

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: DC Scholars PCS

LEA Head of School Name: Jennifer Leonard

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.

Operation Plan for DC Scholars PCS allows for on-site learning for all students for 180 days at 6 hours per day, or 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). (attached as supporting document) And a sample schedule of a typical school week can be found [here](#).(attached as supporting document)

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

- Formal letter of notification via email, Robo call, posting on our website and learning management system, Class Dojo.
- If families have questions, we will share pertinent contact information and continue use of our tech hotline for technology questions, and schoolwide email listserv info@dcscholars.org as a one stop shop for questions to be disseminated to key school personnel.

For school year 21-22, we are implementing a 2:1 model for all scholars PS thru 8th grade. In this model, all scholars will receive an electronic device (tablet, PS-PK; Chromebook K-8) for use at home. These devices will be used to complete homework assignments throughout the year. In the event, we have to transition to distance/virtual learning, scholars will be able to immediately engage with teachers and staff through Class Dojo, our schoolwide learning management system, which will provide immediate access to Zoom links, assignments, and resources for at-home learning. Technology distribution will be staggered and computers wiped down before distribution. This will ensure appropriate spacing, limited contact and safe distribution.

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:

- Dissemination of materials: Without requiring families to unnecessarily endanger others, how can they access materials needed for uninterrupted learning?
 - All families will be provided access to our learning management system at the start of the

school year during Open House and mandatory family orientation sessions. This sessions will give families a unique code to their child's homeroom teacher and learning resources. In the event of an isolated case, families will have access to any missed assignments and direct communication to their child's teacher for support.

- Uninterrupted instruction through remote learning: How will you ensure families have equipment?
 - All families will receive an at home learning device (tablet, PS-PK; Chromebook, K-8) at our annual Open House. Throughout the first six weeks of school, families will receive training and tutorial videos for Zoom, Class Dojo, and Google Classroom to ensure, if needed, a smooth transition to remote learning.

In the event a staff member needs to quarantine due to an identified or suspected case of COVID-19 or provide limited distance learning, our LEA will enact the following plan:

- All staff members will be trained on Zoom during our August Orientation sessions to provide them with technical guidance and support for learning at home to ensure there's no disruption to instruction.
- If the staff member is required to quarantine, but students can safely attend school, we've included in our staffing model two long term substitutes who can immediately step in and provide in person direct instruction.
- All staff members will be required to take home their school issued computers on a daily basis in the event they may be required to quarantine at home.
- Virtual instruction will follow a similar schedule of the day including literacy and math instruction. Staff will be required to submit a virtual plan, as part of emergency sub action planning, that outlines how families will access their Zoom link, a communication letter, and the assignment(s) for the day.
- School administration will send communication to families of the staff member's class notifying a transition to distance learning for xxx number of days.
 - All homerooms PS-8th will receive a dedicated Zoom link in the event a teacher needs to provide instruction virtually.
 - All families will receive information during Open House for access to teachers Zoom and all teachers are trained on how to use our LMS, Class Dojo, to communicate with families for posting lessons and clear directions on how to access instruction.

Choose what is accurate:

The operations plan can be implemented in our current facilities.

OR

The operations plan cannot be implemented in our current facilities and we are working with: LIST government agencies and private vendors to secure additional space.

The operations plan can be implemented using our current staff and anticipated hires.

OR

The operations plan cannot be implemented without hiring additional staff.

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) Friendship PCS
- 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.**

answered below

- **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;**

answered below

- **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**

answered below

- **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.**

DC Scholars will offer a remote learning program through our partnership with Friendship Public Charter Schools. For scholars with an approved medical consent form, Friendship will offer a distance learning program through its DC Public Charter School Board approved Friendship K-8 Online Campus (Stride K12) and 9-12 Friendship Collegiate Online Academy (Edmentum). The DCPCSB has reviewed information provided by each online provider, including the curriculum, during the approval process. Both providers offer over 25 years of online experience, utilize a curriculum that is Common Core aligned, and program for at least 6+ hours of daily instruction. A scholar's daily schedule can involve whole group instruction, small group instruction, and participation in office hours. Moreover, Stride K12 and Edmentum use a learning management system that was internally developed at each company and both will train parents and scholars on how to navigate the LMS. Additionally, DC Scholar's students will have the opportunity to engage in virtual classroom connections, social emotional learning, and social events with their peers and teachers at DC Scholars including morning meetings, lunch buddies, and our social-emotional and wellness curriculum. Friendship will provide each scholar a Chromebook and access to WIFI. DC Scholars will provide materials aligned to students' accommodations and services from their 504 or IEP plan or in relation to their needs to be successful with at home learning (i.e. headphones, folders, writing utensils, notebooks, etc.). A scholar will be assigned a learning coach (parent + teacher of record) to monitor and support the scholar on a daily basis. Stride K12 will directly mail each participating student all the instructional materials needed to support the online learning. EdOptions provides all instructional materials needed for each course online. All related services will be provided virtually through the DC Scholars related services provider team.

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.**

DC Scholars will be implementing a strategic plan to provide whole child approaches and social emotional learning adapted from resources provided by Turn Around for Children. The three core practices are: building relationships, structured environments, and social-emotional-behavioral learning. DC Scholars will implement 4-6 weeks of focused and expanded opportunities for relationship building to support the building of relationship trust between teachers and students and between students. This will include times throughout the day to get to know each other's background, identities, interests, likes, goals, strengths, etc. Each teaching team will be provided with look-fors and a menu of activities for building relationships (many modeled and experienced in training). Relationship building will continue after the first six weeks of school during Morning Meeting and reinforced throughout the curriculum as teacher's use student's background, identities, interests, and goals to build engagement and investment.

Our second core practice to support students as a whole child and in response to social emotional behavioral learning and mental health needs is through structured environments. Through structured environments our team will create developmentally appropriate, responsive, predictable, and consistent structures, routines, expectations, and responses to support students across their school day. This includes expectations with instruction and reinforcement aligned to our PATH values (participate, attentive, thoughtful, hard working);

normed routines that are used across teachers and blocks to support consistency and safety, and reinforcement and celebrations to build community and reinforce students.

Our third core practice of social emotional behavioral (SEB) learning will include 30-40 minutes of social skills training in PS-8th grade daily. Skills will include self-regulation, positive mindset, communication skills, perseverance, self-awareness, empathy and validation, collaboration, and growth mindset). This curriculum is being developed by the DC Scholar's team to ensure it is relevant, culturally responsive, and aligned to our core values. Teachers will implement strategies including see it (models and text connections), name it (rationale and what it looks like/sounds like), do it (practice). Throughout the day to support generalization of skills, teachers will prompt students to implement the SEB skills and narrate and praise examples of students implementing the skills. Additionally, teachers will use our academic curriculum to prompt students for social skills that will be important to implement in the lesson and highlight connections in our curriculum of SEB skills (i.e. a character that is or is not exhibiting a skill).

