a new request, they can easily be put into the routing schedule. Cooling boxes will be purchased to ensure proper holding during transport of meals to the hub locations.

Face Coverings/PPE –

Everyone on a TCG campus, including staff, students, essential visitors, and contractors, will wear a face covering while indoors.

- a. Exception: A student may not be required to don a face covering due to circumstances related to his/her health or disability. Staff and students will follow a program-specific protocol including use of additional PPE to ensure safety of all involved.
- b. If a student or staff member report to campus without appropriate or acceptable face covering, The Children's Guild will provide a temporary solution such as a disposable face covering. It is expected that the staff or student will return with an acceptable face covering when returning to campus.

Required face covering specifications:

- a. At a minimum, the expectation is to wear a cloth face covering.
- b. Face coverings should:
 1. Fit snugly but comfortably against the face.
 2. Be secured by ties or ear loops if the covering does not sit snugly on its own (e.g., buff or scarf)
 3. Include two or more layers of fabric
 4. Allow for breathing without restriction
 5. Be made of fabric or material that can be laundered and machine dried without damage or change to shape, if not disposable.
 6. Be free of inappropriate words or innuendos, or any visible logos of a brand name
- d. Cloth coverings should be washed each day after use
- e. Cloth coverings should be placed away from others when taken off and should not be placed on shared surfaces.

- f. Place the mask so that the part that touches the face is facing up and keep the straps or ties from falling into the clean side.
- g. Discard/Replace if any holes appear in it or the shape is distorted so it no longer fits the face.
- h. Face coverings must always cover both the mouth and nose while being worn.
- i. Extended use is preferred over re-use to reduce the risk of self-contamination through frequent donning and doffing.
- j. Face coverings should not be shared by others.

Distribution of PPE's to Staff

We will distribute a face covering to any staff, student, or visitor that arrive to the school building without their own. The expectation is for students and staff to have their own face coverings prior to entering the school building.

Staff will be issued Emergency PPE kits that include:

- Disposable Face Shields/Coverings
- Gloves
- Goggles
- Gowns
- Hair Bonnets
- Footies
- Cleaning Materials (approved cleaner spray bottle, paper towels)

Instructional Delivery Plan

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

For the 20-21 School year, The Children’s Guild DC Public Charter School will initiate learning through an

all virtual approach for the first semester of the school year. To facilitate the student experience, we will utilize Brightspace – a D2L Learning Management System. Through the platform, students will be able to access Google Classroom suite for content creation, as well as Brightspace embedded features for presenting course material, and accessing course resources. Brightspace is also home to an integrated video conferencing feature that remedies other platforms limitations. Brightspace enables students to access learning synchronously – by design – and asynchronously – by necessity – because we understand that unique family considerations arise, which do not provide for students to be online during live instruction.

Through Brightspace, teachers will facilitate Great Minds curricula for ELA and Mathematics – Wit & Wisdom and Eureka Math, as well as Teacher’s Curriculum Institute (TCI) Social Studies and Science. Students will also have access to classroom libraries virtually through LiteracyPro, which mirror to a great extent the physical classroom library sets purchased during the 19-20 school year. To ensure fidelity with the Wit & Wisdom program, we are continuing conversations with Great Minds to procure digital copies of the text for students in lieu of physical copy distribution. If supplementary assignments must be developed to supplement publisher provided materials, then teachers will scaffold learning appropriately for their student population. For Mathematics, a Google Classroom plugin already exists to support virtual learning. The plugin is complete with Eureka Math student materials and assessments. E-accessibility for remaining subjects will be made directly available in Google Classroom, where students may edit and submit their work directly into the platform. Students will also have opportunities during the day ensure mastery of pre assessment identified deficits through asynchronous interventions on the iReady platform. Each student will receive an individualized pathway toward on-grade-level performance in each subject interventions on the iReady platform. Each student will receive an individualized pathway toward on-grade-level performance in each subject.

