

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: SEED PCS

LEA Head of School Name: Mr. Brian Rahaman

LEA Type: High School

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Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff WellBeing, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their 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.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:

- **a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
- **b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and**
- **c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:**
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and**
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.**

The SEED Public Charter School of Washington, DC (SEED) will provide five days of in-person learning for all students throughout the entire 2021-2022 school year. We have both the space and the staff to accommodate all students within this operational plan.

In the event of an unexpected closure or partial closure due to COVID-19, students and staff members who must participate in distance learning will follow the same schedule used for in-person students and staff members. The school day begins at 8:20 AM each day and ends at 4:00 PM each day. Students will participate in their classes via Zoom. We have installed the necessary technology in all classrooms to accommodate distance learners *with* in-person learners.

To ensure that we are prepared for unexpected disruptions, our teachers and students will use digital platforms, such as Google classroom, to distribute and share educational materials. We will also adopt instructional materials (curriculum) that is provided in digital format for both teachers and students. This will eliminate the need to transfer instructional materials from paper to digital format when a disruption occurs.

To ensure that we are prepared for unexpected circumstances, all students will be issued a personal Chromebook to use throughout the school year and will access and submit instructional materials digitally whether in-person or remote. We will also maintain an inventory of internet hotspots in case students or staff members need it. As soon as a student or staff member is excluded from in-person learning, we will ask a standard set of questions to make sure that he or she has what they need to access instruction. If a student, staff member, or a larger group of students or staff members require distance learning, they will have the tools they need to access instruction remotely.

We will practice with students to ensure that they know how to access instruction via Zoom and Google classroom in case they need it. We will not wait until the need arises to make sure that students know what to do.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- **a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA’s approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

All SEED students, including those with a medical certification who are learning from home, will have a seven hour and forty-minute school day (8:20 am - 4:00 pm). Distance learning students will follow the same schedule as in-person students and will access real-time, synchronous instruction via Zoom.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

All students will be provided with a Chromebook at the beginning of the school year. Students with a medical certification will need a Chromebook and internet access to actively participate in distance learning. We will ensure that all students have access to the internet by providing hotspots to any student who needs it.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

All students with a medical certification will participate in a mandatory training to help each student and his/her parent understand and develop fluency with the school’s distance learning program. For example, students and parents will practice logging into Zoom classes, accessing assignments in their Google classrooms, and requesting support from a teacher.

We will also assign a Program Coordinator to oversee the distance learning program to ensure that all students are successful in the program. The distance learning Program Coordinator will work with a Student Engagement Specialist and the Principal to monitor the attendance and performance of each distance learning student. The monitoring process will include regular check-ins with the student and periodic parent meetings to answer questions, identify obstacles, and brainstorm ways to improve.

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., 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.) in the program.**

The instructional model for the distance learning program will be largely the same as the model for in-person students to ensure continuity, seamlessness, and equity. The instructional methods include five key components. All instruction begins with a clear learning goal. Then the teacher will model what it looks like to achieve the learning goal. For example, if students are learning how to write transitional sentences, the

teacher will show them how to do it and/or show them examples of what effective transitions look like in other pieces of writing (e.g. a newspaper article). Once students have a clear vision of what success looks like, the teacher will provide guided practice opportunities where the learning is broken into chunks and students have opportunities to practice each individual part. While students are practicing, the teacher will check for student understanding and provide feedback to help them get better. This is the standard instructional model for all learners, including those in the distance learning program.

Teachers will ensure that all parts of the lesson are adapted for both in-person students as well as distance learning students. For example, if a teacher was planning to show students an example of an effective transitional sentence, she will do it in a way that ensures all students can see the example, such as by sharing her screen in Zoom and projecting the screen for the in-person students. Similarly, the teacher will plan how both in-person and distance learning students will show their work during guided practice, such as by using a white board.

The platforms that will be used for instructional purposes include Zoom and Google classroom. Additionally, our entire curriculum will include a digital version so that all students can access the curriculum online rather than through textbook format. In situations where physical books are used, such as in English, we will purchase books for each student and deliver the books to the distance learning students.

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:

- **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
- **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
- **c. How the LEA will provide direct mental and behavioral health services for students in need.**

As a boarding school, we have a comprehensive social-emotional learning program that includes a social emotional learning curriculum (Habitudes); a "house" structure where students are grouped together by grade level and engage in community-building activities and routines each day; a peer group program where older students mentor younger students (Peer Group Connection); an academic model that incorporates social emotional learning into academic lessons; and a robust co-curricular program that fosters social-emotional learning and relationship building. We also incorporate group learning and relationship-building into our core curriculum. For example, our students take a course called "Working with Teams" where they engage in project-based learning throughout the entire school year. Finally, we take a restorative approach to school discipline. At the heart of the restorative approach is a focus on repairing relationships and building students' decision-making. Examples of restorative practices include circles, restorative conferences, and peer jury.