Students that struggle with social emotional behavioral (SEB) skills or mental health will be referred to the clinical team (counselor and social worker) or a dean/behavior technician for tier 2 or 3 support. This will include more intense and structured opportunities to learn, practice, and generalize key skills across the day, as well as connections to resources and community programs outside of school as needed (through our community connections and partnership with DBH). Parents and staff can refer a student for counseling, mental health supports, or for a SEB skills group through our clinical team referral process (available both online and via paper referrals to support access) and our response to intervention process at any time. Students will also be identified as needing social-emotional-behavioral support through a DC Scholars created screener that will be used during grade level team meetings approximately four times a year for all students (and as needed for individual students) to assess how students are doing with building relationships, meeting expectations, mental health, and key indicators for social-emotional-behavioral skills. The clinical team and student support team will use referrals and screener results to follow up with an action plan to support student needs. For students with IEPs that have Applied Behavior Analyst services or counseling, the response team will include their therapist/counselor.

Additionally, for students struggling with mental health or social-emotional-behavior needs, our clinical team (counselor and social worker) will assess through teacher, student, and family touch points any contributing factors and needs. Based on contributing factors the team could provide any of the following supports:

- Follow up from our homeless liaison (school social worker) to support shelter, food, clothing and supply needs (homeless liaison has a list of community partnerships and direct resources to support)
- Counseling and mental health services (in school through clinical team or through our community connections including DBH)
- Social Skills Group/Lunch Bunch to support peer relationships with clinical team and/or our behavior technicians team
- Peer Buddy (within and across grade levels)

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

Our DC Scholars approach to discipline is grounded in training our staff on trauma-informed practices, with positive reinforcement, positive behavioral interventions and supports, and restorative practices. We believe building strong relationships with scholars and families will be at the forefront of our work for the return to

in person learning. In our disciplinary model, we are using a tiered behavior approach to ensure scholars teachers feel empowered to support all minor infractions in their classroom as outlined in our school wide discipline policy. With the use of least invasive responses, our goal is to keep our scholars in class and provide additional push in support from our grade band behavior techs, deans, and instructional coaches.

Please see DC Scholars' approach to Student Culture [here](#) as well as our positive behavior intervention toolkit [here](#). Our student culture model and resources coupled with our behavior intervention toolkit ground our work in ensuring that there are supports in place to address a variety of needs of our students (social, emotional, mental, etc) across several levels of frequency and intensity. Together, our School Director, Manager of Student Culture, Deans, Behavior Techs and Clinical Team (counselor, social-worker, etc) work together to ensure aligned development of all leaders and staff in executing upon our student culture vision for scholars.

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.

Our LEA contracts with Preferred Meals. DC Scholars will use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated. To the extent feasible, students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation to the extent feasible. Additionally, students will wash hands before and after eating, and may not share food, utensils, cups, or plates. Staff will wash hands before and after preparing food, and after helping children to eat. Tables and chairs will be cleaned and sanitized before and after the meal by teachers and others as appropriate. If needed, some students will eat meals in the cafeteria and reduce mixing by:

- Staggered mealtimes providing time for cleaning and disinfecting between use or dividing up the eating space.
- Six feet distance markers in queue lines.
- One-way traffic lines indicating student flow through the space.
- Marked seating that adheres to six feet separation.
- One-way traffic to and away from waste receptacles.
- Six feet separation or physical barrier from food services staff.

For our students who access our school through remote learning options, meal kits will be provided for a 5 day period and will be distributed every Wednesday from 1:00 pm - 4:00 pm. Meals will be served frozen and shelf stable with detailed instructions on what goes together and how to reheat/prepare them. The meals are then to be consumed from Thursday-Wednesday of the next week and then the next week's kit will be picked up on the following Wednesday.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided by a staff member who will take a frozen and shelf stable kit with detailed instructions on what goes together and how to reheat/prepare them to the student's home. The meals will be left outside of the student's door to limit potential exposure of staff. The family in question will be contacted prior to the scheduled delivery to arrange a convenient delivery time by phone and email.

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals by a staff member who will take a frozen and shelf stable kit

with detailed instructions on what goes together and how to reheat/prepare them to each student's home. The meals will be left outside of the student's door to limit potential exposure of staff. Families will be contacted prior to the scheduled delivery to arrange a convenient delivery time by phone and email.

In the advent our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meal kits will be provided for a 5 day period and will be distributed every Wednesday from 1:00 pm - 4:00 pm. Meals will be served frozen and shelf stable with detailed instructions on what goes together and how to reheat/prepare them. The meals are then to be consumed from Thursday-Wednesday of the next week and then the next week's kit will be picked up on the following Wednesday.

We will communicate meal policies and procedures including when and where meals may be accessed, how meals will be served and safety precautions in place for meal service via our website, School Messenger, Class Dojo and Text Messages.

2.B: Educator Wellness

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

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

Our LEA plans to support teacher and staff social-emotional and mental health needs by first asking staff what they want in place to promote their mental and physical wellness. We will survey staff at the beginning of the year and then check in quarterly to ensure we are meeting staff needs. The leadership team will use staff inputs to expand opportunities for educator wellness and adjust as needed to meet staff needs. DC Scholars will be creating opportunities for relationship and community building across our staff and teammates throughout the year to promote educator wellness. This includes opportunities for staff to build authentic and trusting relationships in and outside of school that expand their opportunities for connection. In school this will include sharing circles, ice breakers, relationship builders, and celebrations. Staff can also opt into opportunities hosted by leaders and staff based on interest including yoga club, fitness challenge, book clubs, the sunshine committee, etc. which builds on DC Scholars' staff wellness program from SY 20-21.

Quarterly all staff will have a wellness day (early release to take care of you) to support staff in having the time and space to take care of themselves and their needs.

Staff will receive a quarterly newsletter from the counseling team that highlights strategies, best practices, and resources for mental and physical wellness for staff and students. Our clinical team will also host a 'wellness corner' with staff resources (all staff can post too) for mental and physical health and a space where staff can take a break and/or meditate during the day.

During professional development, leaders and staff will model and share best practices and tips for educator wellness including guided meditations and yoga opportunities during meetings and highlight ways staff are taking care of their mental and physical needs.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through DC Scholars' benefits program which is available to all staff.

Please see DC Scholars' draft Educator Wellness Plan [here](#).

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.**

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through our family town hall sessions, mandatory summer family orientation sessions, our website, re-enrollment/enrollment events, and weekly postings on our learning management system, Class Dojo. 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. All of our materials are translated for families and we provide access to translators for families that wish to speak with a member of the school personnel. Over the course of school year 20-21, we've consistently sought feedback from families regarding our safe reopening plans. As part of our family engagement strategy, our Community Manager provides families with opportunities to express concerns, solicit feedback, and share questions with the school administration team.

