

## SY 2021-22 Continuous Education Plan (CEP)

**LEA Name: DC Prep PCS**

**LEA Head of School Name: Laura Maestas**

**LEA Type: Pre-K;Elementary;Middle School**

**Date Generated: 08/09/2021**

### 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.

DC Prep will provide in-person learning for all students for over 1200 hours for the SY2021-22 school year, with majority 8-hour days. Our school calendar can be found at <https://www.dcprep.org/current-students/resources/>. A typical school week will be as follows:

- On Mondays, Tuesdays, Thursdays, and Fridays, the school day will typically run from 8:00 am - 3:45 pm. On Wednesdays, the school day will typically run from 8:00 am - 2:00 pm. Staff will use the additional time on Wednesdays for professional development.

#### **Early Childhood Daily Sample Schedule (M, Tu, Th, F) -- *specific homerooms may differ from this schedule***

7:30 am - 8:00 am	Arrival & breakfast
8:00 am - 8:30 am	Morning meeting
8:30 am - 9:30 am	Centers & ELA Small Groups
9:00 am - 10:15 am	Specials
10:15 am - 11:00 am	Snack & Recess

11:00 am - 11:45 am	Read Aloud, Word Play & Writing
11:45 am - 2:15 pm	Lunch, Nap, & Recess
2:15 pm - 3:15 pm	Centers & Math Small Groups
3:15 pm - 3:30 pm	Closing

**Early Childhood Daily Sample Schedule (W) -- *specific homerooms may differ from this schedule***

7:30 am - 8:00 am	Arrival & breakfast
8:00 am - 8:30 am	Morning meeting
8:30 am - 9:15 am	Centers & ELA Small Groups
9:15 am - 9:45 am	Specials
9:45 am - 10:30 am	Snack & Recess
10:30 am - 11:15 am	Read Aloud, Word Play & Writing
11:15 am - 1:45 pm	Lunch, Nap, & Recess
1:45 pm - 2:00 pm	Closing

**K-8 Daily Sample Schedule (M, Tu, Th, F) -- *specific homerooms may differ from this schedule***

7:30 am - 8:00 am	Arrival & breakfast
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8:00 am - 8:45 am	Community Time
8:45 am - 9:30 am	Specials
9:30 am - 10:00 am	Science
10:00 am - 12:30 pm	ELA
12:30 pm - 1:30 pm	Lunch & Recess
1:30 pm - 1:45 pm	Flex Time
1:45 pm - 3:30 pm	Math
3:30 pm - 3:45 pm	Closing

**K-8 Daily Sample Schedule (W) -- *specific homerooms may differ from this schedule***

7:30 am - 8:00 am	Arrival & breakfast
8:00 am - 8:45 am	Community Time
8:45 am - 10:00 am	ELA
10:00 am - 10:45 am	Specials
10:45 am - 12:00 pm	Lunch, Recess, & Quiet Time
12:00 pm - 1:15 pm	Math
1:15 pm - 1:45 pm	Science

1:45 pm - 2:00 pm	Closing
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Our operational plan adheres to OSSE’s Health Guidance through the following means:

**COHORTING:** Students will be placed into cohorts by homeroom within each grade level (each grade level has, on average, three homerooms). Our schedule is designed to maximize cohorting. Students in grades PK3 - 6th spend their entire day with their cohort, including during advisory, academic classes, and specials classes.

Students in grades 7 & 8 stay in their cohorts when possible, switching groups only when necessary for academic content.

Where possible, we will minimize inter-cohort interactions by, for example, providing related services to students pulled from the same cohort, rather than mixing cohorts.

**MASKING & DISTANCING:** DC Prep will require all students and staff to wear CDC-approved masks/facial coverings. To the extent feasible, DC Prep will arrange furniture to support the 3’ social distancing guidance within classrooms. To the extent feasible, during times when masks are not worn by students, such as during meals, students will remain 6’ apart. We will use the following areas during these times:

- Cafeterias
- Classrooms
- Hallways
- Outdoor play areas

**Student Policies and Protocols for Time-Limited Distance Learning**

In the event of a positive COVID-19 case within our school, all members of the individual’s cohort (if applicable) and all unvaccinated close contacts will be asked to self-quarantine for 10 days. Cohorts who must quarantine will transition to virtual instruction for the period of the quarantine. Individual students who must quarantine but whose cohort is still attending in person will be provided instructional materials and supports from their teacher while they are engaging in work from home. To ensure uninterrupted instruction and dissemination of materials, students will use their DC Prep-provided Chromebook to receive instruction and complete assignments virtually (further details below).

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, families should report any positive COVID-19 cases or possible exposure to COVID-19 directly to the school Principal. Families should report such information to the school as quickly as possible.

DC Prep is committed to ensuring that all students have the materials they need to learn.

- As we did in SY20-21, each of our students (both those learning in person and those in the distance learning program) will be provided with a Chromebook. DC Prep will provide ongoing support so each student knows how to use the device. We will also provide technical support resources for families, including making available in-house tech support to ensure that the Chromebooks are fully functional. DC Prep’s in-house technical support team will repair/replace damaged or malfunctioning

devices provided by DC Prep. To ensure uninterrupted instruction, DC Prep is providing all students learning in person with *one Chromebook for use at school and one Chromebook for use exclusively at home*, to ensure that students will be able to access all materials at all times in the event they are required to quarantine or flip to virtual instruction for other reasons.

- DC Prep’s technology policy does not differ by grade levels, but the software and tools available to students do vary by grade level.
- Here’s a sample (non-exhaustive) list of school supplies that DC Prep may provide to students to support their learning: Chromebook, pencils, crayons, notebooks, reading books, consumable materials, math manipulatives, paper, and packets.
- DC Prep will support families in obtaining internet access if they are not able to do so on their own.