To support mental health awareness, we talk to students directly about mental health to help them understand what it means, how to identify potential problems, and how to seek help. We hired additional mental health counselors this year to support the transition back to full time in person learning. We will incorporate daily

check-ins around mental health and well-being, and we will administer frequent surveys to provide students with structured opportunities to tell us how they are doing.

We will continue to build on our Multi-Tiered System of Support (MTSS) model. We have an MTSS team that meets on a bi-weekly basis to review referrals; discuss students who need support; conduct root cause analysis to find root causes of problems; identify appropriate interventions and supports for individual students; and monitor student progress. The MTSS referral process can be completed by teachers, students, or families.

In addition to the MTSS process, we also collect and review universal screening data on a regular basis to identify students who may need additional support. The universal screening data includes attendance, grades, behavioral data (e.g. discipline referrals, suspensions, etc.), survey data, and information gathered from home visits, family surveys, and school events (e.g. orientation, parent meetings). Most of these data are collected and analyzed on a bi-weekly basis and students are referred to the MTSS process if they meet certain criteria, such as failing more than one course at any point in the school year.

Our boarding school model provides us with the structure and resources to provide comprehensive mental and behavioral health services. We have a team of social workers, psychologists, and mental health counselors available to provide services to students in need. We will use our MTSS referral system to identify students for mental and behavioral health services.

We will communicate our mental health referral process to students, families, and staff in several ways. First, we will discuss the referral process during student and parent orientations and during staff training in August. We will ensure that all students, families, and staff hear about the referral process and have an opportunity to ask questions. In addition to direct conversations about the referral process, we will also include the referral process - as well as a link to the referral itself - in our weekly school newsletter, which is sent out via email and text on Sundays. Finally, we will also include information about the mental health referral process in our student and family handbook.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

Our approach to behavior and discipline starts with establishing clear expectations. We will ensure that all students understand what is expected of them from a behavioral and social perspective. We will explicitly teach the expectations and essential social skills through both the academic school day as well as during the evening program. In addition to explicit instruction with key social and emotional skills, we will also reinforce these skills through our programming. For example, our athletic coaches will receive training so that they can reinforce the skills during their respective practices and games. We will also create new programs that reinforce and teach key social skills. One example of this is debate club where students will grow accustomed to disagreeing with others in an appropriate manner.

In addition to explicit instruction and reinforcement through programming, we will also incorporate teaching into our discipline processes. One way in which we will reinforce and teach social skills within our discipline process is through the use of restorative practices. Restorative practices focus on helping students understand their role in a problem situation, understand the impact of their actions on others, and understand how to repair harm to relationships and the school community.

We know that the transition back to full-time in person learning will be a challenge, and we are preparing in several ways. First, we are bringing students into the school by grade level to stay on campus several times

over the summer. We will give students the experience of being back on campus with their peers, but with a limited number of students, to ensure that they know our expectations and get used to being back in school before all students return for the first day of school. Another strategy we will implement to make a smooth transition back to in person learning is to build support structures into our program. For example, students will be grouped into cohorts of about 10 students and will have daily check-ins with their peers to talk about their experiences at school. We have also hired additional mental health counselors, including some that will work through the evening program, to support students with the transition.

We will communicate our mental health referral process to students, families, and staff in several ways. First, we will discuss the referral process during student and parent orientations and during staff training in August. We will ensure that all students, families, and staff hear about the referral process and have an opportunity to ask questions. In addition to direct conversations about the referral process, we will also include the referral process - as well as a link to the referral itself - in our weekly school newsletter, which is sent out via email and text on Sundays. Finally, we will also include information about the mental health referral process in our student and family handbook.

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

SEED contracts with Meriwether-Godsey to provide all school meals. Students who attend school in person will eat breakfast, lunch, and dinner in our dining hall. Students will eat in groups of about 50-60 which is far below the capacity limits of 250 in the dining hall. Students will pick up food from the dining hall serving station and will return to their seats to eat. We will ensure that there is six feet of social distance between students while they eat.

Distance learning students will be able to pick up meal boxes twice per week. The boxed meals will be the same meals that the in-person students are eating, but distance learning students will be able to keep the food refrigerated until they are ready to eat. The meal boxes will include breakfast, lunch, and dinner for two or three days at a time. Meal pick up days will be Sunday and Wednesday. We will provide all distance learning students and their parents with a letter that clearly explains the meal pick-up program. The information will also be shared with students and families during a meeting about the distance learning program.

For a single student who is self-quarantining or for a cohort of students who need to quarantine due to a potential exposure, meals will be provided through the meal distribution plan described above. A parent or guardian for the students will pick up the boxed meals twice per week. The meal distribution will be contactless, and the parents or guardians will not get out of the car during the pickup.