Our community of staff will solicit and incorporate student and family feedback on these plans during family orientation sessions, open house, and virtual home visits prior to the start of school. Throughout the school year, staff will continue to solicit feedback during parent teacher conferences, after school events, and our quarterly town hall feedback sessions, and with support of our parent action council. Our team will solicit, review and incorporate feedback on a quarterly basis so that we can 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 distribute progress reports mid-quarter and provide quarterly report cards in conjunction with parent teacher conferences. Each week, scholars will participate in a target Tuesday activity that provides them with an opportunity to review their personal data and set 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.**

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 grades/gpa, assessment completion, general and consistent lack of engagement during virtual learning sessions. (e.g. student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative

assessments; activity on-line; participation in class discussions). Additional guidance for the 2021-22 school year: LEAs may choose to first identify the students who were consistently less engaged with distance learning in 2020-21 by grade level and academic status.

All students had access to school-provided equipment by September 1, 2020 and technology issues were addressed on an ongoing basis throughout the entire school year. Families were provided with a tech hotline to reach out and troubleshoot any challenges.

Throughout the year various attempts were made to re-engage students including daily calls from teachers and attendance committee members, office hours to provide feedback and support and using inputs from students and families to drive any shifts and refinements to our virtual learning model in order to increase engagements. Throughout the year various incentives were implemented to further invest and motivate students around attendance, punctuality, homework, class participation, etc. Additionally, a Reopening Committee team was launched in January with the goal of determining how to re-engage a subset of students in the building. In April the LEA first began offering on-site learning options to students. We initially prioritized spots for disengaged students in grade 2. Then also added students who struggled to attend assessments in class for a variety of issues - i.e. inability to focus due to home environment, need for more personalized/individualized support, etc.

For these students who were consistently less engaged with learning, the school is moving to a two teacher model in grades Preschool to 8th grade. By adding 6-8 additional special education teachers to our model DC Scholars will be able to increase small group support to students inside the classroom and in pull out spaces with the goal of increased engagement for all students.

Additionally, the LEA will review data on student engagement on the following basis: daily/weekly attendance updates, bi-weekly grade audit, mid-quarterly progress reports, and quarter report card/parent teacher conferences. Our deans will review grade band data on a weekly basis and determine support based on data as recommendations to our attendance committee or student support team.

Parents will be notified: with formal letters from deans regarding student engagement and student attendance. Any scholars that miss 3 or more days or do not appear to be engaged in lessons will receive a notice of concern, recommending a conference to determine what support systems can be put in place. Letters will be emailed directly to families followed by a phone call from our school culture team. For consistently less engaged scholars, our school culture team will refer them to our school counselor or social worker to provide additional support and engage with families to assess any trauma that may have occurred during virtual learning. The team will observe scholars in class to assess what support structure should be put in place and meet with families to discuss a 4-6 week intervention plan as outlined in our student support/RTI model.

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 Scholars will use a variety of assessment tools to monitor student performance throughout the school year. This includes EL (Expeditionary Learning) Skills unit and module assessments for ELA, Eureka unit and module assessments for Math as well as ELA and Math Anet assessments in grades 2nd-8th and Iready diagnostic and progress monitoring assessments in K-8th grade. Please see draft assessment calendar [here](#) (attached as supporting document) for SY 21-22 which includes the calendar of assessments as well as the grade bands of focus for each assessment. EL Skills and Eureka assessments are included in DC Scholars’ pacing guides, not on the school’s Assessment Calendar.

- **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);**

Please see attachment: **SY 21-22 Draft Assessment Calendar** found in supporting documents.

- **d. Whether you set goals 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**

DC Scholars sets goals based on the Iready Assessment for grades K-8th (ELA and Math) and the Haggerty Assessment for ECE. Goals are LEA specific and not state mandated. The Associate Director of Data and Technology works closely with the school’s ELA and Math Directors to monitor and analyze data after each assessment. Data is then shared with ELA and Math coaches for further analysis and built into coaching meetings for detailed action planning based on students growth and overall performance.

Goals will be finalized once IReady end of year assessments are analyzed within the coming weeks. For the upcoming school year an achievement goal will be added so that there’s a focus on both growth and achievement across all grade levels.

See draft goals for SY 21-22 below:

| Data for Accountability | | |
|--|---|---|
| | SY 2020-2021 | SY 2021-2022 <i>(Proposed)</i> |
| Attendance | 95% PS-8 | 95% PS-8 |
| K-8 Math and ELA iReady (Growth) | <ul style="list-style-type: none"> 70% of students K-8 meet typical growth in ELA and Math 70% of students who are 2+ grade levels behind meet stretch growth in ELA and Math | <ul style="list-style-type: none"> 70% of students K-8 meet typical growth in ELA and Math 70% of students who are 2+ grade levels behind meet stretch growth in ELA and Math |
| K-8 Math and ELA Iready (Achievement) | N/A | <p>SY 21-22 - 45% of students K-8 meet grade level goal for ELA and Math</p> <p>SY 22-23 -60% of students K-8 meet grade level goal for ELA and Math</p> <p>SY 23-24 -75% of students K-8 meet grade level goal for ELA and Math</p> |

| | | |
|---|---|--|
| <p>EC EL Skills</p> <p>Set goals here based on Haggerty</p> | <ul style="list-style-type: none"> • 70% of PS students achieve the EOY Target: Late Partial Alphabetic • 70% of PK students achieve the PK target: Early Full Alphabetic | <ul style="list-style-type: none"> • 80% of ECE students achieve the EOY Target for the phonemic aware |
|---|---|--|

- **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**

DC Scholars is collecting academic and IEP (Individualized Education Plan) goals progress data (including related services) from our student's (we have one student at a non-public) non public program from their report card, progress report, and standardized test scores. In areas that there is not sufficient data, we will assess the student using our LEA assessments or related services' team as needed. The DC Scholars' IEP team and the nonpublic team will meet to review the results to determine the extent of interrupted instruction and a plan for acceleration and recovery. The parent will be included in the process and IEP updates made as needed.

