

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: BASIS DC PCS

LEA Head of School Name: Alexander Rose-Henig

LEA Type: Elementary;Middle School;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 Well-Being, 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 operational plan for BASIS DC PCS prescribes on-site, in-person learning for all students for 183 days in the school year for approximately 8 hours per day, resulting in 1445 hours of learning time for all students. In addition, this includes professional development for staff to ensure a healthy and safe learning environment for all members of the BASIS DC community. The BASIS Washington DC school calendar can be found [here](#). Instruction will occur 5 days a week, in person, as in a normal school year. Students and staff will be socially distanced to the greatest extent possible, and students will be placed in cohorts when possible, following a similar daily schedule. Passing periods will occur as normal and classrooms will have no more than 30 students. This operations plan can be implemented in our current facilities with our current school staff.

In the event of an unexpected closure or partial closure, BASIS DC will communicate with families using the following methods and timeline: As soon as quarantining of a classroom, grade level, class section, or whole school is known to be necessary, the school will contact all families through the school-wide parent notification system and will use additional methods, such as text and email, if deemed necessary, to ensure the information is properly communicated. In addition, the group(s) requiring emergency quarantine will be invited to a virtual town hall to explain the concern resulting in the quarantining measures and to address any additional questions. Additionally, families can contact various school officials through the existing communication policies outlined in our parent/student handbook.

If individuals are required to quarantine, the same processes as outlined above will be utilized, with individual phone calls made to address additional questions or concerns.

If the case of any emergency switch to distance learning the following transition will occur:

- Students accounts in the virtual learning platform (our online internal proprietary curriculum management tool "SPORK" and a video conferencing system) will be activated;
- The parent and student will receive a library of training videos on how to use the virtual learning platform;
- Families will be provided with the timeline for the necessary transition;
- Students will be assigned to one of the school's dedicated staff members for regular support while in the virtual learning environment

- Parents will be invited to the building to pick up additional technology (hotspots, laptops, etc.) should that be necessary for the family. If it is unsafe for the family to pick up the supplies, the school will make arrangements using available resources to deliver the supplies to the affected family's home, safety permitting;
- The students will immediately begin to follow their normal bell schedule of classes in the virtual environment. All classes will be synchronous and hybrid with the in-person students.

The virtual learning environment is described below in Question 2 with more detail.

In the case that a staff member is required to quarantine for a short period of time the same basic premise as above is followed. All staff already have access to their virtual instruction materials (e.g., their computer and the virtual instruction platform Microsoft Teams). In addition, all teachers must make available three days' worth of emergency lesson plans. Therefore, if a member of staff needs to quarantine for three days or less, students will work on their independent substitute plans as described above. If the member of staff needs to quarantine for greater than three days, they will teach virtually to their classroom of in-person students with the in-person support of another member of the BASIS DC staff to ensure the safety and focus of students in the classroom.

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.

Students with medical certifications will have the opportunity to participate in daily distance learning for all of their scheduled classes. The distance learning modules will be delivered via a combination of asynchronous and hybrid instruction (e.g., learning in conjunction with their in-person peers) as appropriate based on lesson topic and planned classroom activities. The asynchronous components of instruction will be comprised of pre-recorded instructional videos, assignments, assigned readings, and activities (e.g., labs, projects, etc.).

Students will be expected to sign into the digital systems and begin working at the start of the regularly scheduled school day, which will encompass the same number of instructional hours as during a typical, in-person model. Students learning virtually will be provided with specific a distance learning schedule. The school will communicate to parents and students an attendance process that must be followed each day.

- **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 (both in-person and those participating via distance learning) in grades 6-9 will be issued tablets for accessing coursework and will have the devices available independently of whether they participate in in-person or distance learning. Fifth grade students with a Medical Exemption who require a device to access the curriculum will be issued a laptop or tablet to complete their distance learning work. Families that lack internet connectivity at home will be able to request a wireless access point (hotspot) from the Head of Operations before the start of the school year.

- **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**

Student completion of the assigned work will be monitored directly by school personnel; distance learning students will have scheduled weekly check-ins with a member of school staff to review grades, missing assignments, and assess progress toward course learning objectives. Additionally, students will have small-group access to teachers during Student Hours (accessible virtually), parents will have the opportunity to meet with teachers regularly during Parent Hours, and student progress will be monitored through progress reports sent home every 5 or 6 weeks dependent upon grade level. Whenever possible, internal high-stakes assessments (Baseline/Benchmark Exams, Pre-comprehensive and Comprehensive exams) for these students will be administered in person. Every effort will be made to mitigate potential risk for students by administering the in-person assessments in a small group setting, with mitigation protocols in place to reduce the risk of COVID exposure. In the event that students are unable to participate in high-stakes assessments in-person, administration format may be changed if allowable (e.g., internal assessments, but not external or state assessments).

- **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.**

While students will be expected to be present and engaged in distance learning at set times during the day, course content is structured to allow for students to watch pre-recorded instruction (e.g., short lecture, demonstrated practice problems) and subsequently work on independent practice activities while possibly away from the computer.

- Grades 5–8: Core courses, at minimum, will have daily pre-recorded content, daily assignments, and regular assessments with weekly live interactions. While the course schedule will list a standard duration, the entire time may not need to be spent in front of a device.

Specials will have reduced frequency of active structured time (for teacher check-ins, assignment distribution, discussion, etc.) with an expectation for independent work. For example, this will allow families to determine what time of day is best to complete art projects, music assignments, and PE exercises.

- Grades 9–12: All courses will preserve their daily schedule, with set instructional times when students are required to participate. Opportunities for simultaneous sessions dependent on lesson content, activity type, and scheduling constraints will be made available. Teachers in both core and elective courses will post lecture recordings and assignments.

Attendance for distance learning students will be taken during courses via SPORK, the BASIS proprietary curriculum management program that will be used during distance learning to deliver lessons, provide supporting materials, and support communication with students. Live, remote check-ins will be conducted via a video conferencing system.