**If the whole class including teacher is quarantined for 10 days - 2 weeks**, then the teacher would flip to virtual. We would use a similar schedule we used this past year. Students are marked Virtual Present in these circumstances.

**If an individual child has to quarantine for 10 days - 2 weeks, but is capable of participating in virtual learning** (i.e., not too sick themselves), teachers will manage attendance and work completion so that the child does not fall as far behind, teachers can tailor make up work and assignments based on situations and child/ content/ grade and because this aligns with what we normally do for extended absences. If the child participates in learning remotely by submitting classwork via Seesaw/ Google Classroom and/or communicating with the teacher what they accomplished and work on during the day, the teacher can mark them Virtual Present. Absences for students who are sick will fall under our attendance guidance as detailed in our Family Handbook.

### **Staff Policies and Protocols for Time-Limited Distance Learning**

Teachers & site-based staff who are excluded from in-person participation and who cannot work remotely, either because of illness or because remote work is not available, may use FFCRA paid leave and/or PTO. FFCRA leave is available through September 30, 2021.

These policies listed above are subject to change per guidance from the city, OSSE, or updated thinking from DC Prep given the unprecedented and novel nature of the situation.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline:

1. We will follow all notification requirements from DC Health.
2. Additionally, any time a COVID-19 positive individual was in a school building with student programming during their potential infectious period, we will notify the whole school community.
  - a. If the person testing positive is a staff member who does not have regular contact with students, all staff and students in close contact with that individual will be notified and required to quarantine for 10 days.
  - b. If the person testing positive is a student, all students and staff in the student’s classroom will be required to quarantine for 10 days.
  - c. If the person testing positive is a teacher, all students and staff in the teacher’s classroom will be required to quarantine for 10 days.
2. All notifications to families and school staff will be sent via our emergency broadcast system or email.
3. If families have questions, they can contact their child’s campus. Also, at any time, families may submit a question, comment, or concern regarding DC Prep’s COVID-19 response by using our

[feedback form](#), which can be found on our website.

Our operational plan can be implemented in our current facilities and with our current staff and anticipated hires.

**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.**

DC Prep will offer a remote learning program through our unique program, which will offer the core academic content for students with DC Prep teachers who are hired for our Virtual School. We will use the same Learning Management Systems we used during SY20-21: Seesaw in grades Pre-School through 3rd

and Google Classroom in 4th-8th grades. We will continue to use Google Meet for live lessons; the school day will include a mixture of synchronous and asynchronous lessons. DC Prep also plans to use the following academic technology programs to provide additional practice on content for students to work on independently: Dreambox, Reflex, Khan Academy, Agile Minds, Raz-Kids, Lexia, and EPIC!

While we will not finalize our Virtual School schedule until we finalize enrollment in this program, here is a sample schedule that we used in SY2020-21:

- The school day will typically run from 8:30 am – 3:45 pm for 1st – 8th grade, 8:30 am – 2:15 pm for Early Childhood, and 8:30 am – 3:00 pm for Kindergarten. Synchronous/Asynchronous hours are as followed:
  - Early Childhood – 4 hours synchronous learning
  - Kindergarten – 4 hours synchronous learning, 1 hour asynchronous learning
  - 1st – 3rd grade - 4 hours synchronous learning, 2.5 hours asynchronous learning
  - 4th – 5th grade\* - 4-5.5 hours synchronous learning, .5-3 hours asynchronous learning
  - 6th – 8th grade\* – 4-6 hours synchronous learning, .5-2.5 hours asynchronous learning
- *\*certain classes rotate between synchronous and asynchronous lessons*

- **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;**

As stated in question 1, DC Prep is committed to providing Chromebooks and technical support to all students, as well as support for families who need Internet access. DC Prep will support families in obtaining Internet access if they are not able to do so on their own.

- **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**

Our Virtual School will use DC Prep-created curriculum and materials, and Google Classroom and Seesaw as our LMS. We will provide pick-up dates for families to collect in-person supplies. Technical support will be available on an ongoing basis.

- **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.**

We have found that the following remote learning practices provide the most effective instruction: Academic Feedback, Small Group Reading and Math, Practice and Application Time with Support from a Teacher, Use of Breakout Rooms and Nearpod for high engagement. We will tailor instruction depending



on the students' needs and learning styles. The schedule will mirror that of the students who attend our on-site learning option with the following anticipated modifications: fewer overall minutes of screen time for students to provide them with a break.

## **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.**

All students will attend advisory daily where they will engage in ongoing social-emotional learning activities as a classroom community to support their individual development and build connections with their classroom community. During this block, students will be able to reflect on their emotions, how they're engaging with others, build on their strengths and set goals for their own growth. Part of the work of social-emotional learning will include awareness and attention to emotions and how they are impacting you as a person which will connect to mental health awareness (content varies by grade level).

DC Prep will use a weekly teacher reflection space to analyze data and identify needs of students by homerooms. This data will be collected and individual students will be discussed with family involvement to identify needs and supports. In addition to the teacher-level referrals, DC Prep's Community Assistant Principals will analyze ongoing data to identify students who meet the criteria for additional interventions based on academic and behavioral flags.

DC Prep provides mental and behavioral health services through our student support team comprised of two licensed clinicians, a behavior specialist, and a student support coach. Licensed clinicians and student support coaches lead proactive and reactive Tier 2 social emotional skill groups, while behavior specialists provide individualized assessments of need and support for students with specific needs.