Our LEA will offer the following summative assessments to eligible students in the 2021-22 school year. The following table provides an overview of our LEA's assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

Please also see assessment calendar [here](#) for ELA assessments. (attached as supporting document)

| Subject Area and Goal | Content Area Details | Grade level(s) | Assessment | Administration schedule |
|--|----------------------|----------------|-------------------------|-------------------------|
| <p>Math:</p> <p>Every math students will be a proficient mathematician upon exiting the school</p> | | K-8 | iReady Diagnostic | September |
| <p>Math:</p> <p>Every math students will be a proficient mathematician upon exiting the school</p> | | Grades 1-8 | Eureka Equip Diagnostic | |

| | | | | |
|---|--|------------|--------------------------------|---|
| Math: Every math students will be a proficient mathematician upon exiting the school | | Grades K-8 | Eureka Module Assessment | About every 4-10 weeks based on grade level and length of individual modules |
| Math: Every math students will be a proficient mathematician upon exiting the school | | Grades 3-8 | ANET Interim Assessments | November 1-30 January 1-30 or March 1-30 *will be taken based on the module SAS for |
| ELL | | PS-PK | Pre-IPT | first 30 days Spring of 2022 |
| ELL | | new K | WIDA screener for kindergarten | first 30 days |
| ELL | | 1-8 | WIDA Access screener | first 30 days |
| ELL | | K-8 | WIDA Access | Spring of 2022 |

ELA

Beliefs/Philosophy

To achieve the ambitious aims of the Common Core State Standards (CCSS) and ensure our students are on a path to college, our program must include *all* of the elements of comprehensive literacy instruction:

- A solid grounding in foundational reading skills,
- Development of academic language (vocabulary and syntax),
- The steady growth of knowledge,
- Close reading experiences that allow student to gain greater skill and confidence tackling complex text,
- The ability to express thoughts clearly through speaking and writing, and
- The capacity and motivation to sustain a volume of engaged reading.

In the 2021-2022 school year, we will continue the endeavor to achieve these aims by aligning our schedule/program to these priorities and ensuring that all teachers are equipped with the training necessary for this kind of purposeful, inspired ELA instruction. Each component of our ELA program was initially implemented in the 2019-2020 school year. We will continue to build upon the knowledge and skills that will result in dramatic academic gains.

1. **Foundational Skills:** Foundational skills, including phonological awareness, phonics, and word recognition, print concepts, and fluency, are key components of learning to read. In the early grades, these components are a core part of the reading curriculum. For students in upper elementary and middle school, developing these skills will be an essential part of reading intervention.
 - a. All students K-2 receive daily instruction in Foundational Skills using the Expeditionary Learning (EL) Skills Curriculum. Our schedule provides one hour and 15 minutes for EL Skills, including whole group and small group instruction.
 - b. PS/PK implements Heggerty for phonemic awareness.
2. **Close Reading of Complex Text:** Students need multiple opportunities to engage with complex text.
 - a. Students need many opportunities to read a balance of informational and literary texts. As teachers, we support students' ability to interpret and discuss the deepest meaning of a text by: analyzing what makes it complex (meaning, language, structure, and knowledge), providing the appropriate supports (e.g. previewing knowledge and vocabulary), and building a roadmap of questions to guide students toward the main idea(s).
 - b. Students discuss and write about the text's main ideas(s).
 - c. Students use genre based thinking jobs to take notes and process the deepest meaning(s) of the text.
 - d. When unpacking writing prompts, students use TAFO (attached to supporting documents) to articulate what the prompt is asking them to do.
3. **Assessment:** As educators we need data about how students are progressing in order to adjust our instruction accordingly.
 - a. EL Skills One-on-one assessments - The overarching purpose of all of the assessments is to give the teacher targeted information to identify students' instructional needs.
 - i. Based on the assessment results (particularly from the Benchmark Assessments), teachers can first identify the current Phase of Reading, Spelling Development, and Word Acquisition that a given student is in, to later use the Assessment Conversion chart to locate actual lessons and materials to use to address each student's needs.
 - b. EL: All teachers K-8 will administer EL mid-unit, end of unit, and performance tasks assessments in order to monitor students' progress towards EL learning targets and CCSS.
 - c. ANET: Students will take these summative assessments in order to assess student progress compared to national norms and to predict PARCC readiness.
 - d. iReady: Students will take the iReady Diagnostic Assessments three times a year, beginning, middle, and end of year (BOY, MOY, and EOY). The BOY Assessment creates a personalized learning pathway of lessons to be completed during the intervention block, while providing students with growth goals. The MOY assessment tracks students' progress towards those goals, while the EOY assessment provides the final score to show growth overtime and a student's proximity to grade level mastery. Students take Growth Monitoring Assessments (GMAs) to determine a student's predictability towards meeting growth goals.
4. **Knowledge and Vocabulary:**
 - a. We use the EL program because the modules are centered around domains of knowledge. As students progress K-8, they are exposed to essential world and word knowledge.
5. **Love of Reading:** We believe students must develop an authentic love for reading and increase their reading stamina.
 - a. Classroom Libraries: All classrooms K-8 have classroom libraries containing high-interest, high-quality informational and literary texts. Libraries are organized by lexile level and high-interest topics.
 - b. All students have time set aside in their day to read books of their choosing.

6. Intellectual Preparation (IP)

- a. For every lesson, every day, teachers have read and marked up the assigned text and created exemplars of all student work/tasks.
- b. Every teacher (SPED and general education) participates in a weekly collaborative planning meeting facilitated by an ELA coach. During these meetings, teams will: 1) Digest upcoming modules and/or lessons, 2) Create exemplars, 3) Practice lessons, and/or 4) Analyze student work and data.
- c. Coaches are prepared to facilitate intellectual prep meetings having also read the text and engaged in an analysis of upcoming lessons and student needs.

7. Intervention: We believe that all teachers are interventionists, and intervention happens every day. We believe that we intervene during Tier 1, 2, and 3 instruction for all students.

- a. Students will need more support than what is provided in our Tier 1 programming. In those instances, we closely analyze their iReady and ANET assessments to determine what additional support they may need: phonics, fluency, comprehension, and/or writing. Students are placed in intervention groups according to their needs.

Additional Information about our instructional components:

| Component | Look-fors |
|--|--|
| <p>K-2 Tier 1</p> <ul style="list-style-type: none"> • 40 minutes : EL (Thematic) Module Lessons • 20 minutes : EL Skills (on grade level) | <p>Teacher A: (Lead General Education Teacher)</p> <ul style="list-style-type: none"> • Opening & Learning Targets • Worktime A <p>Teacher B: (SPED Teacher or Associate Teacher)</p> <ul style="list-style-type: none"> • Worktime B • Closing & Assessment <p>All Teachers</p> <ul style="list-style-type: none"> • Read the text → Unpack for complexity • Create and/or unpack exemplar • Internalize both questions and tasks that are text-specific and accurately address the analytical thinking required by grade-level standards. • Anticipate student misconceptions and plan questions as support • Script questions that require scholars to use evidence from the text to demonstrate understanding and support their ideas about the text. • Script questions that are sequenced to build knowledge by guiding scholars to dive deeper into the text. <p>Teacher A</p> <ul style="list-style-type: none"> • Unpack the EL Skills Cycle Assessment • Unpack learning target and connection to standard • Unpack EL Skills Daily Exit Ticket • Practice clear and accurate pronunciation of sounds. • Create and review visual aids to include explanation of rules for sound spelling patterns. • Script text-dependent questions used with decodable text. • Practice crucial skills taught and practiced through movement, songs, chants, and high-energy activities <p>Teacher B</p> |