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.**

ASIS DC is committed to ensuring that students’ social-emotional, mental and behavioral health needs are met. Throughout and at the end of school year 2020-2021 BASIS DC conducted the mySABERS screener to determine if select students required additional, or intensive support. In addition, families were asked to complete an informal survey addressing student anxiety regarding the return to in-person school. Using this information, BASIS DC’s school counselor and psychologist developed strategies to identify groups of students in most need of targeted support for gradual return to in-person instruction over the summer.

BASIS DC is continuing the use to the FASTBRIDGE mySABERS and SABERS data collection to determine the social-emotional well-being of students when returning to in-person instruction for the 2021-22 school year. It is critical to our success as a school to understand the student experience at reentry for full-time in-person learning. Our LEA is prepared to offer support through the following means:

BASIS DC provides multiple levels of support including a PBIS and school mentoring program described in question 4. In addition to the student mentorship program described in Question 4, the school also provides peer tutoring, and a peer writing center program designed to ensure that students receive support on their academic

work. In addition, the school mental health team (consisting of the Student Affairs staff, the school counselor, and the school psychologist) provide individual level counseling, crisis response, small group counseling, and targeted emotional curricula (Second Step for grades 5-8 and Break Free from Depression for grades 9-12). These interventions occur at various times throughout the school year at the discretion of the LEA and based on the needs of the students.

Any member of the school community can refer a student to the school wellness team so that the school wellness team can review relevant data and make decisions regarding any necessary supports for a student. Students can self-refer by coming to the student wellness office and submitting a support request form. Parents may also make a referral at school's front office or by emailing the school counselor, school psychologist, or Head of School. Teachers may make referrals to the school wellness team based on conversations had within regularly occurring teacher grade level and department meeting.

For virtual students, BASIS DC will continue implementation of several interventions for students' social-emotional and mental health needs during continuous learning and school recovery. Teachers embed social-emotional and wellness checks within daily lessons and provided opportunities for social-emotional connection both in-person and online, including opportunities for students to interact with each other in a digital video format. The mental health team will also continue their tele-health options; specifically, students are able to call via our video conferencing system and schedule sessions with school counselors virtually.

Students attending virtually can participate in our small group sessions as well. Families will continue to receive a phone call regularly during fully virtual instruction from a dedicated member of staff.

For students who are showing the need for more intensive one-on-one supports, the LEA will continue to provide support through our RTI process including one-on-one counseling with the school psychologist or counselor. In addition, the team will review the student's needs and determine if the student qualifies for services under a 504 plan or should be referred for an evaluation for Special Education services. For students in acute crisis, the school will follow its crisis response plan and work in close partnership with CHAMPS.

BASIS DC aims to instill in students the belief that success is the result of hard work. Regardless of academic standing, every BASIS DC student is supported and encouraged to improve and to reach for his or her highest academic potential. Teaching students to take responsibility starts from day one. BASIS DC firmly believes that social emotional support begins with supporting all students' academic needs. Therefore, the subsequent section contains academic support information as it functions as a key component of supporting the whole child. In addition to the above supports the three baseline supports that are available to all students are student hours, the CJ and Academic Support. BASIS DC students are typically found in tutoring sessions with their teachers during student hours at all hours of the day. It is not uncommon for teachers to stay well into the evening hours supporting their students' academic goals. This is true for virtual as well as in person instruction. In addition, the CJ (Or, Communication Journal) is a planner that teaches students the basics of organization and time management. In addition to serving as a place to record class assignments, it is the primary way the school communicates with families about their child's academic and behavioral progress.

The Academic Support Program is one of the general education tools BASIS DC uses to support the growth of academic independence in students. Academic Support Advisors work closely with students to instruct them in the effective use of resources and help organize and train students to seek academic help from teachers.

Students are primarily placed on Academic Support when they regularly struggle to turn in assignments, to produce quality assignments, or fail to perform at a passing level on assessments. Additionally, students may be placed on Academic Support when they first enter BASIS DC, following an extended absence, or if they require close monitoring for various reasons. Academic Support Placement is always temporary, and the goal is to graduate students from the program as they take more responsibility for seeking academic support on their own.

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.

BASIS DC is prepared to monitor behavior of students using a variety of positive, relevant, and developmentally appropriate behavior modification approaches. Our student behavior program has two main components: a school-wide PBIS program, and a restorative justice program for students in grades 5-8.

BASIS DC adopted a school-wide PBIS program years ago that has become fully incorporated into school culture over time. This program includes frequent positive reinforcement of behaviors that align with the school's policies and values. Values are communicated to students early and often. Reinforcement takes the form of a points system in alignment with most PBIS programs. The school monitors points distribution and encourages teachers to participate. This is often referred to as "Tier I support." In addition to this Tier I support, the school team has multiple supports for students who may not consistently meet the behavior expectations of the school, including teacher and staff led collaborative problem-solving plans with students who experience negative classroom behaviors, and behavior incentive plans written by the school's Student Affairs staff and counselor for students who are most frequently not meeting expectations. While our PBIS program has been historically successful, BASIS DC understands that additional supports will be required as students return to in-person learning. To meet the needs of BASIS DC students, the existing PBIS program will expand with the support of a team of teachers, staff, parents, and students. Specifically, BASIS DC has designed a school-wide student mentoring system to be part of the PBIS program to help build relationships and connections to address the feelings of isolation caused by distance learning. Students will be grouped into mixed aged cohorts and will have opportunities outside of core academic class time to engage in tutoring, community service and other activities. . To incentivize student participation and engagement, cohorts will compete for PBIS points toward prizes and for school pride.