We will use a student survey quarterly to collect information on student social-emotional well-being. We will also provide all teachers with the Turnaround for Children well-being tool which they can use as often as weekly in advisory or other classes to collect information on student well-being. Additionally, advisory teachers will meet individually with each student at least monthly for anecdotal data and will monitor student needs as expressed via individual SEL projects and shares during community circle. Based on student responses, DC Prep is prepared to offer support through the following means:

- We use a Response to Intervention (RTI) model for centralized data collection, early and consistent flags for additional student support and referrals to the Student Support Team.
- Student Support Coaches and Department of Behavioral Health (DBH) clinicians lead Tier 2 SEL

groups in all grade levels.

- Behavior Specialists are on-call for targeted needs (assessments and support plan creation).
- Each classroom uses a Positive Behavior Interventions and Supports (PBIS) model we call the 5 Steps of Prep Ed, which includes: strong relationships, planned teaching, effective praise, redirection, corrective teaching, and office referrals. Teachers and leaders are trained on the model to put emphasis on the planned teaching and intentional moves teachers make to create the conditions in the class to support all students including building strong connections, having clear and consistent routines and expectations, providing time and space for reflection and connection, etc.
- The DBH clinician assigned to each school manages supports for students on an on-need basis as well as whole school resource drives (coats, food, etc.) to ensure families have access to specific resources and/or support navigating city services.
- Through a partnership with the WISE Center we are able to offer additional clinical services to students, families and staff 2 days a week.
- Through a partnership with the WISE Center, we offer psychiatric services to students on our SPED caseload with the highest need.
- Our Tier 1 programming for advisory includes a consistent plan for the first 5 weeks of school guided by input from the Wendt Center and WISE Center. This programming includes daily guidance on what to cover/ teach during advisory and support for teachers in building classroom community through advisory. This is where students get the core of their SEL. After five weeks teachers have access to a robust curriculum for SEL and circles which promote connection and personal identity reflections.

Strong social-emotional development is foundational to students' growth. We firmly believe that all students need SEL support, but what that looks like for different students should vary, based on their unique needs. All of our students participate in prep work-- explicit instruction on our SEL framework, which helps students reflect on their own Values, helps them build self-awareness and self-management skills, and supports them to grow in their social awareness and relationship skills and responsible decision-making. This is done individually and as part of their classroom community, with support from an advisory teacher. A focus on SEL is not new to us-- we've always had "Prep Skills", but the work that we're doing now is based on an updated SEL framework and benefits from much more extensive and intentional, explicit instruction, opportunities for independent self-reflection and collaborative discovery through circles. These skills are then reinforced throughout the day, across all subjects.

DC Prep follows the Universal Design for Learning (UDL) Framework to plan school programming. DC Prep follows these three guidelines for supporting students.

1. Representation—offering students multiple media from which to learn content
2. Action and Expression—offering students various opportunities to demonstrate what they know and can do
3. Support and Engagement—offering options that engage students and keep their interests

This is structured through:

- Advisory Prep Work - a compilation of learning experiences that students engage in to learn and apply a group of prep skills designated for learning in that unit
- Teacher/Student - the dedicated time between teacher and student to review prep work, reflect on a student's current progress and gaps, and explore discoveries the student is making in their sense of

self—including personal identity and as a learner in pursuit of their goals

- Circles - a structure used to facilitate a safe, supportive and community-oriented series of interactions intended to deepen self-awareness and connection between members of the pod

Consistent “Wellness Calls” with advisory Teachers: Families have direct access to their child’s advisory teacher. Each student is assigned two advisory teachers for the year who will be their primary points of contact. Advisory teachers make “Wellness Calls” to every child in their advisory at least 1/month. The guidance is for advisory teachers to contact families in an ongoing way that is based on their mutual relationship—to check-in, to celebrate a highlight from their student’s day, etc. In an initial conversation, teacher and family discuss how they’d like to communicate, frequency and even schedule, if helpful to the family.

Additionally, DC Prep is in the process of redesigning its master schedule to create more opportunity to integrate SEL into the school day. We are also revising the programming, curriculum and pacing (to varying degrees based on grade level) in our ELA and Math content areas that will allow for teachers to intervene with students both academically (by using a just-in-time approach to instruction) and social-emotionally (through restorative practices).

For students who are showing the need for more intensive, one-on-one supports, DC Prep offers the following supports:

- Advisory is the 45-minute block of the day for intentional SEL.
- Advisory is when students get prevention programming including sexual assault prevention and sex ed provided by clinicians.
- All content teachers are advisors so they are familiar with and can integrate SEL into content classes based on what their advisory is, learning through their prep work.
- Campuses submit applications to partner with the Wendt Center for their Resilient Scholars program focusing on grief and loss. We’ve engaged in this partnership for several years and find it very impactful for our students.
- We have also trained all leaders via a training led by the Wendt Center on grief and loss, identifying it in students and supporting all students by leveraging grief-informed practices in addition to trauma-informed practices in the classroom.

**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.**

DC Prep has partnered with the Wendt Center to provide leader and teacher training on trauma and grief-informed practices with welcoming students and families back to school, providing Tier 1 supports and integrating our approach throughout the school day. All students get proactive trauma and grief supports via our advisory block, which is the first 45 minutes of the day. Additional supports connected to our staffing model that we have in place for student’s return to school include: transitioning our dean to student support coach where they have additional capacity to lead a number of Tier 2 groups, leveraging our DBH clinicians at 5 of our 6 campuses to lead Tier 2 groups and Tier 3 individual services, expanding our SPED continuum

to provide a dedicated licensed clinician for the SPED caseload and the additional of a behavior specialist and academic specialists providing target services to students on the caseload. We have also partnered with the WISE Center for additional clinical capacity for students, families and staff through the transition. Additionally, our behavioral support model continues to evolve, including the use of logical consequences and restorative conversations facilitated by teachers and leaders to support classroom community.