| | |
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| | <ul style="list-style-type: none"> Review data tracker for scholars who need the most support as determined by their microphase. Support pre-alphabetic scholars first. Review EL Curriculum recommendation for activities of support aligned with the sound spelling pattern. <p>All Teachers</p> <ul style="list-style-type: none"> All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond. |
| <p>K-2 Tier 2</p> <ul style="list-style-type: none"> 1 hour of EL Skills Differentiated Instruction <ul style="list-style-type: none"> (20 minutes) Work with teacher based on microphase (20 minutes) independent work on i-Ready (20 minutes) Differentiated activities / games in small groups led by scholars. | <p>All Teachers</p> <ul style="list-style-type: none"> Deeply understand and know the microphase of each scholar in your small group. Understand their strengths and areas of support regarding foundational skills. Internalize lesson activity aligned to microphase skill. Script questions to ask scholars as a CFU (check for understanding). Unpack lesson exit ticket. <p>All Teachers</p> <ul style="list-style-type: none"> All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond. |
| <p>3-8 Tier 1</p> <ul style="list-style-type: none"> 1 hour of EL (Expeditionary Learning) (thematic) Module Lessons | <p>All Teachers</p> <ul style="list-style-type: none"> Unpack learning target and connection to standard Read the text → Unpack for complexity. A majority of the lesson is spent reading, writing, or speaking about text(s). The anchor text(s) are at or above the complexity level expected for the grade and time in the school year. Determine anchor work time activity and task <ul style="list-style-type: none"> Questions and tasks address the text by attending to its particular qualitative features. Questions and tasks require scholars to use evidence from the text to demonstrate understanding and support to support their ideas about the text. Questions and tasks attend to the words, phrases, and sentences within the text. Questions and tasks are sequenced to build knowledge by guiding scholars to delve deeper into the text. Create and/or unpack exemplar Connection to Module Assessments <p>All Teachers</p> <ul style="list-style-type: none"> All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. |

| | |
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| | <ul style="list-style-type: none"> When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond. |
| <p>3-5 Tier 2</p> <ul style="list-style-type: none"> 1 hour of Differentiated Instruction (All-Block) <ul style="list-style-type: none"> 20 minutes teacher guided activity 20 minutes independent activity 20 minutes independent reading or iReady | <p>All Teachers</p> <ul style="list-style-type: none"> Deeply understand and know the instructional needs of each scholar in your small group. Understand their strengths and areas of support regarding skills needed to establish meaning and analyze meaning of complex texts. Internalize components of teacher led activity. What is the learning target and how is it addressing the CCSS? Unpack lesson exit ticket. Assign independent activity based to provide access to Tier 1 instruction. Review this activity with scholars in their small teacher led group. <p>All Teachers</p> <ul style="list-style-type: none"> All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond. |
| <p>6-8 Tier 2</p> <ul style="list-style-type: none"> 1 hour of Differentiated Instruction (Close Reading) 25 minutes iReady 25 minutes close reading SAS | <p>All Teachers</p> <ul style="list-style-type: none"> Check scholar i-Ready time → review student folders and include feedback from lessons completed Read articles aligned to the topic of the module. Unpack for text complexity. Craft main idea statement and roadmap of text dependent questions. Answer selected response questions and create answer explanations. Use TAFO to unpack the writing prompt. Complete writing exemplar. <p>All Teachers</p> <ul style="list-style-type: none"> All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond. |

Math Vision and Belief:

At DC Scholars we believe our students deserve the best mathematics education possible, one that allows them to meet their personal and career goals in an ever-changing world. Our math instruction is rooted in the Common Core State Standards and Standards for Mathematical Practice. Math at DC Scholars is student-centered, challenging, and fun!

We believe in....

- A balance between conceptual understanding, procedural fluency, and application
- Math Tasks that promote reasoning and problem solving

- Meaningful math discourse that improves student's ability to analyze and compare various math approaches and arguments
- Multiple opportunities for students to engage in mathematical writing
- Productive struggle- Opportunities for students to grapple with math ideas and relationships
- Setting and maintaining high expectations and support for ALL students

We monitor their progress towards meeting the goals as follows:

For math, we expect students in GRADES K-8 to be able to meet grade level proficiency and expected growth targets as determined by the iReady Benchmark assessment. We additionally expect students to demonstrate understanding of grade level with at least 70% mastery on ANET interim assessments.

To ensure we are able to support students in meeting these goals we will maintain the following practices:

1. Departmentalized classes
2. Content specific special education teachers
3. Weekly small group intervention for all students (Tier 2)
4. Summer and weekly content specific professional development to include topics such as effective questioning, checks for understanding, the mathematical shifts, levels of rigor and data analysis and response.
5. Instructional coaching to include module unpacking, weekly lesson intellectual preparation with general education and special education teachers, weekly lesson plan feedback, weekly classroom observations, and weekly coaching meetings.
6. Data analysis to determine small group instruction and additional individualized support
7. Focus on writing through meaningful math tasks
8. Middle School tutoring partnership with Georgetown University

We will make the following enhancements to improve our approach:

1. Co-teaching model across K-8 math with a general education and special education teacher in each grade level
2. Early release Wednesday for student to conduct professional development
3. Extended Tier 1 block by 15 mins to include the following Eureka components K-5: fluency and application (20 mins), concept development, problem set, student debrief, and exit ticket (50 mins) and in 6-8: fluency (10 mins), concept development, practice, application, student debrief, and exit ticket (1 hr and 5 min)
4. Daily small group instruction for students 3 or more years behind
5. Instructional coaching to include live coaching and extended module unpacking