In addition to the PBIS program, BASIS DC's disciplinary model rests on restorative practices as a key philosophy. BASIS DC provides yearly training to the entire school's adult staff on restorative practices and engage all students in grades 5-8 in proactive restorative conversations weekly during study hall time. If students do not meet behavioral expectations, and when appropriate based on individual circumstances, student discipline is conducted using restorative philosophies including encouraging students to take accountability for community harm and repay the community for any harm caused. For the five years this program has been in place, missed class time due to behaviors has been significantly reduced. To help increase support for students in this area, BASIS DC plans to use ESSER I/III-ARP funding to add three behavior support personnel, bringing the Student Affairs team from one Director, one school counselor, and one Dean to one Director, one school counselor, and four deans?. Each Dean is located on a floor of the building and will run the restorative school culture program. In addition, by having one Dean located on each floor, Deans will be available and active in each classroom building positive school relationships. Most importantly, the expanded Student Affairs team will be able to better target root causes of behavior such as supporting students with organization, and academic achievement. When necessary and appropriate, BASIS DC does use exclusionary disciplinary practices in accordance with the Student Fair Access to School's act.

Each of these programs can continue to take place both in the virtual and in-person settings.

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.

BASIS DC participates in the National School Lunch Program (NSLP), a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each school day. NSLP institutions must serve lunches that meet Federal meal pattern requirements. These requirements establish the type of fruits, vegetables, grains, protein foods, and dairy items served to all children and establishes criteria for low-cost or free meals. BASIS DC students have access to breakfast and lunch daily as well as healthy snacks during official afterschool

programs. Our food vendor, Preferred Meals, provides a menu that meets these standards and also provides a variety of options for students who have dietary restrictions, such as vegetarian and vegan options, as well as nut-free and gluten-free options. Throughout the year, students participate in learning opportunities to gain increased knowledge on nutritious food choices, community gardens, and healthy food preparation.

For SY2021-2022 BASIS DC will participate in the Seamless Summer Option (SSO) through the NSLP, providing all BASIS DC students with meals free of charge. SSO allows for additional flexibility in distributing meals to all students, including those who may be engaged in distance learning. For students who are distance learning, pre-packaged meals for the week will be made available at the school for pick-up between 8:30 AM and 11:30 AM on Mondays and Wednesdays. Families of distance learning students will be notified individually regarding the availability of meals for pick-up.

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.**

BASIS DC values the social-emotional and mental health of our faculty and staff. Despite the school's efforts to support teachers, staff, families, and students, we recognize that our school community has struggled throughout the pandemic and there is a level of uncertainty and fear that exists as we move forward on the path to school recovery. As part of a robust set of benefits available to BASIS.ed employees, faculty and staff may access the Employee Assistance Program, which provides confidential counseling and support in areas that include, but are not limited to, stress and anxiety with work, grief and loss, depression, and emotional well-being. The BASIS.ed health insurance plan through Aetna also provides coverage for mental health services from medical providers. The Leadership Team at BASIS DC has an "open door" policy that allows faculty and staff to discuss grievances or seek support before problems escalate beyond control. Our on-site School Counselor has developed a program to provide "Brain Breaks" to teachers and staff throughout the day and the "Serotonin Squad," a team of teachers and staff members committed to bringing joy to the building, has developed a schedule of events and treats to remind teachers and staff members how much they are appreciated for their hard work and sacrifice.

Concerns about their students' wellbeing was a major source of turmoil for teachers during remote learning. BASIS.ed teachers and staff participate annually in a comprehensive set of trainings provided by school leaders and personnel, Central Office support personnel, and Human Resources. Teachers and staff receive training in regards to mental health, providing appropriate supports and services to students, and recognizing, avoiding, and helping to prevent discrimination, harassment, and bullying by students or other adults on campus. These trainings will assist teachers and staff in supports they can provide to help students transition back to campus successfully, which, in turn, will make a smoother return for teachers and staff.

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.**

BASIS DC will communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently via a summer town hall in July, a summer reopening plan brochure posted on ParentSquare and on our website. In addition, town halls are scheduled monthly during the school year and the school will continue to provide updates in a weekly newsletter. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. Families who have previously indicated that they need additional language support will be provided with translators through our school contracted translation phone services. Because we had a high level of parent satisfaction with school-wide communication during school year 2020-2021, we do not anticipate changing much about our process. Families appreciated the weekly anonymous survey, and the digital “chat and chews” with the Head of School. Both of those programs will continue for school year 2021-2022. However, based on parent feedback regarding how communication was organized, we are moving announcements from stand-alone messages to a weekly newsletter.

Student and family feedback on these plans is solicited through the weekly surveys, the mid-and end-of year-larger format survey for all staff, students, and parents, and through the bi-weekly “chat and chew” focus groups with the Head of School. BASIS DC will continuously review and incorporate feedback in order to maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, our LEA will continue to report results of all major assessments and biweekly grade information to students’ families. At each of the monthly town halls the team reviews school data and progress towards school goals. BASIS DC has a ‘5-Year Strategic Vision’ document that outlines all school goals and we report to the parent community regularly on progress towards those goals.

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 school year (SY) 2020-21, BASIS DC identified students as being consistently less engaged with distance learning based on the following behaviors: students who failed to attend virtual class, students who failed to complete their daily attendance attestation, and students who regularly did not participate in class or had their camera off the entire class time. All students had access to school-provided equipment before the first day of school and technology issues were addressed on an ongoing basis with our IT coordinator based on parent request or based on teachers noting disengagement. In October, the LEA first began offering on-site learning options to students. BASIS DC prioritized spots for disengaged students and actively reached out to some select students who were consistently less engaged. Of those identified, about 60% returned to on-site learning, leaving about 100 students as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, BASIS DC offers the following: summer school programming, recovery plans specific to attendance and engagement in classes, counseling help to support students anxious about returning to school, specific accelerated learning with mandatory student engagement in either additional instructional time, or mandatory student hours (BASIS DC’s after school tutoring program). BASIS DC intends to use ESSER II and/or III-ARP funds to support with its implementation plans

above.

The LEA will review data weekly for in-person student attendance. The attendance coordinator will continue to support the SST/RTI team by providing a list of disengaged students, or depending on the length and type of absence, will directly provide a makeup work plan for the student. For students learning virtually due to a documented medical exception, attendance will be recorded by the classroom teacher based on the student's engagement in the virtual class or with the virtual materials.