Our discipline policy from SY20-21 can be found on our website [here](#). We are updating our Code of Conduct for SY21-22, which will be available at the end of July at the same link.

**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.**

DC Prep contracts with Revolution Foods ([www.revolutionfoods.com](http://www.revolutionfoods.com)), a company started by former educators dedicated to the idea that all children should have access to healthy, fresh (often organic) food on a daily basis. Revolution Foods meals feature fruits and vegetables, healthy carbohydrates, and lean protein. School menus are posted on a monthly basis on DC Prep's website, along with a list of resources to other grocery and food distribution sites around the city.

Breakfast and lunch are free for all students. Meals are served either in the cafeteria or in classrooms, depending on the grade level and school schedule. If a student has a known food allergy or dietary restriction, families should let the school staff know. In some cases, it may be possible to accommodate a child's dietary needs in DC Prep's meal orders, but a doctor's note will be required. DC Prep's Operations team will work with families as needed to make appropriate arrangements to ensure every student has access to safe and nutritious food.

For our students who access our school through remote learning options, DC Prep will coordinate directly with each student's family to determine what their meal needs are. If a family confirms that they would like access to school meals during the period that their child is enrolled in remote learning, DC Prep will coordinate with each family to make appropriate arrangements.

For a single student who is self-quarantining due to a potential exposure outside of the school, the Operations Team from the student's DC Prep campus will coordinate directly with the student's family to determine what their student's meal needs are. If a family confirms that they would like access to school meals during the quarantine period, the school will coordinate with the family to make appropriate arrangements.

In the event that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, the Operations Team from the applicable DC Prep campus will coordinate directly with each student's family in the cohort to determine what their student's meal needs are. If one or more families in the cohort confirms that they would like access to school meals during the quarantine period, the school will coordinate

with the applicable families to make appropriate arrangements.

In the event our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through a grab-and-go meals distribution process at select DC Prep locations. This meals distribution process would include shelf-stable meals that could be consumed over the course of a few days. All meals would be available at no cost to families.

## **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.**

As in the past, DC Prep will continue to support the social-emotional and mental health needs of all of our staff by:

- Providing affordable health care plans to all staff, including a free option to any employee that participates in our "employee only" HMO plan. All of our health plans offer free (i.e., no co-pay) mental health coverage
- Providing an Employee Assistance Program. Any employee who wants help with a variety of needs (e.g., stress, life transitions, divorce/separation, grief & loss, substance abuse, work-life counseling) can access up to 3 no-cost problem resolution sessions
- Providing free access to a financial planner and a paycheck advance program, to help staff members address financial stressors

Last year, we also created a Wellness Toolkit, with information on our health (including mental health) benefits, local health resources in Wards 5, 7 & 8, and resources for mental and physical health.

In addition, over the past two and half years, we've been investing in the adaptive leadership skills of our adults across DC Prep. We have partnered with Matt Taylor's Noble Story group to help our adults reflect on the same skills as our students: to identify their own values, self-awareness, self-management, social awareness and relationship skills. We're building that focus into all facets of our work-- including, for example, the way in which our leaders coach teachers, and how we as an organization can support all of our teachers and staff.

We are participating in grief and loss work with the Wendt Center.

We are adjusting our adult learning opportunities, especially Wednesday PD and coaching, to allow for more

time and space for planning and collaboration. These refinements will allow for more opportunities for differentiated development and we hope will create the conditions for a fulfilling work experience.

## **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.**

DC Prep plans to continue to communicate with families about safe reopening, student wellbeing, accelerated learning, and feedback incorporation clearly and consistently through monthly org-wide emails, website updates, social media, and campus bulletins. 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. DC Prep will also be making routine wellness calls to families throughout the school year. Prep Packs (weekly campus newsletter for parents) are sent electronically with important information from campuses. Once our CEP is approved by OSSE, we will circulate it to our families in both English and Spanish.

DC Prep has hosted several family town hall meetings, as well as 1:1 conversations with families, to provide updates and solicit feedback from families. We have a [Google Form](#) (located on our website and included in every monthly email) where any member of our community can submit feedback or request information.

Our team will solicit, review and incorporate feedback on an ongoing basis so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. Students will have coaching conversations with their Pod teacher to review their Individualized Learning Plan. There will also be 4 Parent Teacher Conferences that are planned throughout the year. We will also distribute Quarterly Report Cards.

DC Prep will be hosting virtual orientation weeks prior to the beginning of the year. During those weeks, families will:

- Get updates from the school leadership
- Meet their advisory teacher
- Receive Tech Training
- Students will have coaching conversations with their Pod teacher to review

## 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.

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity on-line; and participation in class discussions.

All students had access to school-provided equipment by the first day of school SY2021. Technology issues were addressed on an ongoing basis as families reached out for support. No tech issue took more than 48 hours for a response from DC Prep staff, and subsequent follow up occurred until the issue was resolved (getting new tech, repairing tech, trouble-shooting issues to resolve remotely, etc.). DC Prep first began offering on-site learning options to students in April for Q4 Enrichment.

For these students who were consistently less engaged with learning, the school is considering the following strategies:

- Summer school
- Summer family meetings and strategy conversations to create plans for engagement in the fall
- Partnering with the WISE Center for support with informal family therapy to identify underlying needs impacting student engagement connected to home and family and placing an emphasis on building strong relationships with families to best support the needs
- Advisory during the school year will be an in person check each day to build investment and do ongoing one on one check-ins with students about their goals and progress, including attendance, engagement, grades, social emotional development, etc.