2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:

- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
- **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

Our LEA plans to support teacher and staff social-emotional and mental health needs by providing regular professional development workshops, providing direct mental health therapy support, and by offering social activities to help staff members reconnect with colleagues.

Mental Health Workshops: We will develop drop-in wellness workshops throughout the year, including during pre-serve professional development. The workshop topics will include mindfulness, self-care, and healthy habits, among others. The workshops will be provided twice per month and will be offered at multiple times during the day so that all staff members have the ability to attend if they want to.

Direct Support: We will also provide our staff members with direct support from our mental health counselors. For example, we will set up a helpline that they can call if they need support. Our mental health counselors will operate the help line and will seek outside assistance if needed. The helpline will ensure that all staff members have someone to call for support or to help them get the support they need. We will explain the purpose of the helpline during staff professional development and will continue to share the information in weekly newsletters throughout the year. We will also provide staff members with a referral form where they can refer themselves or a colleague for support. For staff in crisis or needing acute care, such as grief, depression, or trauma, we will offer immediate support through our internal mental health counselors.

Social Activities: In addition to the strategies described above, we will also create social activities to help staff members reconnect after a long break from in-person learning. For example, we will provide staff members with two social activities per month - such as bingo, trivia, or karaoke - to help them make social connections with their colleagues. We will survey staff members at the beginning of pre-service training to find out what types of clubs and activities they would like to participate in, and then do our best to offer the activities with high interest.

Health and Fitness Program: We will create a staff health and fitness program to help staff members relieve stress and engage in regular physical activity, which is proven to support mental health. We will make the health and fitness programs fun and provide variety so that the program appeals to as many people as possible. Not only will staff members participate in regular physical activity, they will also discuss healthy eating habits, share recipes, and read articles/books related to health and fitness.

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- **c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

We plan to communicate with families about safe reopening throughout the summer via email, letters sent to homes, phone messages, and home visits. We are taking a personalized and multi-tiered approach to communication. We send out messages to our entire school community via traditional methods (e.g. email, phone, letters), but as noted in another section of this plan, we are also offering in-person orientation programs at various points during the summer. For any student who does not participate in orientation, we contact those families by phone and make home visits. Our goal is to ensure that all students and families feel connected to our school community, that they have all the information they need regarding school operational plans, and that they are fully prepared to return to in-person learning in the fall.

Once the school year begins, the content of our communications will shift as we seek to share information about student well-being and learning. We will continue to use email, letters, and phone calls to communicate with families. However, as indicated above, we are always seeking to identify the families that are disengaged so that we can find alternative ways to engage them. For example, we hired a full-time Student Engagement Specialist who spends most of his time connecting with hard-to-reach families through home visits. This additional outreach has made a significant difference with the students and families that were previously hard-to-reach.

Soliciting Student and Family Feedback: We administer student and family surveys about once per month to understand their perspective about various school-related matters, learn about their experience, and make improvements to our program. We will post the CEP on our school website and send a message to families so that they know they can access and view the plan. We will also provide a link to a survey where they can provide feedback on the plan. We will review survey responses at least once per week and discuss the feedback with the CEP team. We will make updates to the CEP based on feedback.

Communication with Families: We will communicate with families about our CEP in a variety of ways. We will post the CEP on our school website and then send families the link and the information about it in an email and a letter that will be mailed to homes. We will also send out voice messages to alert families to check their email for an important message about the CEP and our return to school. We will post messages on our social media accounts and share information with families during the enrollment process. We will also send out a weekly newsletter via text that will include information about the CEP and how families can view it. Finally, we will host several parent meetings throughout the summer to inform families about the plan and other important school information. Details on these topics will be available in all languages that our community requires as indicated on student/family Home Language Surveys.

Student Learning: We will assess student learning in four ways. First, we will utilize curriculum-based assessments for all courses. Second, we will administer interim assessments (NWEA MAP) in math and reading between two and three times during the school year. Third, our students will take the PARCC exam in ELA and math in Spring 2022. Fourth, we will administer course grades based on mastery of course content.

Student progress on the assessments of learning mentioned above will be communicated with families at regular intervals. We will issue an end-of-quarter report card after each quarter of the school year. We will also issue progress reports between quarters. When taken together, these reports will occur eight times throughout the school year. In addition to regular progress reports and report cards, we will also host parent-teacher conferences at least three times during the school year at the end of the first three quarters.

For students who are failing one or more courses, we will communicate with families by phone and via parent-student-administrator conferences. We will identify struggling students at least once per month so that we can find root causes of low performance and implement interventions.