Additional information about our Instructional components:

| Component | Look-fors |
|--|--|
| <p style="text-align: center;">Fluency</p> <p style="text-align: center;">Tier 1 K-8</p> | <ul style="list-style-type: none"> • Is the fluency activity aligned to the lesson and/or aligned prerequisite content • Where do you see evidence of the 4 tenets of fluency: flexibility, appropriate strategy use, efficiency, & accuracy? • Are there opportunities for students to share their thinking verbally with peers? • Are manipulatives or graphic organizers present as a scaffold (as needed)? • Lesson should not be focus on speed |

| | |
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| | <p>Co-Teacher Look Fors</p> <ul style="list-style-type: none"> • Aggressively monitoring to determine student strategies, misconceptions, and explanations • Provide students with in-the-moment feedback on strategies and solutions • Identify trends to determine ways to address questions, misconceptions, and opportunities for re-teach |
| <p>Application</p> <p>Tier 1 K-8</p> | <ul style="list-style-type: none"> • Do students demonstrate a clear understanding of what the task is asking them to do and key information before modeling or solving with numbers? • Are student models and strategies appropriate and efficient? Do they demonstrate flexibility? • Does student writing include explanations that demonstrate understanding of the task’s expectations and justification of methods and/or solutions aligned to their models and strategies? • Are manipulatives or graphic organizers present as a scaffold for struggling students? <p>Co-Teacher Look Fors</p> <ul style="list-style-type: none"> • Uses prompting guide and exemplar to guide support • Aggressively monitoring to determine student strategies, misconceptions, and verbal and written explanations • Provide students with in-the-moment feedback on strategies, solutions, and writing • Identify trends to determine ways to address questions, misconceptions, and opportunities for re-teach |
| <p>Concept Development</p> <p>Tier 1 K-5</p> <p>Or</p> <p>Core Lesson</p> <p>Tier 1 6-8</p> <p><i>6-8 Consists of the following templates</i></p> <p>Problem Set Lesson: This format consists of teacher-led examples that are generally followed by guided exercises in which students apply their understanding to related problems.</p> | <ul style="list-style-type: none"> • Are teachers’ models and explanations clear, precise, and accurate (i.e. appropriate models, strategies, equations, use of mathematical language, etc.) and aligned to grade level and prerequisite content • Is student talk time greater than teacher talk time? • Do students have enough “at bats” to work independently or with peers? I.e. Opportunities to show their models, strategies, and justifications with peers • Are manipulatives/ visual models/graphic organizers present? • Are the scaffolds differentiated and appropriate (rigor remains in tact)? • Does the teacher provide precise, actionable, and personalized feedback throughout this time? <p>Co-Teacher Look Fors</p> <ul style="list-style-type: none"> • Uses IP planning to determine support during the lesson i.e questioning, small group/individual support, providing manipulatives or graphic organizers, etc. • Aggressively monitoring to determine student strategies, misconceptions, and verbal and written explanations • Provide students with in-the-moment feedback on strategies, solutions, and writing • Identify trends to determine ways to address questions, misconceptions, and opportunities for re-teach in-the-moment or additional support during problem set |

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|---|---|
| <p>Socratic Lesson: Primarily student/teacher discussions centered on the difficult concepts</p> <p>Exploration Lesson: Students are presented exploratory challenge(s) in the form of activities and/or exercises in which partners or small groups work toward achieving a common goal.</p> <p>Modeling Lessons: Consist of well- or ill-defined application problems for students to complete. These problems involve the real world application of the mathematics that is learned in the classroom.</p> | |
| <p>Problem Set</p> <p>Tier 1 K-5</p> <p>Or</p> <p>Practice</p> <p>Tier 1 6-8</p> <p>Both teachers try in Culture Camp then</p> <p>Large small K-8</p> | <ul style="list-style-type: none"> • Are the selected problems aligned to the exit ticket and objective? • Do the problems address the breadth of the objective? • Are manipulatives/ visual models/graphic organizers present? • Are the scaffolds differentiated and appropriate (rigor remains in tact)? • Does the teacher provide precise, actionable, and personalized feedback throughout this time? <p>Co-Teacher Look Fors</p> <ul style="list-style-type: none"> • Uses this time to re-teach or provide additional support by addressing questions, misconceptions, or providing addition scaffolds to support individual or small groups of students • Aggressively monitoring to determine student strategies, misconceptions, and verbal and written explanations • Provide students with in-the-moment feedback on strategies, solutions, and writing |
| <p>Student Debrief</p> <p>Tier 1 K-8</p> | <ul style="list-style-type: none"> • Is the discussion and problems presented the highest leverage based on IP planning and student trends from the lesson? • Do students reflect on their process and solution? and discuss ways to improve their approach? • Does the discussion lead to clarifications of misconceptions or stamp key points necessary for mastery of the objective? <p>Co-Teacher Look Fors</p> <ul style="list-style-type: none"> • Plans targeted questions based on trends during concept development/core lesson and problem set (K-5)/practice or application(6-8) • Plans models or explanations that clarify misconceptions or stamp key points • Provide students with in-the-moment feedback on strategies, solutions, and writing |
| <p>Exit Ticket</p> <p>Tier 1 K-8</p> | <ul style="list-style-type: none"> • Are students completing the task independently? • Are scaffolds such as manipulatives and graphic organizers present when applicable? <p>Co-Teacher Look Fors</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> The teacher sorts student exit tickets into levels 1, 2, and 3 to identify trends and instructional next steps and updates class tracker with class average by EOD |
| <p>Constructed Response</p> <p>Tier 3-8</p> | <ul style="list-style-type: none"> Do students demonstrate a clear understanding of what the task is asking them to do and key information before modeling or solving with numbers? Are student models appropriate and do they demonstrate flexibility aligned to the standard? Student writing provides a justification of approach, solution, and Are manipulatives or graphic organizers present as a scaffold for struggling students? Misconceptions are plan for and appropriately addressed in the moment |
| <p>iReady (Independent Learning)</p> <p>Tier 2 K-8</p> | <p>There is evidence that the teacher is reviewing the data weekly:</p> <ul style="list-style-type: none"> Are over 80% of students meeting or exceeding our mastery goal of 75% or better? Are all students meeting their daily time and lesson goal? Teacher has a plan to address any students with alerts or flags? <i>*check-ins, lesson or domain adjustment</i> |
| <p>iReady Skills Lessons</p> <p>Tier 2 K-2</p> | <ul style="list-style-type: none"> Do student strategies, answers, and explanations indicate a clear understanding of the skill/topic? Are their ways for students to share written responses? Teacher assigns aligned iReady lesson For the aligned lesson, are over 80% of students meeting or exceeding our mastery goal of 75% or better? |

Science

For science we expect students in 5th-8th grade to be exposed to grade level specific science standards in a way that supports exploration, cognitive lifting and connections to their real world. The approach ideally also provides students with preparation for the PARCC science assessments, incorporating multiple opportunities with and exposure to rich text, text based discussions and opportunities for on demand writing connected to science based texts.

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 3-5 years through our inclusion/collaborative teaching program of instruction.

- 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 1 student enrolled in a non-public school. They are enrolled in The Children's Guild of Prince George's County, per OSSE's placement process. We are collaborating with schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: the non public is

sharing all data from the 2020-2021 school year with us in June of 2021. The DC Scholars' team is reviewing the academic data, report cards, progress reports, standardized tests results, and related service providers input to identify any additional information is needed and will provide an opportunity for further assessment through our assessment program or related service providers. Once we have the full data, we will meet with the non-public to determine the extent and impact on learning and a recommended plan to respond but for acceleration and any compensatory needs. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's (IEP) goals reflect this disruption. As a full team, the DC SCholars' IEP team, Children's Guild IEP team, and with the parent and student, we will meet to review the data, provided acceleration plan, and any impacts on services and the IEP.

