

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

**LEA Name: Early Childhood Academy PCS**  
**LEA Head of School Name: Wendy Edwards**  
**LEA Type: Pre-K;Elementary**  
**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.

The first day of school for students will be Monday, August 30, 2021 and the last day for students is Wednesday, June 22, 2022. 180 school days are in the calendar and an additional 5 professional development days will be used for makeup days, as necessary for emergency school closure.

Maintaining three feet of distance between desks, Early Childhood Academy has determined that it can accommodate approximately 20 students in each classroom when we open for 5 day a week learning for all students in 2021-2022. Because of the young ages of our students, securing space in another facility for additional students would not be feasible. Therefore, ECA's plan is to limit enrollment to 20 per classroom, rather than the 25 per classroom originally planned.

ECA plans to hire one "ECA Partner" for each classroom, whose primary responsibility will be the cleaning and sanitization of the classroom during the day. The ECA Partner will greet students and parents at the grade level door for a health check, clean the classroom toilet area after each student's use, clean desks before and after meals, clean the playground equipment before student use, accompany students needing medication to the nurse and accompany symptomatic students to one of the school isolation rooms, and assist with supervision of students throughout the day. A total of 15 ECA Partners will be hired this spring and summer for next school year.

Students who are excluded from school based on DC Health and OSSE health and safety guidance or at home for other medical exemptions will be able to participate in learning from home synchronously with their peers in the classroom. Excluded students will be provided with a Chromebook (grades kindergarten through three) or an iPad (prekindergarten) as well as a Zoom link to connect with the classroom activities. ECA has also purchased Swivl robots ([www.swivl.com](http://www.swivl.com)) so that their classroom webcam tracks teacher movement while instructing, enabling students at home to view teachers as they move throughout the classroom. The Zoom link and Swivl device will only be utilized if one or more students assigned to the classroom are or become virtual learners.

If a staff person is excluded from school due to confirmed or suspected COVID-19, exposure, or other exclusionary criteria, the staff person and any close contacts will be required to follow mandated OSSE health and safety guidance. Because all classrooms include a teacher and associate teacher, the remaining teacher will continue onsite instruction with students. ECA will retain a small cadre of substitute teachers in the event that both teachers are excluded at the same time. Other positions in the school may be handled remotely by excluded staff, if job responsibilities can be completed digitally. The school also includes two front office staff persons, two custodians and one substitute custodian, three school leaders, and three food service workers. The remaining staff in

these positions will be fully equipped to continue responsibilities if one staff person is excluded.

In the event of closure of the entire campus, ECA will maintain sufficient Chromebooks and iPads in its inventory to provide each student with one to take home and continue instruction virtually. The newly adopted instructional materials for prekindergarten, and for kindergarten through third grade ELA and math (ECR for prekindergarten, HMH Into Reading and Into Math for upper grades) have a robust digital component that will allow students to seamlessly move to virtual learning if needed. ECA will again use the Zoom platform as the webinar site for all virtual students. Virtual instruction will be provided with synchronous learning from 9 am to 12 pm and again from 1 pm to 3 pm, and will be assigned asynchronous activities for one hour daily.

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

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

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

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

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

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

ECA's newly adopted instructional materials for prekindergarten and for kindergarten through third grade ELA, and math (Every Child Ready for prekindergarten, HMH Into Reading and Into Math for upper grades) have a robust digital component that will allow students with medical certifications to fully participate synchronously with their peers in the classroom. Students with medical certifications will be provided with a Chromebook (grades kindergarten through three) or an iPad (prekindergarten) as well as a Zoom link to connect with the classroom activities. ECA has also purchased Swivl robots ([www.swivl.com](http://www.swivl.com)) so that their classroom webcam tracks teacher

movement while instructing, enabling students at home to view teachers as they move throughout the classroom and communicate with the teacher and others in the classroom. Virtual instruction will be provided with synchronous learning from 9 am to 12 pm and again from 1 pm to 3 pm in real time with the classroom learners, and asynchronous activities for one hour daily, for a total of six hours of learning daily.

- **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;**

ECA will maintain sufficient Chromebooks and iPads in its inventory to ensure that any student with medical certification will be able to participate in daily learning from home. The newly adopted instructional materials for prekindergarten and for kindergarten through third grade ELA, and math (ECR for prekindergarten, HMH Into Reading and Into Math for upper grades) have a robust digital component that will allow students to seamlessly move to virtual learning if needed. ECA will again use the Zoom platform as the webinar site for all virtual students, enabling them to participate in synchronous learning with the teacher and those students learning in person.

- **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**

ECA will provide ongoing support and service to the families of students with medical certifications through the school's parent support team. The school maintains an inventory of replacement devices, including Chromebooks, iPads, and mobile hotspots. Parents are invited to use a school email address at [parenthelp@ecapcs.org](mailto:parenthelp@ecapcs.org), monitored by the school's data manager and IT manager, to request technology support. The team responds within 24 hours and follows up with a new device as needed, support with internet connection through issue of a mobile hotspot or guidance on applying for the OCTO/Comcast/RCN free internet program, or step-by-step technology training. Materials purchased for ELA and math for the 21-22 school year (ECR for prekindergarten, HMH Into Reading and Into Math for upper grades) include robust digital programs which provide students with access to learning resources both in the classroom and virtually. Parents of students learning at home will be provided with video links to help them create an appropriate and effective home learning space for their child, such as "Tips for Setting up a Learning Space at Home" and "Setting Up a Home Learning Space", both found on YouTube.