2.D: Attendance and Re-Engagement

8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

During the 2020-2021 school year, we identified students as being consistently less engaged with distance learning by analyzing attendance and course performance. Students who missed 10 percent or more of the total number of school days were identified for intervention and additional support. We also analyzed course grades every few weeks to identify students who were failing two or more courses. Once we

identified the less engaged students, we provided intensive, personalized support, including regular phone calls to both student and parent; weekly check-ins with an adult mentor within the school; home visits from our Student Engagement Specialist or another staff member; office hours with teachers to receive extra support; and incentives for improved attendance and course performance.

In addition to the strategies outlined above, we also brought the less engaged students back to campus for in person learning before we opened the hybrid program to all students. The in-person program began in December 2020 and continued throughout the remainder of the school year. For many of the less engaged students, the in-person structure made a significant difference in terms of their attendance and course grades.

Now that the 2020-2021 school year is over, we have continued our outreach to the less engaged students. Our goal for the summer is to bring them to campus to provide academic enrichment and to increase their connection to the school community. We will also conduct multiple home visits to each student's home to build relationships and to assure the students and families that we are going to support them with whatever they need to be successful. We plan to pair each of the less engaged students with a mentor for SY20212022. Our boarding school model will help with re-engagement because the students will not go back and forth between home and school each day.

We plan to monitor the engagement and performance of the less engaged students starting from the first week of school. We will include these students in our Multi-Tiered System of Support (MTSS) process so that we can develop supports from the very beginning of the school year, identify challenges as soon as they arise, and implement interventions if and when necessary.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments.**

The table below provides an overview of our LEA’s assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

SEED will offer the following summative assessments to eligible students during the 2021-2022 school year. As these are summative assessments, they will be conducted at the end of each course [for curriculum-based assessments] or near the end of the school year [for interim assessments]. Results will be used internally and with families but will not be part of school accountability.

Subject Area and Goal	Grade level(s)	Assessment	Administration schedule
ELA and Math: At least 50 percent of students will score above the mean of the norming sample.	9-10	Measures of Academic Progress (MAP)	September, January, and April
ELA and Math: Average combined score of 900	11 & 12	SAT	Fall 2021 (12th grade); Spring 2022 (11th grade)

ELA: 95 percent of students will score 80 percent or higher on the end-of-course summative curriculum assessment.	9-12	TBD	June 2022
Math: 95 percent of students will score 80 percent or higher on the end-of-course summative curriculum assessment.	9-12	TBD	June 2022
Science: 95 percent of students will score 80 percent or higher on the end-of-course summative curriculum assessments.	9-12	TBD	June 2022
Language Proficiency	9-12 (English Learner students)	WIDA Model and Measures of Academic Progress Language Assessment	September 2021; December 2021; February 2022; April 2022

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

Subject Area and Goal	Grade level(s)	Assessment	Administration schedule
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ELA and Math: At least 50 percent of students will score above the mean of the norming sample.	9-10	Measures of Academic Progress (MAP)	September, January, and April
ELA and Math: Average combined score of 900	11 & 12	SAT	Fall 2021 (12th grade); Spring 2022 (11th grade)
ELA: 95 percent of students will score 80 percent or higher on the end-of-course summative curriculum assessment.	9-12	TBD	June 2022
Math: 95 percent of students will score 80	9-12	TBD	June 2022
percent or higher on the end-of-course summative curriculum assessment.			
Science: 95 percent of students will score 80 percent or higher on the end-of-course summative curriculum assessments.	9-12	TBD	June 2022
Language Learning Goal	9-12 (English Learner students)	WIDA Model Assessment	September 2021; December 2021; February 2022; April 2022

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

Goals: Our most important assessments are the curriculum-based assessments since they assess the extent to which students have mastered content that they have been taught. The curriculum assessments will be administered throughout the school year in the form of quizzes, end-of-unit assessments, mid-term assessments, and summative assessments. Our goal is for at least 95 percent of our students to score 80 percent or higher on the curriculum assessments, including the summative assessments. This is a goal set by the LEA and not the assessment provider.

We will track student learning progress using curriculum assessment data throughout the year. Teachers will analyze student assessment data during professional development sessions and during collaborative planning time. The primary focus of data analysis will be on identifying students who need additional support, identifying concepts or skills that need to be re-taught, and identifying specific instructional strategies that can help advance student learning. We will collect and analyze curriculum assessment data in all content areas. Teachers will go through a process of data collection, analysis, and instructional planning at least once per week.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

We will track student learning progress using curriculum assessment data throughout the year. Teachers will analyze student assessment data during professional development sessions and during collaborative planning time. The primary focus of data analysis will be on identifying students who need additional support, identifying concepts or skills that need to be re-taught, and identifying specific instructional strategies that can help advance student learning. We will collect and analyze curriculum assessment data in all content areas. Teachers will go through a process of data collection, analysis, and instructional planning at least once per week.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

Non-public collaboration

Additionally, we collaborate with the families to ensure students' Individualized Education Plan goals reflect this disruption. We currently have eight students enrolled in non-public schools. Per OSSE's placement process, they are enrolled in the following non-public schools: Accotink Academy, Devereaux Georgia, The Village Academy of Maryland, Lt. Joseph P. Kennedy Institute, Phillips Fairfax, and Phillips Laurel.