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.

Answered below in part e

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 | Yes | Explanation of approach and expected impact on accelerating student learning |
|----------------------|-------------------------------------|-----|---|
| Schedule Adjustments | Adjusted class/block/bell schedules | x | Adjusted block schedule to include more opportunities for small group instruction aligned to grade level content during Tier 1 and an opportunity to provide additional differentiation and targeted support to address interrupted instruction identified through our assessments and RTI process. |
| | After-school programming | | |

| | | | |
|-------------------------------|--|---|---|
| | Longer school day | x | The longer school day allows for 2 hours of ELA and Math instruction each |
| | Longer school year | | |
| | Summer 2021 programming | | |
| | Summer 2022 programming | | |
| | School break/holiday programming | | |
| | Weekend programming (e.g., Saturday school) | | |
| Instructional Changes | High-dosage tutoring ⁵ | | |
| | New curriculum purchase | | |
| | New intervention program or support | | |
| | New uses of staff planning time for accelerated learning | x | Our module and weekly intellectual preparation process incorporates more time and space to look at prerequisite and grade level standards to ensure students have an entry point into the lesson while still engaging in rigorous grade level content. |
| | New professional development for staff on accelerated learning | x | Our summer and ongoing professional development includes research and best practices from ANET, TNTP, Eureka, EL, Unbounded and other educational resources on the what, how, and why of accelerated learning in connection with our instructional priorities for ELA and Math. |
| Staffing and Related Supports | Additional staffing | x | We have a co-teaching and departmentalized model K-8. Which |

| | | | |
|-------|----------------------------------|--|--|
| | Additional vendor | | allows us to have one general education and special education teacher per grade level and content. This allows us to provide more targeted support and reduces the student to teacher ratio. |
| | and/or community partner support | | |
| | New hardware purchase | | |
| | New software purchase | | |
| Other | | | |
| | | | |

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 are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our head of schools, directors team, instructional coaches and culture team . We are identifying what worked well by looking at a variety of factors gathered through weekly teacher surveys and family and student surveys, grades and assessment results. We also gather data in weekly coaching sessions with teachers and our school wide leadership team meetings to determine wins and areas of growth. Using information gleaned from school year 2020-21, we are planning on supporting teachers through a robust summer orientation focused on the social emotional needs of re-entry, instructional recovery through a just in time approach, and creating a positive school culture for all through collaborative support with all stakeholders. Throughout the school year, teachers will engage in weekly Intellectual Preparation meetings, coaching meetings, content, and school wide professional development, and daily and weekly data analysis connected to our school wide goals and content level assessments.

[Here](#) is an outline of our summer teacher orientation. Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year.

We will continue to respond to new and emerging student needs through a focus on the following as evidenced by assessments, student engagement in observation, and attendance.

- Research on unfinished learning and how it lives in our program
- Social-emotional learning in morning meeting and throughout instructional components
- Effective co-teaching
- Family engagement
- Assessments

- Online platforms such as Google classroom, Peardeck, Desmos

We will also use our partnership with ANET to support students' needs through effective curricular planning and professional development.

We will ensure wins for teachers by prioritizing leader development. The entire month of July will be dedicated to leader development - ensuring that our leaders have the knowledge and skills that they need for strong execution. This year there is a stronger focus on health and safety, co-teaching/intervention as well as learning key routines and systems necessary to ensure a strong foundation for accelerated learning. Please see important July Leader Development wins [here](#).

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 and will be continued throughout the 2021-22 school year:

- Posting of assignments and reminders on DOJO
- Assignment accessibility to Google Classroom
- Providing all students with with computer access at home
- Providing paper copies for younger students when requested by families
- Use of Peardeck
- iReady use at home

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.**

The LEA will take the following steps 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:

- students with disabilities will be assessed at the beginning of the year aligned to the assessments for all students at DC Scholars in early childhood, math, and literacy.
- Additionally, special education teachers will assess students on their progress on IEP goals (through the beginning of year assessments and teacher made assessments as needed) and all related service providers will assess student progress on their IEP goals (i.e. OT, SLP, ABA, etc.).
- Special education teachers and related service providers will use data to determine any impacts that the pandemic had on student learning and progress and what additional supports or needs a student with an IEP or 504 has to make up for learning loss or to ensure access to accelerated learning.
- When a student requires an update to their IEP, the full MDT will meet to review the data, accelerated learning plan, and recommended IEP (or 504) updates to address learning loss, skill regression, or access to accelerated learning. Additionally, parents can request an IEP meeting to review data, discuss student progress or regression, and make IEP updates to support student needs.
- If a student requires support beyond what accelerated learning can provide, the team will discuss and make a plan for compensatory services.
- For our student currently attending a non-public, we will also meet at the beginning of the year with the nonpublic team and parent to review data, progress, any learning concerns due to the pandemic, the plan for accelerated learning, and any additional needs (including IEP updates) from the nonpublic team or DC Scholars to access to accelerated learning or a compensatory plan if needed.
- DC Scholars will open in person but if any student with an IEP remains virtual due to a medical exemption, the above steps will also be implemented with opportunities for in person and virtual assessment.

Accelerated learning:

- will be provided to all students at DC Scholars including students with IEPs
- Students with IEPs will be provided with accelerated learning with their grade level peers and homerooms participating in the same curriculum and schedule for learning
- Accelerated learning has been offered to students with IEPs during ESY to support students in preparing for the next grade level
- As needed, students with IEPs will receive their IEP services to provide access to accelerated learning (push in, pull out, accommodations, etc.)
- IEP updates will be made to services, accommodations, etc. if needed to support a student with an IEP being able to access accelerated learning.
- DC Scholars will additionally offer tutoring during early release days on Wednesday to support students who need additional support to support their growth and progress
- Students will be assessed on grade level standards/assessments throughout the year aligned to the assessment calendar and curriculum and aligned to the IEP goals assessment schedule to assess what is

working and not working and make adjustments as needed to the accelerated learning plan and student IEPs.

- Students that remain in virtual learning due to a medical exemption will be provided with access to grade level peers via zoom and in person as available based on doctor's orders. DC Scholars will implement accelerated learning and IEPs via virtual learning using the same curriculum and assessments available to in person students.

DC Scholars will share our accelerated plan with all families in writing and during family orientations. There will be a section specific for students with IEPs and 504s that includes the action we are taking to assess students, ensure progress, and respond to any learning loss or regression.