Parents are notified at approximately 10:30 AM if their student is not attending classes.

If a student is attending classes but is not engaged during that class time teachers will reach out to families to schedule a parent meeting as soon as possible as is the case in any school year. If the behavior is persistent following a parent meeting with the teacher, the teacher will write a referral to the SST/RTI team who will create an action plan to support the student with classroom engagement.

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;**

BASIS DC will use a variety of diagnostic, benchmark, interim and end-of-year assessments to evaluate student learning and the impact of gap-closing activities on learning loss. First, the school will administer diagnostic assessments in core subjects in grades 6-8 during the first month of school. In addition to these, the school will use the Fastbridge assessment (Math, Reading – at minimum in grade 5), the Baseline/Benchmark Test (internal assessment in English, Math, Science, administered three times per year, in grade 5), Pre-Comprehensive and Comprehensive exams (administered in English, Math, Biology, Chemistry, Physics, History, Economics, and Foreign Language in grades 6-8 with the Pre-Comprehensive serving as a midterm and the Comprehensive serving as an end-of-year exam). Additionally, teachers will utilize mock APs and other diagnostic exams to assess student preparation and performance in courses in grades 9-12 as appropriate and students will take the College Board’s Advanced Placement (AP) exams at the end of the year.

- **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);**

Diagnostic assessments will be completed within the first month of school. Fastbridge administration will have 3 windows (Fall, Winter, Spring), the Baseline/Benchmark Test will also have 3 windows (Fall, Winter, Spring), Pre-Comprehensive Exams will be administered in January and Comprehensives will be administered at the beginning of June 2022. Diagnostic assessments in grades 9-12 will be administered as appropriate at the beginning of the school year and mock AP exams will be administered beginning in February (will vary by subject). Anticipated dates for year-end AP exams will be in May 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**

1. Goals on non-state summative assessments are set for students at the network level and are part of our requirements for promotion. These goals are set internally by BASIS Charter Schools and are applicable to all schools in the network. For each Comprehensive Exam (grades 6-8), students must earn at least a 60%

on each exam. The exams are designed and graded internally and the requirements are set by the LEA in conjunction with the BASIS Charter School network. For high school AP exams, in order for a score to be considered passing, it must be at least a 3 on a 1-5 scale (as determined by the College Board). Students must pass at least one AP exam in order to graduate and the scores are determined externally although the performance requirement is determined internally by BASIS Charter Schools and is applied across all the schools within the network. For the Fastbridge, benchmarks and growth scores are provided by the assessment developer and these are used to monitor at-risk performance for students in Reading and Math. Student supports are developed and delivered to students based on their performance on the Fastbridge as well as their growth scores on the Baseline/Benchmark tests that are developed internally and administered at the network level.

2. As during a standard year, goals and performance on these assessments is tracked via our Student Information System (SIS) as well as through a system of data visualizations that is implemented across the network in Tableau. Through Tableau, SIS, and Fastbridge's proprietary platform, school leaders and student support staff will be able to retrieve student performance and growth scores and compare them to network averages as well as to the performance of the same cohort. This way, school leaders will be able to direct resources toward targeted interventions for students that fail to achieve expected growth levels or who underperform internal or external benchmarks.

- **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**

By not changing the standards and objectives of instruction during the 2020-21 school year, the network was able to assess which objectives and topics students failed to master during remote instruction. The academic and school leadership teams were able to use the data obtained from high-stakes internal assessments (BLTs and Pre-comp/Comp exams) to understand what learning gaps the students developed during distance learning. In combination with beginning-of-the-year diagnostics that will be administered at the start of the school year, the schools will have a strong picture of the learning interruptions the students experienced and will have the opportunity to address these gaps through on-going instruction.

Because the BASIS Charter School Curriculum spirals from grade level to grade level and our curricular content is not static, our teachers have a unique opportunity to reteach concepts that students are missing by revisiting them during the next grade level (e.g., Intro to Science 5 vs. Physics 6 vs. Physics 7 vs. Physics 8). To prepare for these adjustments to beginning of the year review, the school will use both Summer Institute (for teacher training) and two weeks of on-site training to review item-level analyses of student performance on internal assessments (BLTs, Pre-Comps/Comps) and external assessments (e.g, FastBridge). Mastery of the concepts that are retaught will be measured on internal formative and summative assessments administered by the teachers as well as subsequent high stakes tests.

- **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.**

We collaborate with any non-public school regarding disruptions in student learning that occurred in school year 2020-21 by: seeking to receive regular assessment, grade, service hours, and performance data from the non-public institution, reviewing that information on a quarterly basis with the LEA team, and making recommendations to the non-public about the needs of the student. Additionally, we will collaborate with the families to ensure students' Individualized Education Programs address reflect this disruption by requesting the IEP team to convene in the event that the LEA has concerns about the student's lack of growth based on the data provided by the non-public school.

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.

The BASIS Charter School Curriculum is built on a model that spirals from AP course content down to the primary grades and for this reason it is a critical component of BASIS DC instruction that any gaps in student learning are filled to ensure students' continued success as they progress from grade to grade. Providing such supports and working closely with students and families to close those gaps are part of the core philosophy of the BASIS instructional model even during typical times. Therefore, the school staff understands that employing accelerated instruction strategies to mitigate any potential learning loss that may have occurred despite the best efforts of school staff and students and families due to the challenges of remote instruction is even more important now. Funding available through ESSER for staffing, additional support programs such our summer programs, our additional instructional time described below, and potential Saturday school program, will allow the school to provide additional opportunities to meet these needs.