We collaborate with schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways:

- SEED provided all necessary technology (e.g. laptops, hotspots) to access instruction remotely;

- SEED participated in annual IEP meetings with all non-public schools;
- SEED participated in attendance meetings for students attending non-public schools and documented team action plans to improve attendance and engagement;
- SEED held 30-day review meetings for all students new to SEED in non-public schools;
- SEED initiated Change in Location meetings for students per team decisions;
- SEED monitored SEDS for all quarterly submissions of progress reports, report cards, and attendance; and
- Families were active team members in all MDT meetings held with non-public schools.

Additionally, when made aware of any barriers for families, we referred them to our Family and Community Engagement team to provide resources and support.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA’s overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

Our overall approach to addressing interrupted instruction and accelerating learning during SY2021-2022 includes choosing high quality curriculum for all courses; using a standard, evidence-based instructional model to teach new content; using curriculum-based assessments to closely monitor student learning and to inform instruction; embedding evidence-based learning strategies into our program (e.g. spaced practice, retrieval practice, interleaving); dramatically increasing instructional time in key content areas; leveraging our boarding school model to increase instructional time in the evening by providing high dosage tutoring; and creating a block schedule that allows for longer class periods, fewer classes each day, and more time for teacher planning and professional learning.

A key to accelerating learning is to collect, analyze, and use student learning data throughout the school year. We will collect student learning data using curriculum-based assessments, such as quizzes, end-of-unit assessments, and summative assessments. We will also administer interim assessments in math and reading 2-3 times during the school year. Finally, we will track student course performance closely to ensure that students are mastering course content and making progress toward earning the required credits for graduation.

These data will be collected at multiple levels, including at the classroom level, the grade level, and the school level. Teachers will be trained to collect and analyze data frequently to know who is learning and who needs more support. The data analysis will happen during lessons through multiple and frequent checks for understanding, as well as after lessons through the collection of student learning data such as exit tickets or quizzes. Not only are these assessment practices good for understanding the extent of student learning, they also serve as important learning strategies themselves.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

- **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

• **c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

• **d. Other**

N/A

- **e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.**

Adjusted Schedule

We will implement a block schedule that includes five 80-minute periods each school day. This will allow us to double-block ELA and Math and dramatically increase the amount of instructional time for those content areas without reducing instructional time in other content areas. It will also allow us to significantly increase the amount of time that teachers have to plan lessons, analyze student learning data, and participate in professional learning activities.

After School Programming

We will offer a wide variety of after school clubs and programs, including debate club, gardening, sports, theater, and math tutoring, among others.

Summer 2021 Programming

We are providing academic enrichment through a summer reading program. All students were provided with a book to read over the summer and instructions for a critical book review assignment. We will discuss the book during student orientations in August and will collect the written assignment to use as a diagnostic for our ELA and writing courses. In addition to the reading program, we will also host several student orientations throughout the summer to keep students engaged and learning. Finally, we are operating a traditional summer school program to help students make up required credits.

Summer 2022 Programming

We will operate summer school, a summer reading program, and a summer math tutoring program.

School Break Programming

We will operate “acceleration academies” over the February and April breaks. These academies will provide students with an opportunity to review and learn ELA and math content during an intensive week-long program.

High Dosage Tutoring

We plan to provide high dosage tutoring in math during the evening program throughout the school year.

New Curriculum Purchase

We will adopt new curriculum for certain courses. We are still in the curriculum adoption process and will make final decisions in July 2021.

New Intervention Program or Support

We will continue our intensive intervention and support program that we launched during SY20-21. This includes regular review of student data (e.g. attendance, grades, etc.); identification of root causes of problems; and targeted support for students who need it.

New Uses of Staff Planning Time

We will closely monitor staff planning time this year to ensure that we optimize for student learning. We will collect and analyze student learning data on a daily basis to inform our instructional program. We will

also ensure increased collaboration between staff members so that a true learning community develops focused on student learning.

New Professional Development for Staff

We will provide professional learning workshops on the science of learning and evidence-based learning strategies, including retrieval practice, spaced practice, and interleaving. We will also train and support teachers in collecting, analyzing, and using student learning data.

Additional Staff

We have used CARES grant dollars to increase our staffing for SY21-22. We hired more teachers, mental health counselors, and a reading specialist, among other positions.

New Hardware Purchase

We are upgrading our hardware in all classrooms throughout the school.

New Software Purchase

We are upgrading our network infrastructure to better support technology within our program.