The LEA will review data on student engagement on the following basis:

- **Weekly** during co-teacher data meetings to review student progress, gaps and problem solving
- Student Support Team manager (Assistant Principal) will review RTI data **monthly** (at least) to determine which students need to be referred to SST for additional support
- Campus leadership teams, with teachers, will review all student data (academic, attendance, behavior, student survey, family survey, etc.) **quarterly** to step back on progress, gaps and advance targeted plans for small groups of students where need is greatest.

Parents will be notified as follows:

- Parents receive a wellness check-in from advisory teachers **at least once a month** for all students. For students who are consistently less engaged, as defined by attendance, grades and discipline record, parents will receive communication from teachers at the first sign of concerns and will have subsequent follow up ongoing, as needed.
- All students identified with concerns will have a plan put in place by one of their teachers. If progress is not made, the student will be referred to the Student Support Team.
- DC Prep has partnered with the WISE Center for additional clinical capacity to support the transition of students and families back to school, specifically targeting engagement in Q1 and as long as needed,

to address the gaps noted in engagement during virtual learning. This includes an additional clinician on campus 2 days a week, adding to the existing student support team consisting of a Student Support Coach, Licensed Clinician, Behavior Specialist, DBH clinician and Community Assistant Principal.

### **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;**

DC Prep will offer the following non-state summative assessments to eligible students in the 2021-22 school year.

- NWEA Map K-8 ELA and Math
- ANET Interims Math and ELA 2nd-8th
- F&P K-8
- Dibels K-5
- TEMA, PPTV, Junior PS-PK
- CLASS PS-PK
- ELL Access
- F&P Reading Assessment is primarily used to measure student proficiency in English reading and writing. Speaking and Listening are assessed through internal unit assessments and exit tickets aligned to grade level Speaking and Listening Common Core standards.
- Science: Internal end-of-unit assessments

- **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);**

As these are summative assessments, they will be conducted:

- NWEA Map K-8 ELA and Math -- beginning of year (BOY) and end of year (EOY)
- ANET Interims Math and ELA 2nd-8th -- 4x/year (typically September, December, March, and May)
- F&P K-8 -- 3x/year (typically September, December, and May)
- Dibels K-5 -- 3x/year (typically September, December, and May)
- TEMA, PPTV, Junior PS-PK -- 2x/ year
- CLASS PS-PK -- 1x/year
- Science: internal assessments -- at the end of every unit

- **d. Whether you set goals<sup>3</sup> 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**

Results will be used internally for action planning and problem-solving with staff, students and families and,

if needed, for school accountability.

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

Goals: Our vision is for students to matriculate from our school prepared to be successful in college preparatory high schools. We monitor their progress towards meeting the goals as follows:

Goal	Metric	Leading Indicators
<p><b>Reading Growth</b></p> <p>90% of of students in each grade level from PS to 8th grade meet their individual reading level growth target which sets individual students up to meet grade level achievement targets within 3 years using accelerated goals.</p>	<p>PS-PK: Junior 3x/year [Google Tracker]</p> <p>K-8: F&amp;P 3x/year [Google Tracker]</p>	<p><b>K-5:</b> Reading Growth Progress Monitoring bi-weekly for Reading Level [Google Tracker for Reading Level data]</p> <p><b>K-5:</b> Dibels Progress Monitoring 3 times/ year for students on level; every 2-3 weeks for students “at-risk” [Amplify for Dibels]</p>
<p><b>Literacy Achievement</b></p> <p>90% of 3<sup>rd</sup> graders achieve the reading level target of P by the EOY; and 90% of 8<sup>th</sup> graders achieve the reading level target of Z by the EOY</p> <p>90% of 3<sup>rd</sup>-8<sup>th</sup> graders score a 2 on all constructed response items of ANET for ELA (0-1-2 scale)</p> <ul style="list-style-type: none"> <li>- 45% by ANET 1</li> <li>- 60% by ANET 2</li> <li>- 75% by ANET 3</li> <li>- 90% by ANET 4</li> </ul>	<p><b>K-8:</b> F&amp;P 3x/year [Google Tracker]</p> <p><b>2-8:</b> ANET 4x/year Constructed Response Items (Main Idea &amp; Short Response Constructed Response Items) using the Lavinia Rubrics [My ANET]</p>	<p><b>K-3</b> Foundations End of Unit Assessments periodic on when the units end [illuminate]. Note: 3rd grade may be only for SY21-22 given 2nd grade data.</p> <p><b>3-8:</b> Main Idea Assessments Scored with MI Rubric (adjust to be Context based reads, not cold reads) bi-weekly; could layer in Short Response Scores with SR Rubric over the course of the year [Illuminate]</p>
<p><b>Math Achievement</b></p>	<p><b>PS-PK:</b> TEMA 2x/year</p>	<p><b>PS-PK:</b> TEMA Math Tracker</p>