BASIS DC has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will continue to use a verity of data systems including the school SIS, and several universal screener methods to collect, analyze and support our staff in addressing student learning needs. The plan includes regular meetings at a variety of levels of the Student Support Team. The full list of intervention programs, software, universal screeners, and data meetings can be found in the school's child find policy. The data the team reviews include:

- Teacher reports
- Attendance data
- Engagement in clubs and extracurricular activities
- Engagement in the school's PBIS program
- Rates of classroom behaviors
- Nationally normed screeners
- Teacher and student behavior rating scales
- Vision and hearing health data
- Overall test and quiz averages
- Missing homework rate
- Performance and growth on international assessments

- Parent/guardian referral

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**

- **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.**

| Section | Activity | Explanation of approach and expected impact on accelerating student learning* |
|----------------------|---|--|
| Schedule Adjustments | Adjusted bell schedules and added a homeroom period | The modified hours are posted to the school community on our website. This program is necessary to support staggered arrival, but it is also a space for ensuring that students are set up and organized for the day or afternoon. In this new homeroom space students will work in small groups of 10-15 with one staff member to review CJ’s for the day, ensure that students have all needed materials, brainstorm ways to improve grades, receive grade updates, and build peer relationships. |
| | Summer 2021 programming | BASIS DC offered multiple summer opportunities to accelerate student learning including: <ul style="list-style-type: none"> • Summer interventions – over 100 students were invited to attend 4 weeks' worth of summer interventions learning to help students who fell below grade level on nationally normed universal screeners • Summer bridge – all students in grades 5-8 were invited to attend a program focused on accelerating learning around Math, English, Science, and Social Science. Students received 6 hours of targeted instruction for four weeks with each day devoted to a single subject. • Summer recovery – students who failed to make promotional status were invited to come each day of the summer to receive support on their required summer recovery work from members of the school’s student supports team, and from the students’ classroom teachers |
| | Summer 2022 programming | In summer 2022 BASIS DC anticipates adding to existing summer programs by creating summer instruction programs specific to course content (i.e. a summer Algebra I class). These select courses will be |

| | | |
|-------------------------------|--|---|
| | | specific to the classes with the highest demonstrated need based on the school's internal assessments. This is in addition to the above summer programs. |
| | Weekend programming (e.g., Saturday school) | Following the Winter administration of the school's internal assessments during School year 2021-2022 BASIS DC will explore a Saturday recovery option for students in grades 5-8 who did not pass the winter assessments. This program will be strongly encouraged for students to get support on targeted foundational skills in each failed class. |
| Instructional Changes | Target additional small group instruction time | Following each unit of instruction each teacher will complete a short data dive to determine which students did not learn the necessary content. Students identified in need of additional support beyond whole classroom re-teaching will either be issued mandatory student hours support, or will be required to attend additional mandatory small group instruction time hosted during study hall time or where necessary during student's elective time. This allows more face-to-face time with teachers in order to improve instruction. |
| | New intervention program or support | <p>BASIS DC has purchased several new intervention curricula and programs to support the RTI/SST process. The full process and list of all supports can be found in school's child find policy.</p> <ul style="list-style-type: none"> • Learning Ally • BrainPop ELL • Edgenuity • IXL |
| Staffing and Related Supports | Additional staffing Additional vendor | <p>BASIS DC has hired nine additional staff to help support accelerated learning.</p> <ul style="list-style-type: none"> • BASIS DC has hired four teaching fellows who will support with implementing interventions, implementing the new homeroom system, running student study hall spaces, and supporting with students learning remotely. • BASIS DC has hired two additional Dean of Students who's roles are described in other questions • BASIS DC has hired three additional Special Education Teachers who's roles are described in other questions |

* It is BASIS DC's intention to use ESSER funds to support the implementation of these programs.

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.

BASIS DC builds a community of educators in which everyone feels connected to the school mission and supported through a strategic action plan. School planning around staff culture includes a regular cycle of action and assessment. Each cycle includes small and measurable tasks such as training, outreach, appreciation, etc., and is informed by the most recent staff survey data. This year, for example, data showed teachers were craving high levels of diversity, equity, and inclusion training following the murder of George Floyd. Consequently, the school purchased and implemented training from local community providers. Staff morale surveys showed that our non-teaching staff was feeling less included and appreciated than our teachers, so BASIS DC began a weekly “lift up” meeting for the non-teaching staff that included a monthly bulletin of upcoming events and celebrations of staff accomplishments. These actionable cycles of feedback and response ensure staff feels heard and supported.

BASIS DC also ensures the highest level of professional culture through a robust professional development program. BASIS DC teachers, leaders, and staff are required to participate in extensive professional development through summer workshops and week-long summer institutes. Instructional techniques, curriculum planning, resources, and student support strategies are addressed to ensure students succeed and educational gains are achieved. Workshops cover an array of instructional areas rounding out quality student interaction and engagement. Additionally, site training for teachers illustrates site-specific expectations. The Leadership Team leads site training. Instructional staff also have subject mentors on content and pedagogy, which builds teachers' capacity and provides the opportunity for continuous development of meaningful teacher leadership.

All teachers participate in ongoing observations and feedback cycles. These observations are centered around short-term and long-term pedagogical goals, classroom best practices, and tier-one strategies for student support. During feedback cycles, instructional staff design rigorous lessons and strategies to encourage students' higher-order skills. Instructional staff also participate in weekly Professional Learning Communities, during which they dive into conversations about classroom practices and growing their own pedagogy. Weekly staff meetings focusing on both vertical and horizontal alignment provide frequent discussions with grade-level and department teams. These include data reviews of academic performance and behavior. All trainings target improving our teachers' ability to implement the BASIS Charter School Curriculum and educational standards.

In response to the need for accelerated learning the school is modifying the professional training system in three ways. First the school is designing a new rubric for teacher observations that has a focus on differentiating instruction. Second, BASIS DC is requiring all teachers to submit a unit-by-unit data analysis that includes the following information:

- What teachers expected students to learn this unit, and their method of assessing student knowledge
- Which students did not meet the expectations for the unit
- Plan how teachers will re-teach to those who need it

Third, BASIS DC will begin a once-per-month teacher development program designed to target specific teaching skills that allows the school to respond to new and emerging student needs.