In addition to support through the Brightspace portal for synchronous and asynchronous instruction, students will also be supported by teachers through GoGuardian software installed on all student devices. GoGuardian allows teachers to monitor student engagement and support students with staying on task through individual messaging directly to the device, as well as the ability to monitor activity and open tabs directly on devices to support students in accessing critical instructional materials.

To ensure that students have a well-rounded and rigorous instructional experience throughout the 2020-21 school year, TCGDC will implement the following draft schedules, differentiated for K-2, 3-5, and 6-8. Within each grade-band, students in individual homerooms may have core subjects in rotation. For example, if one homeroom is in math, then another homeroom may be in ELA, while another is another may be in science, and still another homeroom may be in social studies. Lunch and recess are independent activities. Students may login to assigned class periods to complete intervention work or complete intervention activities on their own, yet teachers will monitor student progress on a weekly basis. During instructional blocks teachers will deliver instruction, as well as support students with their independent practice activities and homework.

Grades K-2

8:30 – 9:00	9:00-10:30	10:30- 12:00	12:00- 12:30	12:30- 1:00	1:00-2:00	2:00-3:00	3:00-3:30
Morning Meeting	Reading/Phonics/ ELA	Math	Lunch	Recess	Reading/Math Interventions	Social Studies/	Specials

Grades 3-5

8:30 – 9:00	9:00-10:30	10:30-11:00	11:00-12:30	12:30-1:00	1:00-1:30	1:30-2:30	2:30-3:30
Morning Meeting	ELA	Specials	Math	Lunch	Recess	Reading/Math Interventions	Social Studies/ Science

Grades 6-8

8:30 – 9:45	9:50 – 11:05	11:10-12:25	12:25-12:55	1:00-1:30	1:30-2:10	2:15-3:30
ELA	Math	Social Studies	Lunch	Specials	Reading/Math Interventions	Science

Preparing to implement this instructional plan will require that teachers have expertise in both the curriculum being taught and the platforms being utilized. Our August Professional Development Plan for the 2020-21 school year includes professional development from Great Minds for both Wit & Wisdom and Eureka Math, so teachers are able to skillfully support students in their learning journey. Teachers will also have trainings on the use of Brightspace to execute instruction, as well as support from academic coaches in establishing their Google Classrooms for the 2020-21 school year. Although teachers have experience using the platform in spring 2020, we want to ensure that learning environments are set up for extended use, leveraging our lessons learned in spring 2020.

Throughout the 2020-21 school year, the instructional plan will be monitored on a weekly basis by the principal and the instructional council, consisting of instructional coaches. Coaches will monitor classroom-level/student-level data on student progress and report out to the principal each week. The principal will utilize classroom-level/student-level data to make necessary revisions to the current plan outlined here.

Assessment and Promotion Policy

A. Assessment

6a. Describe the LEA’s policy for identifying and administering assessments during the 2020-21 school year, including:

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

i-Ready-Curriculum Associates

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

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

For the past 5 academic school years, TCGDC has utilized the iReady assessment to benchmark student mastery toward on-grade-level performance in reading and math. iReady also allows students to participate in the individualized interventions provided on the platform. Students will be able to take the initial diagnostic within the first three weeks of school, as well as the mid-year in late January 2021 and end-of-year diagnostic in late May 2021. While we are still conferring with the test’s publisher to determine the optimal conditions for testing virtually throughout a full academic year, we did utilize proctored assessment through Zoom for the end-of-year diagnostic in spring 2020. We may utilize a proctored testing regimen, if needed and called for by the publisher aided by GoGuardian software to monitor activity on devices directly. Additionally, dates for the assessments are windows at this time pending final guidance from the publisher.

Within our reporting structure, homeroom teachers monitor student testing rates for students not attending the proctored session and report them to instructional coaches during the weekly check-ins. The testing coordinator also monitors student participation at a school-level to further target support. When a student has been identified as in need of additional support to participate, a member of the student support center staff, our behavior team, or the social work team will reach out to the student’s family to create a plan for the student to participate effectively in testing.