<p>90% of PS-PK students achieve the 60th percentile or higher on TEMA by EOY</p> <p>90% of Kinder- 1<sup>st</sup> graders achieve 90% or higher on Math Internal Interims by the EOY</p> <p>90% of 2<sup>nd</sup> -8<sup>th</sup> graders achieve 65% or higher on the average of Math Interims as measured by ANET by EOY</p> <p>90% of 2<sup>nd</sup> - 8<sup>th</sup> graders score a 2 on the constructed response items of ANET for Math</p> <ul style="list-style-type: none"> <li>- 45% at 2 by ANET 1</li> <li>- 60% at 2 by ANET 2</li> <li>- 75% at 2 by ANET 3</li> <li>- 90% at 2 by ANET 4</li> </ul>	<p>[Tracker]</p> <ul style="list-style-type: none"> <li>· <b>K-1:</b> Internal Math Interims 3x/year [Illuminate]</li> <li>· <b>2-8:</b> ANET 4x/year Multiple Choice Items [My ANET]</li> <li>· <b>2-8:</b> ANET 4x/year Constructed Response Items [My ANET] - Score using DC Prep Problem Solving Rubric</li> </ul>	<p><b>K-1:</b> Math Meeting Trackers bi-weekly [Illuminate]</p> <p><b>2-8:</b> Math CRA connected to standards within the current unit or from previously taught unit scored with DC Prep Math Rubric monthly [Illuminate]</p> <p><b>2-8:</b> Math FA exit tickets administered at the end of each math trajectory (will vary by grade level and unit between 1-4 weeks typically) typically MC items [Illuminate]</p>
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- **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**

**ELA**

For ELA, we expect students in Kindergarten through 8th grade to meet grade-level proficiency as determined by a combination of factors including reading level growth and achievement according to F&P, interim assessments in grades 2-8 and ultimately PARCC. We believe in a growth model so that students have time to make progress if they are far behind to start.

Monitoring progress will be similar to previous years. We use benchmark formative assessments monitored through common data systems (e.g., google sheets, Schoolzilla and Illuminate) and devote professional development time with teachers to analyze the data, collaborate and problem solve using the data and reflect on growth. We also use Coaching meetings which all teachers participate in for our internal coaches to support student and teacher growth and achievement. Finally, our Academic Team provides additional support and training through professional development and coordination with external consultants.

**Math**

For math, we expect students in Kindergarten through 8th grade to meet grade-level proficiency as determined by a combination of factors including interim assessments in grades K-8, math fluency assessments and ultimately PARCC. We believe in a growth model so that students have time to make progress if they are far behind to start. Monitoring progress will be similar to previous years. We use benchmark formative assessments monitored through common data systems (e.g., google sheets, Schoolzilla and Illuminate) and devote professional development time with teachers to analyze the data, collaborate and problem solve using the data and reflect on growth. We also use Coaching meetings which all teachers participate in for our internal coaches to support student and teacher growth and achievement. Finally, our Academic Team provides additional support and training through professional development and coordination with external consultants.

## **Science**

For science, we expect students in Kindergarten through 8th grade to meet grade-level proficiency as determined by internal end of unit assessments aligned to our curriculum. We devote professional development time with teachers to analyze the data, collaborate and problem solve using the data and reflect on growth. We also use Coaching meetings which all teachers participate in for our internal coaches to support student and teacher growth and achievement. Finally, our Academic Team provides additional support and training through professional development and coordination with external consultants.

## **English language proficiency**

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after 3 years through our Inclusion/ Collaborative Teaching Program.

- **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 currently have 8 students enrolled in non-public schools. They are enrolled in Accotink Academy, Children's Guild PG County, High Road Howard County, High Road PG County, Kennedy School, Pathways Horizon and Phillips School Laurel, per OSSE's placement process. We collaborate with each of the above-named schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: receiving and reviewing their continuous education plans, participating in annual IEP meetings to ensure appropriate IEP goals and services are delivered, reviewing quarterly progress reports to confirm that students are making progress, supporting attendance interventions, and at times providing devices for students to learn virtually. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption by conducting outreach to families as requested by nonpublic school teams, participating in annual IEP meetings to ensure appropriate IEP goals and services are delivered, and responding to parent requests for support with their nonpublic school teams.

### 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.

DC Prep has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use our data systems which combine the use of Illuminate, Google tracking Sheets, Amplify for Dibels and compiled data from Clever into our Schoolzilla platform. The plan provides teachers and leaders with the information they need to collect, analyze and support our staff in addressing student learning needs. The plan includes a variety of reports and analysis and regular meetings with teachers and their coach, co-teachers and content/ grade-level teams. These happen regularly on Wednesday afternoons from 2 to 5pm and throughout the week when teachers have non-instructional time. The plan provides the schools with data to inform instruction and develop targeted interventions for students using a multi-tiered system of supports.

#### 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.**

**Adjusted class/block/bell schedules:** Extended time for literacy and math to be used flexible for just in time assessment and flexible groups as a part of our tier one to address and scaffold pre-requisite skills in the context of maintaining rigor of the standards.

**Longer school day:** DC Prep has a longer school day than typical DCPS schools (7:30am to 3:45pm)

**Summer 2021 programming:** Expanded summer program being offered to 30% of students from all schools targeting students with concerning assessment, attendance and work completion data from SY20-21 and all students with ESY. Leaders will be co-teaching alongside summer school teachers to reinforce SEL, ELA and Math high priority standards and skills.

**Summer 2022 programming:** To be determined.

**New intervention program or support:** We are redesigning our focus on our MTSS in particular how we plan and support at Tier 1 and Tier 2 to provide for just in time assessment and a focus on high priority standards.

**New uses of staff planning time for accelerated learning:** We are using an updated master schedule to allow teachers to provide high quality instruction aligned to the rigor of the standards while utilizing flexible groups to address pre-requisite gaps.

**New professional development for staff on accelerated learning:** We have designed a new “Preparedness Process” we will train teachers on to support them in deepening their content knowledge in order to support

students. We will also train on high leverage practices intentionally in instruction; culturally responsive practices; systems for collaborative student support planning; universal design principles reflected in instructional design; and systems for addressing learner variability.