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

BASIS DC has been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year:

- Regular virtual town halls with families
- Structured student classwork makeup and learning recovery time scheduled at various points throughout the school year

- Weekly check-in calls for those engaged in virtual-only instruction

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.

For grades 9-12, credit attainment and recovery will be important for students who were fully or somewhat disengaged during the 2020-21 school year.

Students in grades 9-11 are not prevented from matriculating to the next grade when they fail a course or exam. They are, however, prevented from enrolling in any course with prerequisites unless they have earned a passing Final Course Grade and Final Exam Grade in the prerequisite course.

Eligibility for graduation and BASIS Diplomas is based on credits earned in required courses. Many courses required for graduation have prerequisites. In order to be promoted to the next course in each subject sequence (i.e., Honors Biology and AP Biology, or PreCalculus AB and AP Calculus AB), a student must earn a minimum of 60% in both the Cumulative Course Average of the Prerequisite Course and the Final Exam of the Prerequisite Course.

Students who fail a course that is offered at BASIS will automatically be placed on an Individual Academic Plan.

Any student in grades 9–12 who fails either a Final Exam or a course is placed on an Individual Academic Plan. In order to make up a failed Final Exam or a failed course, the student and his/her Parent must contact the School no later than two weeks after the Final Grade Report is issued and arrange to meet with the Director of Academic Programs to discuss the conditions required in their Individual Academic Plan. Students who have not failed a Final Exam or AP-Alternative exam may re-sit that exam only by petitioning and with permission from the Head of School. The conditions for recovering the credit lost may include, but are not limited to, the following:

- **Successfully Passing Finals:** Students must pass the Final Exam for each non-AP course that requires it, in order to be eligible for promotion to the next course in the course sequence (i. e., Honors Biology and AP Biology). Students who fail any Final exam are offered the opportunity to retake the failed exam on a specified date prior to the first day of the next school year. The grade earned on the retake exam will replace the failing grade on the original exam, whether it is higher or lower.
- **Taking a modified course of study proposed by the Dean for grades 9–12 and approved by the Director of Academic Programs:** The Director may modify elective requirements and/or the timeline for fulfilling required credits as part of the Individual Academic Plan. Final approval of the Individual Academic Plan lies with the Head of School in consultation with the Vice President of Academics. Credits can only be re-earned by taking classes offered at BASIS DC, except in cases decided based on the individual circumstances of the student. Lost credits are typically recovered in the subsequent school year from the year in which the student failed a course. However, the Individual Academic Plan is likely to alter all subsequent year’s enrollments. Credits may not be made up during the summer or at other institutions, except in cases decided based on the individual circumstances of the student.

A student on an Individual Academic Plan is only eligible for the BASIS Diploma after he/she earns the required number of credits. Students graduating without honors are not eligible to take Capstone Courses or participate in a Senior Project.

Students placed on an Individual Academic Plan due to failing a course and/or final exam are ineligible for Early Graduation, Graduation with Honors, and Graduation with High Honors. When a student is placed on an Individual Academic Plan due to failing a Required Course, the student is not guaranteed to graduate within four years, as they may not have completed all the prerequisites required to take courses in the order scheduled for all

other students.

To support 100% of BASIS DC students in receiving a college acceptance, BASIS DC has an extensive college counseling program. Students in their senior year meet with their college counselor every day for 50 minutes and have unlimited opportunity for additional sessions with their college counselor outside their scheduled daily meeting. During these meetings seniors receive support in completing applications to colleges and universities, as well as completing financial aid applications. The school provides a free account to the university application management system Naviance and the students' entire senior year is designed to support them through the college application process. Students also have the opportunity to take unique, specialized courses exclusively for seniors called Capstones which are university-level classes with a focus is on student-led research. Students can dig into classes like "Forensics," "99 Ways to Die", "Epidemiology in the Modern Age," or "Literature of the Dark and Fantastic." Students can also participate in the BASIS DC Senior Research Project, a fully independent study program in which students conduct their own research projects through an internship placement. Past students have traveled to Iceland to do research on education, mapped the craters of Mars at a NASA lab, and built their own art installations at museums. While every senior experience is different, they share the common goal of helping students develop their "story" and stand out in the college application process.

In the year's preceding a student's senior year they have multiple opportunities to meet with the college counselors. In addition, all high school students are able to attend over 150 college events on campus, with different colleges or universities visiting the BASIS DC campus each week. Students who receive services through an IEP also have the support of a robust secondary transition plan which includes the college counselors and IEP team.

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 non-public 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.**

BASIS DC is committed to meeting its obligation to make a free appropriate public education (FAPE) available to students with disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), as well as ensuring students with disabling conditions as described in Section 504 of the Rehabilitation Act have available the related aids and services described in their 504 plans.

Like the city, BASIS DC wants 100% of students to return to in-person instruction. Our Special Education team is excited to return to our operational program similar to a typical school year. However, we have made some specific adjustments to our program to build capacity and ready the LEA to support all learners return to in person instruction. In specific, using ESSER, funds BASIS DC has hired three additional special education teachers who are responsible for case management and designing all specially designed instruction (SDI). These new employees will work in conjunction with the existing team such that all students receive the upmost support. In addition, as described below the school has already begun the process of reviewing the data around student learning progress to determine if students need compensatory or accelerated learning services.

Regardless of the student's learning posture, BASIS DC will continue to make special education and related services, and related aids and services, available. For students participating in remote learning due to a documented medical exception, the school will make specially designed instruction (SDI) and related services available to students with disabilities using virtual platforms in which students can receive individualized or small group instruction and services, as appropriate, to allow students to access the general curriculum. Students' individualized education program (IEP) and 504 teams will be convened, as appropriate, to make any needed amendments to ensure students' programs/plans are appropriate given the remote learning environment. Classroom teachers will be provided information about students' individual needs and necessary accommodations and modifications to ensure that students are afforded the supports described in the IEPs and 504 plans, respectively, during online instruction. In addition to the individualized supports and services in their IEPs and 504 plans, students with disabilities will be able to participate in the general student support opportunities, such as student hours. As with any typical school year, students' IEP teams will be convened to address any lack of expected progress or other matters.