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

We view staff professional learning as an essential ingredient to school improvement and accelerated student learning. As part of our school improvement planning process, we reviewed agendas for all staff professional learning workshops throughout SY20-21. We then compared this list of workshops to what we observed in classrooms throughout the year to assess whether we focused on the right content and whether our professional learning program was effective.

Based on our analysis of the professional learning workshops and the instructional program, we are revising our professional learning program for SY21-22. For example, we are including workshops on the science of learning and evidence-based learning strategies so that teachers understand how learning works at a fundamental level. We want our teachers to understand how learning works so that they know the “why” of various instructional strategies (e.g. activating prior knowledge, retrieval practice through quizzes, etc.).

We will also provide more training and support with our school’s instructional model. The model we use to teach new content includes setting clear learning goals, modeling proficiency, providing carefully selected guided practice opportunities, checking for understanding throughout the lesson, and providing effective feedback with multiple opportunities to incorporate the feedback into learning. Our teachers will learn this model and have frequent and repeated opportunities to practice each part of the model while receiving support from peers and other colleagues.

It is worth repeating a key component of the model described in the preceding paragraph. We believe that practice is essential in the acquisition of new learning, and we do not believe teachers typically have enough opportunities to practice. Moving forward, practice will be an essential part of all professional learning and will be given the lion’s share of time compared to other components within our professional learning program.

Not only does practice lead to better learning, it is also much more engaging than sitting and listening to others talk or demonstrate skills. Just as we will focus on more practice and active engagement in learning for adults, we will also do the same for students. Teachers will learn how to create engaging lessons that require students to be active learners throughout all lessons.

Teachers will also learn how to collect, analyze, and use student learning data through our professional learning program. We will help teachers expand their understanding of what “data” means and how to efficiently and effectively collect and analyze student learning data to ensure that students learn the content in each course.

Our professional learning program will be delivered in at least three ways. First, we will provide workshops for all staff once per week after the school day ends. These all-staff workshops will ensure that all teachers and staff have the knowledge they need to be effective in their roles. The second delivery method will be targeted professional learning to specific teachers, departments, and grade levels during teacher planning days. Our schedule will allow teachers to teach one full day and then have a full day of planning the next day. This schedule will provide more time for teachers to plan lessons, analyze student learning data, and participate in professional learning activities. The third way in which we will provide professional learning support is through instructional coaches or administrators who will observe lessons and meet with teachers individually to provide personalized support with specific skills.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students’ academic and/or social-emotional progress.

Several practices that were used during the pandemic were effective and will continue when we return to in person learning during SY21-22. The practices that we plan to extend into next school year include the following:

- Recording lessons to be viewed by students later;
- Recording lessons to use for professional learning purposes;
- Providing all students with a personal device;
- Grading based on student learning rather than other subjective components such as behavior or participation;
- Intensive personalized support for less engaged or struggling students; and
- Regular student surveys and focus groups to find out how students are experiencing the program so that we can continue to improve the student experience.

Each of the practices listed above will be implemented during SY21-22. For example, we will continue our bi-weekly MTSS meetings to identify students who are struggling and develop support plans.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

We will utilize several related strategies to ensure that students are making adequate progress toward on-time graduation and a successful transition to college. First, we will closely monitor course performance data and intervene quickly when students are falling behind. Second, we will offer more credits within the school day schedule so that students have more opportunities to earn the necessary credits for graduation. For example, students will have an opportunity to earn as many as ten credits during the school day, which is three more

credits than they attempted in previous school years. Third, we will continue to offer summer school courses for students who need to make up credits. Fourth, we will hire an academic recovery counselor to conduct transcript audits, identify students who are under-credited, and oversee credit recovery programs. The fifth strategy is to leverage our boarding school model to provide students with credit recovery options during the evening. The sixth strategy is to offer a required Junior and Senior Seminar focused completely on college access and success. In addition to the seminar, we will also provide intensive college counseling services and workshops for college transition topics (e.g. college matching, FAFSA completion, etc.).

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in nonpublic special education schools and students participating in distance learning, including:

- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- e. 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.**

All students, including students with disabilities, will take a math and reading interim assessment (NWEA MAP) at the beginning of the school year to assess their educational progress and measure any impacts from interrupted instruction due to the pandemic. IEPs will be updated based on the assessment data. We will use historical MAP scores as a reference point in measuring the effect of interrupted instruction. For students who have regressed, we will provide additional instructional support, such as tutoring during the evening program, to accelerate student learning.

We will evaluate the need for accelerated learning using multiple data points. First, as mentioned above, we will administer an interim assessment in math and reading to evaluate student academic progress compared to themselves from previous administrations and compared to peers. Second, we will closely monitor student course performance starting from the beginning of the school year to identify students with disabilities who are falling behind. Because we have a standards-based grading system, our course grades reflect mastery of course content, and therefore, serve as an excellent indicator of how our students are performing, as well as which students need more support. Finally, for students who are multiple years behind grade level in math or reading, we will administer additional diagnostic assessments to help create a detailed learning acceleration plan for each student.