B. Promotion and Graduation

- 7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.**

At this time, the promotion requirements for the 2020-2021 school year will remain the same. However, they are subject to change upon additional guidance from the Office of the State Superintendent of Education. Parents will be notified if there are any changes to promotion requirements. The grading policy will return back to our normal grading policy in which students will receive numerical and letter grades for their work completion, participation, assessments and projects. They will receive the normal progress reports mid-quarter and reports cards at the end of each quarter.

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

N/A

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

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

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

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

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

The Children's Guild has adapted attendance procedures to ensure equity for all students during the extended health emergency school closure. During distance learning, students will be marked distance learning present, partial distance learning present, distance learning excused absent, or distance learning unexcused absent using the codes defined below. Attendance for District of Columbia. Students will be recorded in accordance with OSSE [guidance](#) for codes in the student information system).

Attendance Code Definitions

Distance Learning Present (DLP): A single school day where the student is distance learning present for the educational institution for which the student is enrolled and registered will be met by one of the following criteria:

1. The student was authenticated and engaged in education consistent with the instructional day schedule via participation in synchronous lessons.
2. A Children's Guild staff member has made contact with the student for the day to authenticate the student's presence AND provided daily evidence of engagement (e.g: submission of classwork and/or formative exit tickets demonstrating access to asynchronous learning).

Partial Distance Learning Present (PDLP): A partial school day where the student is distance learning present for <80% of the school day and is not captured in remote touchpoints when absent for the scheduled session.

Distance Learning Absent (DLA): Student has not demonstrated access to synchronous or asynchronous sessions. Presence of the student for 0% of the distance learning school day without an approved excused absence. The remote day is based on one of the following criteria:

The student was not authenticated in education consistent with the school's prescribed policy. The school did not make one-to-one contact with the student for the day to authenticate the student's presence AND did not provide daily evidence of engagement consistent with the school's policy.

Distance Learning Excused Absence (DLEA): Presence of the student for 0% of the distance learning school day with an approved excused absence.

The Children's Guild touch points to monitor student daily attendance, include the following methods:

- Phone conversations or virtual meetings one-on-one with instructional, classroom, or related services staff to discuss content.
- Direct 'face-to-face' online contact through class Zoom, Google Hangout, etc.
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded video session.
- 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, Music, Art) in a secure portal.

that the official attendance records of students are accurate? What student-level data specifically would be

- Option B: The LEA is not using a learning management system (LMS) for distance learning.
 - What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
 - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
 - What constitutes evidence of education engagement daily for the student to be marked present?

furnished to OSSE in the event of an audit of attendance records?

We will utilize our SIS to collect daily attendance based on the appropriate virtual learning attendance code. We will also implement a second layer of verification by utilizing support staff to confirm attendance in each virtual learning classroom daily. Data will also be stored using an electronic attendance tracker. The data from the supplemental tracker will be used to ensure that the information in our SIS is correct prior to our weekly attendance uploads.

Whole Student Support

A. Student Support

11. Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.

Social Emotional and Mental Health Support

In providing social emotional and mental health supports for our students, the Social Work Team will be notified by one of the following avenues listed below.

- Teachers will administer screening tool designed to assess students' social and emotional wellbeing. Data collected from tool will be immediately shared with the Social Work Team for further assessment as needed to initiate support or referral to community resources
- Teacher notices or has been informed by student or family member that there has been a family emergency or event that is impacting students' social emotional wellbeing
- Family member reaches out to Social Work team with requests for assistance with social emotional matters that will or are impacting student's learning
- Student already has a Social Worker assigned as a part of the 504 accommodation or IEP process requiring Behavioral Supports
- Student self-reports needing social emotional and/or mental health supports are needed

Upon identification of a student, in need of additional emotional or mental health support, the Social Worker will notify parent of assessment outcomes, observation or other determination to offer information regarding school supports and community resources as needed. It should be noted that on a case by case basis, the Social Work team can provide short term crisis intervention and brief small groups to address social skills, bully prevention, anger management, grief/ bereavement and family reconstitution. All requests for long term support, not indicated on a 504 plan or IEP, will be referred to community resources. Assistance in securing these services can be offered.