Specific to virtual learning, each special education teacher has their own private video conferencing channel within the distance learning platform that their students are able to access. These private video conferencing channels are used by the learning specialist to provide SDI, as appropriate. In these private video conferencing channels, Special education staff and related service providers will make SDI and other supports available to meet students' individual needs in a variety of ways, just as they would during in-person services.

This includes working with students on understanding academic content, progressing towards annual goals, providing targeted supports and "check-ins," as well as offering support with technological issues. They provide modifications and remediate lessons when needed. Special Education teachers will also attend their students' classes live and will work with the general education teachers so they can provide supports. Students who have dedicated aide support receive check-ins and academic support sessions, as appropriate. Our related service providers will use private video conferencing channels to provide related services (counseling, occupational therapy, and speech).

Occupational therapists and speech providers will build service schedules that allow them to make students' services available in accordance with the anticipated frequency and duration described in their IEPs. The school psychologist will continue to provide counseling services, including 1-1 sessions and daily check-ins, as appropriate.

Procedures are in place to ensure students' IEPs and 504 plans are reviewed in a timely manner and revised as appropriate. Evaluation timelines are closely monitored to ensure students are evaluated in accordance with IDEA and DC requirements. Special education staff will continue to work with families to hold meetings at the start of the school year to review the students schedule of services, challenges from the previous year, and to make introductions to new staff. These and all other parent meetings will continue to be held virtually.

Support staff is in regular communication with family members of students with disabilities. Our families of students who are hearing impaired will receive emails from support services about their children at least twice weekly. During these email conversations we check in with the families and make sure we make available the

assistance they need to allow their students' access to their services and the general curriculum.

Guidance and support to parents will be sent to all parents via ParentSquare to ensure they have the latest guides, information, and tips to help their students participate in online learning as smoothly as possible. IT support is available to assist with technology disruptions to using the LMS and teachers and school leaders are trained to assist families in understanding how to access content and engage with the LMS.

BASIS DC will review the following data over the summer to determine if any students with disabilities are need of accelerated learning due to interrupted instruction:

- All service minutes to review if any students have a pattern of disengagement in either related services or SDI
- If there was a pattern of disengagement for a student, determine the level of parent communication and response
- Determine if any students demonstrated a lack of growth on IEP goals
- Identify students who demonstrated a marked change in performance in the general education setting during SY2020-2021
- Identify students who performed below grade level on BASIS DC's nationally normed universal screeners
- Identify any large discrepancies between a particular student's growth on internal assessments, and the general education students in the same course(s) or exam.

The school staff will compile this data in July and will reflect on each student individually. The school will use a template for each student to ensure that all students had access to accelerated learning opportunities. The school team them may reach out to specific families to share the data and make recommendations around providing additional service hours to accelerate student learning. Parents will be included in the discussions and will have the opportunity to share their perspective around the nature and extent of interrupted instruction and the need for any target accelerated instruction.

Once per marking period throughout the year, the school team will review the same data above for all students with disabilities to determine if there is a new or additional need not identified over the summer. All students will continue to participate in the school's RTI process as well, which has a full set of universal screeners and tiered interventions. (See Appendices 1 and 2)

Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports designed to allow access to accelerated learning are made available to all students with disabilities:

| Element | LEA |
|--|---|
| How appropriate services will be determined or designed for students with disabilities | If a student has a demonstrated need for accelerated learning the team will meet with the individual parents to discuss the data for the need. During the meeting the team will decide if the student needs either intervention or support available through the RTI program, or if the student needs individualized accelerated learning options. The parent will be included in the team decision and each student's plan will use data to inform the justification of the services needed. Accelerated learning may include instruction in addition to the students' prescribed SDI, additional related service sessions, or outside tutoring as needed. |
| How accelerated | Students who need targeted individual accelerated learning will be |

| | |
|--|--|
| <p>learning will be scheduled and delivered to students with disabilities</p> | <p>scheduled primarily during distinct time blocks: during study hall time (when most school-wide interventions take place), during class time inside the general education setting where possible, or during select elective classes, depending on students' individual strengths and needs. BASIS DC will endeavor to minimize time students spend outside the general education setting to the maximum extent appropriate but targeted, accelerated instruction may be required for students during core content class time outside the general education setting.</p> <p>The specific content of the accelerated learning will depend on the needs of the student.</p> |
| <p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p> | <p>Parents of all students with IEPs can expect regular communication during SY2021-2022 regarding students' goal attainment, service participation, and instruction. BASIS DC has hired three additional special education teachers to help provide the necessary support, which will ensure families will receive reports of progress on IEP goals consistent with the determination of the students' IEP teams, as well as regular updates regarding student progress, engagement, and instruction in accelerated learning.</p> |

BASIS DC will also ensure that each student receives services in accordance with the service locations described in their IEPs and that students access instruction in their individual least restrictive environments. Furthermore, although students with disabilities, like any student, may need to access accelerated learning outside the regular education classroom, the school will make every effort to ensure students with disabilities can participate with their nondisabled peers in accelerated instruction to the same extent they would for regular education instruction and, through carefully monitoring students' IEPs, that accelerated instruction or distance learning approaches are not used to inadvertently place students in more restrictive environments.

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.**

This does not apply to BASIS DC

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 re-screening 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.**

English learners, or any students identified through the home language screener process will be administered the WIDA screener within the first month of enrollment at BASIS DC to determine their level of English proficiency. Key staff at the school regularly review the ELL Early Access Qlik application and have an accurate list of all previously identified ELL students. For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening. This virtual WIDA screener will occur in a one-on-one virtual environment with a member of the school staff team. These virtual students will have technology access provided to them as described above. For any student who only has received the provisional WIDA screener due to COVID disruption in school year 2020-2021 they will take the full-length screener as described above. In addition, all students including ELL students take our nationally normed ELA assessment three times a year including within the first month of school. Parents will be provided with notification as to their student's EL status and applicable scores via formal letter, and as stated below, are also notified about their student's screener scores through student's EL Individualized Learning Plan (ILP).