We have already incorporated accelerated learning into our school's operational plan for SY21-22. For example, we will institute a block schedule that will allow us to double-block English Language Arts and Math. We also added an additional writing course (separate from ELA) that students will take each year. The effect of these structural strategies is that our students will receive 14,400 instructional minutes in Math and 21,600 instructional minutes in reading and writing (compared to 9,000 instructional minutes in a typical school year). In addition to more instructional time during the school day, we will also provide high dosage tutoring in both math and reading during our evening program.

We will communicate these and other instructional approaches to families in the following ways:

- Post the Continuous Education Plan on school website and send the link to all families to view;
- Send a letter home to all families describing our instructional approaches;
- Host multiple family orientations prior to the start of the school year to explain our instructional and operation plans; and
- Create and share pre-recorded videos (approximately 2-3 minutes in length) explaining our instructional and operational plans.

We will use a variety of strategies to ensure equitable access to educational opportunities across learning environments for all students, including students with disabilities. First, we will meet regularly to assess our educational program from an equity standpoint. During these equity review meetings, we will specifically analyze the extent to which students with disabilities, as well as other subgroups of students, are receiving instructional intervention and support, such as high dosage math tutoring and one-on-one or small group reading instruction. Second, we will also analyze whether students are being served in the least restrictive environment. We will design intervention programs that do not interfere with the general educational program. Instead, we will leverage the additional time we have with students within our boarding school model to ensure that all students have equitable access to the entire instructional program.

We will provide parent training for students receiving related services through distance learning. The training will be offered before the school year begins and then regularly throughout the school year. We will work with families to identify the areas where training is needed and then develop interactive workshops to support our parents and families as essential partners in the education of their children.

We will identify family members with disabilities through a combination of personal conversations with families (e.g. by our Family and Community Engagement office which supports the enrollment process) and family surveys. We will gather information regarding family members with disabilities and develop a plan to ensure that all families can access content and support their child's learning. For example, if we have a family member with a hearing impairment, we will provide closed captioning in our pre-recorded videos and provide sign language during school meetings, such as orientations. The accommodations that we provide will be based on the specific needs of our families.

To ensure that accelerated or distance learning approaches do not result in placement of students into more restrictive environments or segregate students with disabilities from their non-disabled peers, we will do two things. First, we will critically analyze accelerated learning and distance learning practices by asking ourselves if it will, in any way, place students into more restrictive environments or segregate students with disabilities from their non-disabled peers. If the answer is yes, we will discard the practice. We believe that this simple screening process will enable us to design a program that does not restrict or segregate any group of students from their peers. The second thing we will do is administer student and family surveys where we will ask students and parents whether they feel restricted or segregated from peers in any way. We will use the survey results to guide our program analysis and to make changes, if necessary.

17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

N/A

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA's plan to serve English learners, including students participating in distance learning, including:

- **a. The LEA's approach to screening English learners across all grade levels, including a system for rescreening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

All new and returning English learners will take the WIDA Screener within the first 30 school days of the 2021-2022 school year to determine their level of English proficiency (this includes re-screening for any student who may have been screened during distance learning). For distance learners, they will engage in a one-on-one virtual screening with a monitor identified by the school and assistive technology as needed. Parents will receive translated notification of EL status and a consent to participate document. We will mail a letter home, send an electronic letter via email, and call the families to discuss the designation and answer any questions. Once we understand the student's specific learning needs, we will provide English language instruction through Sheltered Content Instruction and will continue to monitor language learning goals using the WIDA Model assessment tool.

English learners will participate in all school-wide accelerated learning through the academic day and Student Life programs. As stated above, we have incorporated accelerated learning into our school's operational plan for SY21-22. For example, we will institute a block schedule that will allow us to double-block English Language Arts and Math. We also added an additional writing course (separate from ELA) that students will take each year. The effect of these structural strategies is that our students will receive 14,400 instructional minutes in math and 21,600

instructional minutes in reading and writing (compared to 9,000 instructional minutes in a typical school year).

In addition to more instructional time during the school day for all learners, we will establish goals for English Learners and monitor the progress toward the goals using multiple data points (e.g. WIDA Model, Measures of Academic Progress Language Assessment) and ongoing instruction designed to increase standards based language learning. We will also provide high dosage tutoring for EL students with a demonstrated need based on assessment data. This cycle will include instruction, progress monitoring, and assessment around language goals. Summative assessments will include oral assessments, written assessments, and portfolio reviews as well as the state mandated Access for ELLs in the spring of 2022. We will also use WIDA Model for students that are identified as ELLs as a benchmark tool to assess progress. We will modify plans based on data to accelerate learning for ELs by including targeted pull out instruction as needed.