Our staff will use a multi teared assessment using Lexia, IReady, and informal assessment tools that will assess for students current instructional levels. Once assessments are complete, intervention and recovery blocks have been built into student/teacher schedules to provide intervention strategies using the instructional programs attached to Lexia and IReady to close identified instructional gaps that have been caused due to the transition to distance

learning due to Covid-19. Alternative instructional times in the evenings and on the weekends are available to families to ensure students and families have access to the needed instructional support.

B. Behavior

12. Describe the LEA’s policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:

- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
- **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school’s educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.

Distance Learning Behavior Management and Discipline Policy:

Distance Learning behavior management and discipline will be addressed through Preparation, Amplifying Positive Behaviors and a 3 Tiered intervention approach.

o

Teachers will set the classroom norms and expectations by discussion, at the beginning of each school quarter and at various points throughout Distance Learning. These norms and expectations will be emailed to each student as well and posted in the Google Classroom.

The list may include:

- Student must attend (log in) regularly and on time
- Complete all assignments and submit on time
- Must attend with camera on at all time during instruction
- Mute microphone when not responding to teacher
- Sitting up and attentive to instruction
- Dressed appropriately in school uniform or other appropriate attire
- Minimize background distractions
- Use appropriate language when speaking during class
- Follow directions quickly
- Use hand raised icon when wanting to speak
- Notify teacher in chat when must leave camera “class” for bathroom break ...
- Make smart choices
- Respect self, classmates the classroom environment at all times

Amplifying Positive Behaviors:

Teacher will establish a rubric of Positive Behavior Intervention and Supports (PBIS). The rubric will outline positive behaviors with corresponding incentives to promote positive and desired behaviors in the class. Such virtual incentives can be but not limited to:

- Points towards a homework free evening coupon
- Selection of the appropriate/approved music for lunch or break time
- Lead class in morning announcements
- Select teacher approved game or other entertainment during lunch breaks
- Share virtual lunch with teacher or T/A
- Invited to an end of week virtual party

3 Tier Interventions:

The teacher will assess the level of disruptive behavior and determine which tier of intervention is best suited for the situation.

Tier I:

- Verbal redirection
- Remind student of the class norms and expectations
- Teacher has a brief side conversation with student to determine root of disruption and returns to class with student
- Highlight students who are meeting class expectations
- Model and teach appropriate skills

Tier II:

- Staff mutes student's microphone
- "Send" student and Behavior Coach or T/A in breakout room to have calming intervention or "Brain Break" and return to the class instruction
- Notify School Social Worker assigned to student, if applicable, and refer for assistance either in break out room or on the Social Worker's telehealth platform, student may return to class after intervention
- Parent is notified of incident verbally and followed up with an email or note in Class Dojo

Tier III:

Should behaviors persist and all other interventions have been exhausted, the teacher may consider referral for exclusion from class for one or more days. Once parent is notified with opportunity to discuss student behavior, the referral for exclusion will be forwarded to Leadership. If exclusion is recommended and implemented asynchronous lessons and hard copy materials will be provided to the parent for completion by the student. The student will submit completed assignments upon return to "class". There will be an opportunity for restorative conversations between the student and teacher prior to return to the class. Behaviors that will likely warrant exclusion from class include but are not limited to:

- Cursing at teachers, staff and classmates
- Displaying and /or engaging in inappropriate live or video content
- Threats to teacher and/ or classmates
- Unyielding argument or debate
- Repeated sleeping in class
- Persistently playing music or creating other audio distractions in class
- "Hacking" into technology
- Deliberately damaging technology
- Intentionally misrepresenting self on screen
- Sharing log in information with those outside of TCGDC with intent to disrupt or interfere with class

Special Populations

13. Describe the LEA's plan to serve students with disabilities, including:

- A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
- The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and
- The manner in which LEA deliver related services for students in distance learning;
- The manner in which the LEA will support parent training for students receiving related services through distance learning;
- The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;
- The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and
- The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).