**New hardware purchase:** We are providing all students with an at-home Chromebook for grades PS-8 in addition to having access to in-school Chromebooks for grades K-8.

**New software purchase:** Amplify to support Dibels progress monitoring. Dean's List to support SEL tracking. PowerTeacherPro to support gradebook entry.

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

We will offer professional development on safe re-opening (safety and operations and routines); student-centered learning and just-in-time assessment based on academic data from students; social-emotional learning and establishing positive and safe classroom communities with a principles approach to student behavior. This is based on feedback from staff, students and families as well as data that suggests a need to focus on student-centered learning and proactive social-emotional culture. This process is being led by our Chief Academic Officer, Home Office Academic Team, and Principals. We have been training our Campus Leaders since April through a series of Taskforce Meetings and Summer School Preparation Meetings, and will use our month-long July Leadership Preparation Period for the same purpose. We are piloting many of our new ideas during our expanded Summer School in July.

Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will have regular stepbacks to analyze data and collect input on our progress and achievement. We will be well positioned to address new and emerging needs through a robust MTSS and many structures and processes for data analysis, collaboration, feedback and action planning.

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

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning:

- Providing students with technology for at-home use
- Using an LMS platform (Google Classroom and Seesaw) and integrating Academic Technology.

We will continue to use these strategies throughout the 2021-22 school year. As stated earlier, all DC Prep students will be provided with one Chromebook for use at school and one Chromebook for use at home. We know this has been effective so that all students can engage in learning remotely at home and we want to be prepared in the event we need to quarantine a class next year. We also have seen the benefits of an LMS for family communication, students completing assignments and work completion. We will continue to use and monitor these practices through our Tech Team chromebook distribution and support plan, and through

training and support to teachers and families to continue using Seesaw and Google Classroom.

**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.**

N/A

### **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.**

For any students who continue to receive specialized instruction and related service in a distance learning setting, DC Prep will conduct regular and responsive parent training sessions, including family orientations and individual student/ family meetings to ensure that parents/ caregivers are prepared to reinforce and transfer skills with teachers and/ or service providers. Training will be provided remotely through an online video conferencing platform. These training sessions will be conducted both prior to the start of school and during the entire period of distance learning.

For any students who continue to receive specialized instruction and related service in a distance learning setting, DC Prep will conduct individual meetings with each student and family prior to the start of the school



year. During these initial conversations, DC Prep staff will assess any unique needs of each family, focusing on those with specific disabilities that require modifications to communicate and/ or access learning platforms. DC Prep's Distance Learning Leaders will train all virtual teachers on how to effectively assess needs of families during these conversations, and dependent upon needs assessed at the start of the school year, the Teacher and Special Education Coordinator, in partnership with their Distance Learning Leader if necessary, will establish specific communication protocols for individual family members with specific needs.

All of DC Prep's students will be assessed at the beginning of the school year. DC Prep's students with disabilities will be assessed through the whole school assessment process to set a baseline for progress monitoring throughout the school year. This data will be analyzed alongside assessment and anecdotal data collected during the period of remote learning that took place from March 16, 2020 through June 22, 2021. The data analysis, teacher input and parent input on remote learning effectiveness will allow DC Prep to determine the severity of the impact of learning loss due to the ongoing pandemic. Special education data will be compared to general education data to determine the rate of learning loss across all students. This will ensure both equitable access to interventions and the LRE continuum while also ensuring that accelerated or distance learning approaches are not used to place students unnecessarily in more restrictive environments.

Additionally, DC Prep will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: Prior to the start of the school year, Special Education Coordinators together with their MDTs will analyze end of school year data from June 2021, which includes services delivered and progress toward IEP goals. Special Education Coordinators will notify families of the overall service delivery plan with timelines that outline additional rounds of communication from teachers and related service providers to schedule services. Throughout September 2021, special education team members and related service providers will assess students' progress in order to identify student proficiency levels in all areas. MDTs will use these updated proficiency levels for students to determine what, if any, adjustments to IEPs should be implemented in order to ensure access to accelerated learning in each area of need.

DC Prep will deliver accelerated learning through full-time in-person instruction that allows students to participate in general education whole group instruction, general education small group instruction, and specialized instruction services delivered in the manner most appropriate to the students' needs. DC Prep will use the aforementioned beginning of year assessment process coupled with analysis of remote-delivered services to make determinations about the most appropriate services for each student with a disability. Students may receive individual or small group specialized instruction in conjunction with DC Prep's overall continuous education plan supports to ensure their learning can continue in an appropriately accelerated manner. DC Prep will deliver related services as outlined on a student's IEP in person during the school day. Sessions will be documented in SEDS under related service session notes.

DC Prep will continue collaborating with families to find mutually agreeable times to hold IEP and eligibility meetings to ensure compliance with IDEA timelines, and as part of these meetings will discuss with families which instructional approaches for accelerated learning are appropriate for their child. Communications with families will also be documented internally, via Prior Written Notices, and in the communications log in SEDs.

DC Prep will conduct additional outreach to families experiencing homelessness and those in the care of the District of Columbia to ensure that their learning needs are met.

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

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

N/A

**English Learners**

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

- **a. The LEA's approach to screening English learners across all grade levels, including a system for 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 will take the Pre-IPT or WIDA Online Screener within the first month of enrollment to determine level of English proficiency. For students who are medically fragile and, therefore, not attending school in person, they will be engaged in a one-on-one virtual screening. DC Prep's EL students will be assessed through the whole school assessment process to set a baseline for progress monitoring throughout the school year. This data will be analyzed alongside assessment and anecdotal data collected during the period of remote learning that took place from March 16, 2020 through June 22, 2021. The data analysis, teacher input and parent input on remote learning effectiveness will allow DC Prep to determine the severity of the impact of learning and language loss throughout distance learning. EL data will be compared to general education data to determine the rate of learning loss across all students.