- Communications will also include who and how parents can contact our Special Education Coordinator to ask questions and schedule a meeting.
- Additionally, our family handbook will include key information about IEPs and who to contact with questions or for support.
- Our special education coordinator will send an email in August and September with key information, frequently asked questions, and key information about action to take if parents have questions or concerns. We will document special education service delivery in SEDS and note connections between accelerated learning plans and special education service delivery in related service logs and IEP progress reports.

The LEA will ensure equitable access to educational opportunities across learning environments by implementing IEPs with fidelity. In response to accelerated learning plans, DCS Scholars has doubled the size of the special education/intervention teacher team at DC Scholars to support small group learning and implementation of IEP services and accommodations. The LEA will ensure that students with disabilities receive equal access to interventions by placing students in their least restrictive environment where they have access to the grade level curriculum, assessments, and interventions, aligned to their grade level peers. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by continuing to implement and assess that services are being implemented in the student's least restrictive environment, ensuring all students have access to grade level peers and curriculum, providing supports, services, and interventions in the general education setting where students have access to the grade level curriculum and general education teacher.

DC Scholars will continue to support parent training for students receiving related services through distance learning as needed:

- DC Scholars will continue to support parent training for students receiving related services through distance learning by offering a technology and curriculum guide and training and open office hours to support understanding, access, and implementation.
- Additionally, related service providers will offer resources and training aligned to parent and student needs flexibly in person and virtually.
- Based on parent input (informal) and through parent surveys, we will adjust our individual, small group, and universal parent trainings to ensure we are meeting parent needs and engaging them in our school community, goals, and student success.
- The above will include the family of our student at a nonpublic school.

DC Scholars will take the following steps is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning:

- Special Education teachers in beginning of year family check ins will conduct a needs assessment to ensure each family and student has what they need to access content and support student learning

- The Special Education Coordinator will check in with families during MDTs to understand family needs and ensure they are being met through collaboration with our clinical team and family engagement coordinator
- Our culture team including the dean and counselor will complete home visits when we cannot assess via phone, zoom, or at school
- Based on the results, we will ensure each family has access to content and supports aligned to their disability needs
- Based on the results, teachers will be trained on how to support parents/families based on needs and disabilities and how to communicate as a result.
- We will continue to check in with families ongoing to ensure we are up to date on their needs and adjusting our supports in response. We will do this via surveys, parent check ins (monthly by special education teachers), parent teacher conferences (quarterly), and as needed.
 - As needed, parents will be provided with accommodations to support their engagement and access.
- This includes the family of the student at a nonpublic placement.

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 in early childhood or the WIDA ACCESS assessment in elementary and middle school within the first month of enrollment to determine level of English proficiency. This will be completed by our ELL intervention teacher for all students with support from our Manager of Student Support. For students who are medically fragile and, therefore, not attending school in person, we will offer an in person or at home option or virtual option aligned to doctor's orders, which we will do via zoom using the WIDA screener. We will use the home language results, early access data, information on our returning ELL students, and teacher referrals to ensure we identify and assess all English language learners. The results of the language assessment will be shared with student's parent upon completion of the test, verbally and in writing.

EL students will have access to instruction, including accelerated core content, as delivered to all students, with supports based on their learning and language needs through an inclusion/collaborative teaching model which includes push in support from an ELL intervention teacher, small group pull out supports (aligned to content based EL instruction), consult, or a combination of these supports and models. In class the teachers will work together to determine the effective co-teaching model based on lesson objectives and student needs to differentiate and provide access and instruction. All English Language Learners will be in a general education setting with grade level peers and have access to the same curriculum and schedule for accelerated learning. Any language needs that impact access will be addressed through one of the mentioned models of support including differentiated instruction. This model will be employed for in person learners and virtually for any qualifying student.

English language learners will continue to be monitored of language acquisition aligned to grade level assessments, their quarterly language acquisition progress reports, and via the Pre-IPT and WIDA Access indicators and screeners.

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.

ESSER III-ARP Funds will be used over the course of the next few years to implement prevention and mitigation necessary for the safe and effective reopening of schools for in person learning.

ESSER Funds will be allocated as follows:

- Funding a Manager of Student Culture to strengthen the school culture model - work to implement appropriate school-wide routines that are updated to reflect health and safety guidelines and lead a team of Deans to implement effective behavioral and socio-emotional learning supports across all levels of behaviors.
- Funding a 3 Dean model where a dean can work at each grade band (i.e. PreS-1st, 2nd-5th, 6th-8th) to implement a robust discipline policy with 1) effective and aligned socio-emotional learning curriculum 2) strong RTI behavioral intervention supports and 3) ongoing connection to the student support and clinical team in ensuring that students receive the support that they need across all levels of behaviors.
- Funding of a school-based counselor who will work closely with the clinical team to ensure that

adequate mental health supports are in place to provide high quality counseling and mental health supports to students

- To add 7 special education teachers to our model - moving to a 2 teacher model across all classrooms at DC Scholars so that students are able to targeted instructional supports that they need for instructional recovery.
- Implementing Iready and Anet assessments so that robust and varied norm/criterion referenced assessments are used to drive critical intervention efforts.

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.

- ESSER funds will be used to drive instructional recovery at DC Scholars in SY 21-22 and up to SY 22-25 and beyond if funds remain. DC Scholars is adding 7 special education/intervention teachers to its instructional model - laying the foundation for small group instruction at the root of it's instructional recovery design. Special education/intervention teachers will receive consistent coaching and support from coaches to ensure that whole group (tier 1) and small group (tier 2) instruction is implemented at the highest level possible for all students. Since salaries account for the largest allocations of funds, more than 20% of ESSER-III funds will be used to fund this initiative.
- ESSER funds will be used to fund extended school year (ESY) supports for fiscal year 2022-2025. ESY in the short term is composed of students with special needs - a population at DC Scholars that increased by over 10% during the global pandemic. Efforts are also underway to determine feasibility of expanding ESY to include a critical mass of general education students who had difficulty learning and growing during the previous school year for a variety of reasons. In summer of school year 2020-2021 a pilot is in place for a select population of 8th graders who had significant engagement and academic challenges during the school year, to attend ESY. Results from this pilot will play a role in determining expansion to additional grade levels in the upcoming years.

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.

In addition to funding Special Education/Interventionist roles, ESSER funds will be used to hire and train a Manager of Student Culture and Deans and counselors in a proactive behavior management system - with robust and aligned socio-emotional learning and behavioral/mental health supports as critical elements of the model.

ESSER-III funds will also be used to ensure the implementation of a norm-referenced, adaptive and tech based assessment program. This program increases access to and availability of data that will support the school's intervention efforts.

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.

The 2 teacher model that will be implemented across all classrooms at DC Scholars next year is designed to support all students. With almost all students at DC Scholars qualifying as students from low-income families, the school's strategic plan for recovery by design was structured to maximally support all students. As such, the socio-emotional learning program as well as the updated academic intervention model is designed to provide increased support for all 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.