1. The Children's Guild will follow the OSSE issued guidance in regards to utilizing due diligence with attempting to contact parents when scheduling and participating in IEPs, as well as IEP driven services
2. The Children's Guild DCPS will document all parent contact attempts with in our various platforms to include SEDS and Synergy to ensure that parents and LEA have consent communication as we seek to counite our parent engagement efforts.
3. The Children's Guild will document both attempted delivery of services, as well as delivered services in appropriate documentation platforms.
4. The Children's Guild will follow the OSSE issued guidance in regards to completing and participating in meetings including annual IEPs and re-evaluations
5. The Children's Guild will follow students' IEPs including the provision of services of academic needs and related services needs
6. The Children's Guild will follow the OSSE issued guidance in regards to the completion and documentation of academic service trackers

B.

1. Social Workers will reach out to parents on a consistent basis to offer assistance and support
2. Staff will provide 1:1 assistance and support with helping the parents navigate the online / virtual platforms
3. Accommodations and modifications will be provided to assist parents and students with accessing virtual content, if needed
4. Parents have access to the IT Help Line, at all times, to assist with any technological needs

5. Individual and small group virtual trainings are available to assist parents with accessing virtual content if needed

C.

1. The Children's Guild will follow students' IEPs including the provision of related services via telehealth.
2. Parent/guardian consent for telehealth service delivery will be obtained prior to the delivery of services by each provider.
3. The Children's Guild related service providers will offer related services documented in individual IEPs in the form of individual and/or group sessions based upon each individual student's needs.
4. The Children's Guild related service providers will utilize due diligence in attempts to contact parents to schedule related service sessions to be held virtually or telephonically, based upon the students' needs.
5. The Children's Guild related service providers will document parent contact and attempts, as due diligence in regards to attempt to schedule related service sessions
6. The Children's Guild related service providers will document both attempted related services sessions and completed related service sessions in appropriate documentation within (SEDS)

D.

1. The Children's Guild Chief Organizational Learning Officer will provide monthly webinars for parents to receive ongoing assistance and supports.
2. The Children's Guild Instructional team will offer individual and / or small group supports for parents to assist with parents helping their children to access and succeed with their academics.
3. The Children's Guild Behavioral and Clinical teams will complete and send out to parents a survey for parent feedback of requested and needed resources and student / family supports.
4. Based upon the results of the parent survey, The Children's Guild Behavioral and Clinical team will offer virtual parent support groups to address parent / student needs in regard to resources and supports.

E.

1. The Children's Guild DCPCS will provide a comprehensive instructional delivery plan to all families via email and set up a conference call to review stated plans that includes learning models, scheduling, resource management, data tracking, interventions, and supports for teachers, students, and their families was created in accordance with statewide regulations.
2. The Children's Guild DCPS will continue to monitor student's social, emotional, and academic well being to

further access the students individual needs.

F.

1. Review service trackers maintained by the teachers and determine the accessibility of instruction, students' response, and or level of engagement.
2. Children's Guild DCPCS will review service trackers and data assessment and determine the accessibility of instruction, students' response, and or level of engagement.
3. Collaborate with teachers to provide interventions for students who have not accessed the materials or are experiencing issues with distance learning.
4. Plan and map out early intervention with the teacher, related service provider, and or parent/guardian.
5. Create an internal tracking system to evaluate whether the intervention is effective. The Children's Guild DCPCS will provide a plan for continuous improvement to include early intervention for students with significant cognitive delays or students experiencing regression, coaching and mentoring of teachers, and developing a robust tracking system for services and academic goals in the IEP.
6. On a case by case basis some students will be invited into the school to get support of their one to one in a more structured personalized learning approach within the building, as necessary.

G.