DC Prep notifies families within 30 days of the start of the school year, or within 2 weeks of administering EL screening if students are enrolled after the start of the school year. DC Prep issues letters to families indicating the results of their child's screening and the aligned placement into EL programming and also contacts families via phone or in person to explain or follow up on the notification letter.

Once the student's learning needs are understood, the student will receive English language instruction through full-time in-person inclusion instruction that allows students to participate in a mixture of small group and/ or individual instruction to access grade-level content most appropriate to the students' needs. DC Prep will use the aforementioned beginning of year assessment process coupled with beginning of year WIDA or Pre-IPT assessment information to make determinations about the most appropriate services for each student with English learning needs. Students may receive individual or small group instruction in conjunction with DC Prep's overall continuous education plan supports to ensure their learning can continue in an appropriately accelerated manner. The Special Education Coordinator at each campus, in consultation with the Director of Special Education, will progress monitor student growth periodically in order to assess the ongoing fidelity of EL programming. Continued monitoring of language acquisition will occur per our plan, as described in question 10.

#### **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.**

DC Prep has begun our phased reopening process, which will culminate in a full reopening for SY21-22. We began with Spring Enrichment programming on Wednesdays, spring in-person gatherings (i.e. graduation), and will be expanding our summer school programming in order to continue taking steps towards a full, in-person reopening in August.

DC Prep plans to use the ESSER III-ARP funds to fund initiatives around and in support of reopening our schools for SY21-22. We will use this funding to make our school buildings safe for learning, expand our mental health partnership with the WISE Center for student, staff, and family supports, stand up a small virtual program for students who are medically unable to attend in-person learning, and to contract with external partners like Jounce and Roots Connected to improve our internal skill sets in many of these initiatives.

We have continued to follow guidance from the city and health officials, and have purchased extensive COVID PPE and supplies, screening / staff testing materials, and increased janitorial services throughout the year.

We will revisit how to use the balance of stimulus funds to support more explicit academic recovery

programs in SY2223 and SY2324 based on ongoing data analysis and community feedback.

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> 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.**

DC Prep plans to fully reopen school buildings in the fall for all students five days a week. We believe that we can reopen each of our 6 school buildings safely and we believe that in-person learning is the best way to support students' academic & social-emotional growth. We will be working to hire several additional strong recovery intervention teachers to help us accelerate students' academic growth, and incorporating make-up SPED services to ensure that our students with disabilities can make up for lost instructional time.

As part of our reopening efforts, DC Prep will be expanding our summer school programming. In typical years, summer school is held at one of our clusters. This summer, we will be holding summer school at each campus, and expanding our efforts to welcome ~500-600 students starting on July 19th. The first half of each day will be summer school programming. During the second half, campus leadership teams will evaluate the daily lessons and safety procedures and continue to refine efforts to improve our programming not only during the summer, but as we prepare to fully return to the buildings.

As we begin SY21-22, we are developing an assessment plan to gather data analysis and evidence on how our students are coming into the school year academically. DC Prep will continue our data informed and refined small group teaching model, which ensures each student gets small group instruction tailored to their specific needs. Some of the metrics we will be assessing include reading growth, literacy, and math achievement metrics, as well as student and family surveys throughout the course of the year. We believe gathering this evidence, and additional staff and supports, will help us to develop ongoing, strong curriculum to address learning loss.

**21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>7</sup> of the funding.**

DC Prep has been working to help our community recover from the last year and a half across a variety of methods: taking a multi-year view, creating an inclusive planning process, investing in mental health, attempting to prioritize and manage complexity, and acknowledging the need for flexibility. One key part of all of this is mental wellness supports, which factors into our multi-year approach.

We acknowledge that each member of our community has sustained some form of trauma as a result of the continuing pandemic. In addition to academic interventions, health and safety measures, and working towards academic acceleration, we are prioritizing wellbeing. We are planning to use federal funding to expand our partnerships with the WISE Center to provide additional clinicians and clinical supervisory support. We will also be sourcing and providing grief and loss training across our network to help our students, families, and staff as they return back to the buildings. We will continue to build on this framework in SY22-23 and SY23-24 so that we can provide high-quality counseling, trauma, and wellness services across our community.

**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.**

COVID-19 has affected every single member of our community. Since our founding in 2003, DC Prep has adopted and served students with disabilities using an inclusion model across our network. Students with special needs are fully integrated into their grade level classes, ensuring access to grade level content and participation in classroom activities and discussions. Our special education teachers push into the general education classroom and work alongside the general education/lead teacher, providing individual or small group support to students requiring it. During SY20-21, we added one Academic Specialist and one Behavior Specialist at each of our six campuses, who serve on the campus leadership team and create targeted intervention plans for our special needs students.

An integral part of the DC Prep model is tier two interventions, skill-based small group sessions that are grouped and regrouped based on interim data, unit assessments, and teacher recommendations. Every student at DC Prep (regardless of their academic record) participates, thereby ensuring time in the daily calendar for special education students to receive more targeted support. This part of our model occurs both in virtual and in-person settings.

Over our 18 years, we have seen growth in this student group, yet there exists a persistent achievement gap between our special education and general education students, which we will continue to work to improve in preparation for the beginning and first quarter of SY21-22.

We will continue to make intervention and co-teaching a part of our work and development for all teachers, and will continue to dedicate professional development time to learning more about inclusion, Universal Design Learning (UDL) and co-teaching to improve our content knowledge schoolwide for all of our 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.