Once the student's learning needs are understood, the student will receive English language instruction through the school's existing ELL program which has three main components: pull-out English Language Development (ELD) intervention time, general education course content provided with the guidance of the ELL team, and EL case management. This program is similar in structure to the sheltered instruction model with the addition of some pull-out support depending on students' needs. Using this model, most instruction is provided in the general education classroom, which ensures EL students can experience and learn the rigorous BASIS curriculum; however, students may be pulled out as appropriate to ensure they receive necessary support and instruction. This model is appropriate based on the needs of our ELL population who are both older, and already have an existing foundation of English instruction. The school's existing staff is sufficient to run the program as described. This program is separate and independent of the school's special education program and works as an addition to the general education program, though some staff as described below work with other populations of students beyond the EL program.

Pull out ELD intervention:

- BASIS DC will offer multiple ELD intervention time blocks to support each ELL student with ACCESS scores from 1 to 5.
- These intervention times pull students out of the general education space primarily during study hall, or occasionally elective time.
- These intervention spaces are specifically designed to support students' academic language development needs in the four language domains: reading, writing, listening, and speaking.
- The ELD intervention is led by our Literacy Specialist. Depending on the EL student and scheduling demands, interventions may occur with only EL students or may include both EL students and other students identified as needing support around reading or writing skill development. This is appropriate for many of our EL students as ACCESS testing sub-scores identify that most of our students' language development needs are in reading and writing rather than speaking and listening and mixed groups can help with social language acquisition.

- These services are provided regardless of the student’s in-person or virtual status. If the student is virtual, the pull-out time occurs on a video call during the allotted time using the school’s virtual meeting platform.

General education course content:

- The primary way in which EL students receive language development and core content is in their general education classes, which are mixed language development classes in which EL students are in class with their English-fluent peers.
- Instruction is provided by the general education teachers.
- General education teachers are supported by the EL case manager to understand and plan class materials that are designed to both support English fluency development and ensure that students do not receive a “watered down” version of the core curriculum. The EL case manager conducts weekly reviews of teachers’ content and provides guidance on strategies to support EL students in the classroom. This guidance might include things like use of a heritage language dictionary, use of simplified language during class time or for instructions, allowing EL students to demonstrate knowledge using non oral or written skills, extra time on assignments, and more.
- As part of the support of EL students in this model the EL case manager will also conduct observations of the student within the general education classroom at least once per marking period to determine if the supports provided by the general education teacher have been successful in supporting language development and allowing access to the core content.
- These services are provided regardless of the student’s in-person or virtual status. If the student is virtual, the observation occurs during the teacher’s live video call class.

EL Case Management:

- All of our approximately 20 EL students are supported by a single case manager, who has the support of several additional personnel.
- The case manager will:
- Work with students to analyze their ACCESS data and class grades, and set SMART language development goals
- Conduct a data review of student language acquisition progress once per marking period/intervention cycle and share results with parents and educators on the student’s team
- Connect EL students to an academic advisor to hold weekly one-on-one check-ins to monitor their emotional wellbeing, ensure engagement in online learning and academic progress, and provide/coordinate supports, as needed. These check-ins have proven very positive over the years, and are for some students increased to daily check-ins depending on the regularity of data review.
- Work with general education and special educators to ensure linguistic accommodations are implemented across the curriculum. This takes the form of a weekly check-in with educators of each EL student.
- Each student works with the case manager to make progress on their EL Individualized Learning Plan (ILP). BASIS DC is utilizing templates provided by OSSE and the DC Public Charter School Board to design the EL ILP that will best fit our students’ and faculty’s needs.
- This tool contains the student’s ACCESS scores, key background information, language strengths and needs, and SMART language development goals set in collaboration with EL students, families, and general education teachers.

- These services are provided identically regardless of if the student is in-person or virtual.

As part of the commitment to offer the same world-class education online as we do in person, last summer the BASIS Charter Schools network held network-wide intensive training for EL Coordinators led by the EL Subject Advisor and the Director of Exceptional Student Services and Federal Programs that focused both on understanding the obligations to our EL students and delivery of content, as well as how to successfully support EL students both in-person and in a remote learning environment. Similar training will be offered this summer to ensure that EL coordinators can help EL students transition back to in-person learning for SY21-22. BASIS DC has worked hard to ensure that students have access to devices and connectivity needed for remote learning. Regular professional development is available to ensure the EL team and general education teachers are competent with online instruction and IT support is available to staff and students so technical problems do not undermine instruction.

BASIS DC is committed to communicating with families in a language they understand, to the extent practical, in compliance with Title I and the Language Access Act. Additionally, our school understands that communication styles and preferences vary across linguistic and cultural communities and educators have to consider these variations in order to effectively communicate and partner with families. BASIS DC will continue to send all key communication to parents in both English and Mandarin, as Mandarin is the most common heritage/world language spoken in our school community. In addition, all BASIS staff have access to a 24/7 translation service program for conducting meetings or calls in families preferred language. Those services will be utilized to ensure that all families have opportunities to receive support, and provide feedback to the school in families preferred language. During SY2020-2021, BASIS DC implemented a weekly call system for all students during virtual learning to ensure that families received the necessary support to keep their students engaged and learning. If any EL students are learning virtually, they will continue to receive that regular call in their preferred language.

Lastly, BASIS DC is committed to regular review and evaluation of its ELL programs to ensure that the team is providing the necessary support. As noted above the EL case manager will provide the school team updates once per marking period on the student's EL development and progress on each student's ILP. This data will be presented to the Director of Student Support Services and Head of School so that they can regularly evaluate program performance.

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.

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.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-

ARP funds consistent with the allowable uses⁷ of the funding.

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.

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 non-public 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.