1. Case managers and Social Workers will work with the homeless liaison to ensure students have the proper access to technology and internet connection to ensure access is available to virtual classroom platforms.
2. Students whom are wards of the state and may not reside in the district due to temporary placement, will be placed on the homeless liaison and care team's case load to provide community support, with school supplies, meal resources, and dedicated one to one sessions for instructional and social emotional support.
3. The Children's Guild DCPS will conduct 45-day review meetings for all students with an IEP to evaluate their academic progress review and discuss concerns and further assist students meet their academic needs.

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

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

The Children's Guild DC PCS will continue to use an inclusion/collaborative teaching EL program model for the 2020-2021 academic year. Within this inclusion/collaborative teaching model, students identified as EL will continue to receive services outlined in their Individualized Learning Plans (ILPs) in the context of their assigned distance learning cohorts. This plan will be maintained with fidelity across in-person, distance learning and hybrid learning environments by regular supervision and communication between the EL Coordinator, Academic Dean, and general and special education teachers.

The Children's Guild DC PCS will set language across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency by creating and maintaining Individual Learning Plans (ILPs) that describe the academic and language needs of, and goals for, an English learner. These ILPs detail the

strategies, accommodations, and goals to be implemented daily in the classroom in order to help ELs be successful as described by the Diverse Learners Cooperative.

The Children’s Guild DC PCS 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 through the distance learning plan outlined above (whole school plan). The Children’s Guild DC PCS will follow guidance from the WIDA Principles for Teaching Multilingual Learners Online in making decisions about how to provide language instruction to EL students.

The Children’s Guild DC PCS will provide EL students access to academic content by grade and proficiency level by continuing to use an inclusion/collaborative teaching model. EL students will be provided access to academic content by grade and proficiency level by their general education and, when appropriate, special education, resource teachers, and related service providers.

Technology Policy

15. Describe the LEA’s policy for technology use during distance learning, including:

- **Expectations for student access to devices and technical training;**
- **The manner in which the LEA will assess student/family technology needs;**
- **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;**
- **The plan for replacing/repairing devices;**
- **Expectations for student access to internet and safeguarding personally identifiable information (PII);**
- **What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and**
- **If/how the school’s technology policy differs by grade level.**

Equipment

Students will have full-time access to TCGDC issued Chromebook. Students and families will receive limited face-to-face training on the use of the Chromebook when receiving a device if needed. Teachers and support staff will provide virtual introductory training during the first week of school and on an as needed basis during the school year. Questions regarding proper use of the equipment are to be directed to The Children’s Guild Alliance IT Support at Service@childrensguild.org

Software

Virtual training will be provided for each platform that students will use during distance learning. Individual classrooms will host a Zoom and Google Classroom orientation session for students and their families during the first week of school. Sessions will be recorded and available for future viewing. Separate family sessions will be held during the first quarter to continue to orient families to the systems in place. TCGDC IT department can provide technical support remotely to staff, students and their families.

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

In an effort to identify student access to a computing device and broadband access at home, the school created a survey sent to all families to identify those in need of a computing devices and home internet access. Parents were asked to evaluate:

- The availability of Internet service in the home.
- Is there a device that connects to the Internet at home for your student(s) to use?
- What type of device(s) would your student(s) be able to use at home?
- Is the student having to share a device?

The data received back identified students with and without a device. The survey also identified students with broadband access at home as well as students currently without broadband access. For those families who did not respond to the survey phone calls were made by the administrative team.

The plan for replacing/repairing devices;

The Children's Guild DC PCS will have replacement equipment available for families and staff on an as-needed basis. Replacement equipment will be available on-site in the school building and inventory tracking will take place when repairs are needed.

In the event that a device is broken/not working, families will contact the school to make arrangements to obtain a new device. They must bring the old device and complete a new [Equipment Loan Agreement form](#). In the event that a device has been stolen or lost due to an unforeseen event, families should contact the school immediately to discuss solutions for a replacement device.

If a student is having repeat or severe equipment issues, virtual training will be provided by a member of the school administrative team or a member of the IT department.

Troubleshooting of device and/or software issues will be completed by the IT department.