Finally, we believe that students need to see themselves in the curriculum in order to be fully engaged in learning. We will ensure that the cultural, ethnic, and linguistic diversity of our student body is represented throughout our curriculum. We will also focus on language and literacy development across all content areas. It is important for English learners, as well as all other students, to learn content-specific vocabulary.

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The ESSER III-ARP funds will be used to implement prevention and mitigation strategies in several important ways. First, the funds will allow us to hire enough teachers so that no teachers are assigned to more than one grade level. This is important because it will allow us to cohort by grade level. For example, if there were a positive case in the 9th grade, the only students and staff members that would be exposed and potentially need to quarantine would be those in the 9th grade. Without these funds, many of our teachers would have to teach across grade levels and it would be difficult to create any type of cohort structure, which means that a single positive case could potentially shut down the entire school for in-person learning. The additional teachers will also allow us to keep our class sizes small so that we can implement a social distance of about six feet between students.

Another way that the funds will be used to implement prevention and mitigation strategies is that it will allow us to significantly increase our cleaning and disinfection of all school facilities compared to pre-pandemic levels. This includes continuous cleaning of classrooms, common areas in the academic building, and individual dorm rooms, among other spaces. We are also using the funds to replace HVAC systems so that our facilities are well-ventilated.

The funds will also allow us to hire personnel to manage COVID-related processes, such as tracking potential exposures, conducting internal contact tracing, and managing isolation rooms and procedures. We will also use the funds to hire an Instructional Technology Coordinator to ensure that all students have access to the full educational program whether in person or at home.

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

We will use at least 20 percent of our total allocation to provide several evidence-based interventions and strategies. One strategy is to hire additional teachers so that we can double-block those English and Math in our master schedule. The double-block will result in significantly more instructional time in reading, writing, and math.

Another intervention that will be paid for through the 20 percent set-aside is reading intervention and support. We plan to hire a reading specialist to provide one-on-one and small group reading instruction to the students who are furthest behind. The direct reading intervention and support is akin to high dosage tutoring, which is a proven method for advancing student learning. In addition to reading intervention, we will also use the funds to pay for math tutors who can provide high dosage tutoring during our evening program.

We will also use the funds to operate acceleration academies during breaks, including a February break and spring break in April. Acceleration academies are an evidence-based strategy where students receive intensive instruction and tutoring in either English or math during a week when most students are not engaged in academic learning.

Finally, we will hire additional teachers so that we can provide intensive writing instruction for students *in addition to* their English Language Arts (ELA) class. Writing instruction is not a major component in many high school ELA courses despite evidence that writing instruction and practice improves students' language skills (including reading skills). These funds will allow us to develop our students' writing skills in a way that would not be possible without the funds.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER IIIARP funds consistent with the allowable uses⁷ of the funding.

We will spend most of our ESSER III-ARP funds on personnel. The interventions and strategies that we plan to use - double-blocking ELA and Math, adding a writing course to our curriculum, providing high dosage math tutoring during the evening, and providing reading intervention from a reading specialist, among other strategies - all depend on personnel to provide the services and to implement the strategies.

Other than personnel, we plan to use the remaining funds to upgrade our technology infrastructure; purchase new devices (Chromebooks) for our students and teachers; and improve our HVAC system to ensure proper ventilation of all school facilities.

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

We will ensure that the interventions we implement address the needs of the students who have been disproportionately impacted by the pandemic. The first strategy to ensure we are serving the needs of all students is to design interventions and instructional supports that are provided to all students (Tier 1). For

example, we will double-block ELA and Math for all students to ensure that the students who need academic acceleration the most receive it.

However, there are some interventions that will be delivered at the Tier 2 or Tier 3 level. To ensure that these interventions are delivered to the students who need them the most, we will conduct regular equity reviews where we identify subgroups of students (e.g. students with disabilities, homeless students, English learners) and evaluate their inclusion in various interventions and supports. For example, when we screen and select students for reading intervention from our reading specialist, we will filter the decisions about who receives services through the lens of this equity review.

In addition to monitoring which students are receiving various interventions and supports, we will also regularly assess student outcomes (e.g. attendance, test scores, course grades) to ensure that we do not have inequitable outcomes between various subgroups of students. When we find achievement gaps between student subgroups, we will conduct root cause analyses to determine the underlying causes so that we can eliminate them.

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- 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 completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- 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 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in nonpublic special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person 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 any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses 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 baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. 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 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

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

The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.

The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,

The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

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, stakeholder and public engagement (please check all boxes):

The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

The LEA has taken comments of the above-named groups into account in the development of the CEP.

The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq

The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.

The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.

The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.