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

Student families will be provided with a mobile hotspot and/or Internet Essentials from Comcast (if eligible) if no internet infrastructure currently exists in their home. Students PII is protected through use of student numbers and alternate alias email addresses. Communication containing student PII will be encrypted and accessible only to parties with rights to the information.

Devices issued to students by the school will have pre-installed GoGuardian 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. School staff will be trained on the use of GoGuardian during staff orientation.

All network users of the Internet will be monitored internally by the IT Team. All students under the age of 18 will be supervised when using any form of electronic communication. Students may only use electronic communication if there is written acknowledgement (an "Acceptable Use Agreement") from the student's parent or legal guardian that they are aware that they are in accordance and informed of The Guild policy. All Students (above 13) will also be required to sign an "Acceptable Use Agreement" to use electronic communication.

Use of profanity, obscenity, racist terms, or language that is offensive is not acceptable. The Children's Guild prohibits access by minors to inappropriate matter on the Internet; monitors the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications; prohibits unauthorized access, including so-called "hacking," and other unlawful activities by minors online; prohibits unauthorized

disclosure, use, and dissemination of personal information regarding minors; and establishes measures restricting minors' access to materials harmful to them.

The Children's Guild certifies that this Internet safety policy includes technology protection measures, which include blocking or filtering of Internet access to pictures or websites that are obscene, that contain child pornography, or are deemed to be harmful to minors. Only authorized personnel within the organization have the authority to disable the technology protection measures during use by an adult to enable access for bona fide research or other lawful purpose.

Supervising staff must instruct the students on the appropriate use of electronic communication and on the dangers of its misuse. Such instructions must be documented in the lesson plans.

All software to be used for educational purposes during school closures will be assigned usernames and passwords by the student's teachers. All devices have access to approved sites and software. Unauthorized downloads will not be permitted and will receive error messages.

Family Engagement Policy

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

- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
- **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

A.

According to the feedback from the survey we got from our families, our parents are interested in receiving feedback from the staff either weekly or 2/3 times per week. There will be four main ways to communicate with families by the staff.

1. Phone calls
2. Emails
3. Class Dojo
4. Go Guardian
5. Brightspace (LMS)

B.

We will be holding bi-weekly Town Hall and Information sessions for parents to continuously provide feedback to the school about their needs and/or suggestions.

We are establishing Parent Support classes and Information sessions that will occur at least once per month in the evening during the week and one Saturday per month, to give families multiple opportunities to participate in the learning topic for that month. These topics will start on topics such as technology usage, instructional applications for instructional support, meeting my child's social emotional needs, nurturing the needs of the gifted, reasonable

responsibility levels for children, and improving resiliency and accountability.

We will also provide development and training as our way of positively approaching learning, repetition, gestures through Whole Brain Teaching.

C.

We are using Class Dojo, Text and email blasts, social media, the school web page, and school phone recordings to inform the community and any caller of any facility closure.

D. and F.

Teachers and Teacher Assistants will assign, collect and grade student work on a weekly basis. A parent grade report will be generated on a bi-weekly basis, and shared with the parents via email or class dojo.

Progress reports and report cards will be sent electronically via the same methods as the informal progress summaries and a hard copy will be mailed to the home of each student.

E.

We provide our staff with a two-week orientation prior to the beginning of the school year, and this year during the second week of orientation we will hold virtual classroom orientations for all students and parents assigned to each classroom. Each orientation will be recorded and available for any family that may miss their assigned session, to view at a later day/time.

Every other Thursday evening between the hours of 6pm and 7pm, we provide a family townhall vis Zoom. Each of these townhall will provide updated school information and Q&A sessions for parents to get questions answered about the distance learning program. Every second Thursday in the month will highlight a specific topic such as technology support, virtual community resources, and after school activities for student participation. We will also use this platform to ensure we are growing our Meals on Wheels program in which we are delivering fresh fruits, vegetables, nonperishables, and poultry to families in need.

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEA Name: The Children's Guild DC PCS

LEA Leader Name: Bryan Daniels

Date: 10-15-2020 11:45 AM