- **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.**

Students participating in the distance learning program will participate in learning from home synchronously with their peers in the classroom. Students participating in distance learning will be provided with a Chromebook (grades kindergarten through three) or an iPad (prekindergarten) as well as a Zoom link to connect with the classroom activities. ECA has also purchased Swivl robots with microphones ([www.swivl.com](http://www.swivl.com)) so that the classroom webcam tracks teacher movement while instructing, enabling students at home to view and speak with teachers as they move throughout the classroom. The Zoom link and Swivl device will be used by the teacher for all distance learners in the classroom. The newly adopted instructional materials for prekindergarten, and for kindergarten through third grade ELA and math (ECR for prekindergarten, HMH Into Reading and Into Math for upper grades) have a robust digital component that will allow distance learners to seamlessly participate in

synchronous activities with the teacher and with their in person peers. Virtual instruction will include synchronous learning from 9 am to 12 pm and again from 1 pm to 3 pm, and asynchronous activities for one hour daily, for a total of six hours of learning activities.

## **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.**

ECA will continue its partnership with MBI Health Services, LLC to provide individual and group counseling to students, and counseling to families to support students' social-emotional, mental, and behavioral health needs.. The onsite psychologist will also provide professional development and training to ECA teachers to assist them in building relationships with students, identifying student behavior that is indicative of social/emotional struggles, and preparing for fears and anxieties that students may develop in returning to the school building. in the The partnership provides ECA with an onsite behavioral health therapist daily for in person teacher training and student support and support with distance learners as needed.

MBI provides a screening form for teacher use whenever academic, behavioral, or social-emotional concerns are identified. This is not a universal screening, but one that is completed by teachers based on student behavior, academic performance, or parent request. The screening form will be reviewed by the MBI professional, who will reach out to the parent and teacher to develop a plan of support.

The school currently only has the services of the MBI therapist for Tier 1, 2, and 3 support for students in the general education population. End to End Solutions provides a therapist for Tier 2 and Tier 3 support to students with special needs whose IEPs have related services for counseling. MBI will assess the needs of referred general education students and provide a three-tiered approach in providing mental health and behavioral services: Tier 1 provides general support for whole class enrichment, including such strategies as mindfulness training. This support will be provided by the behavioral therapist and classroom teacher using the Second Step program. Second Step will be implemented for 15 to 20 minutes daily in all classrooms. Tier 2 provides small group intervention for students who would benefit from counseling with peers. Tier 2 support will be provided by the behavioral therapist twice weekly in pull-out groups. The therapist will use the Second Step program and mindfulness strategies. Tier 3 provides individual support for students with more specific needs as well as those for whom confidentiality of information is critical.

Students who are referred by a parent/guardian or who express a need for counseling support will begin the referral process with a meeting of all stakeholders, including the parent, classroom teacher, therapist, and if appropriate, the child. (ECA students are very young and it is not always appropriate to include them in these meetings.) Concerns and strategies will be discussed and a determination will be made of the appropriate tier for counseling intervention. Decisions at this meeting will be reached by consensus. Afterward, a plan of counseling support will be completed by the parent, teacher, and therapist. The student will be included in the plan development, if appropriate. The parent, teacher, and therapist will determine a checkpoint schedule during which they will meet to discuss the student's progress and make any recommendations for changes in the students's plan.

- 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.**

ECA teachers and staff will receive training and professional development through its partnership with MBI Health Services to support their ability to provide trauma-informed responses and care to students who may exhibit social/emotional challenges upon return to onsite learning. Additionally, ECA will continue its use of positive behavior facilitation, which recognizes that all behaviors are the result of known and unknown triggers, that our own values, beliefs, and biases are a key factor in how we respond to student behaviors, and that a response rather than a reaction to challenging behavior is critical. The RTI model will be used to identify and address the needs of any students who require Tier II support for social/emotional challenges. A SST meeting will be held to determine the most appropriate course of action for the student, including Tier II in-classroom intervention or referral for pull-out individual or group counseling.

- 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.**

ECA will continue its participation in the Seamless Summer Option meal program, the National School Lunch program, and the Fresh Fruits and Vegetables program. The Seamless Summer Option program enables us to provide bulk breakfast and lunch twice a week to all families as well as other children who are DC residents. Bulk meals will continue to be provided on every Monday and Thursday for students learning virtually. The National School Lunch program enables us to provide daily cold and hot breakfasts and lunches to all students attending onsite. Meals are individually wrapped. The Fresh Fruits and Vegetables program enables us to supplement breakfast and lunch with additional fresh produce that will be provided in bulk once weekly, upon approval of our application. These program will be managed by the school and implemented with the support of ECA's three certified food service workers.

## **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.**

Early Childhood Academy Public Charter School (ECA) monitors the mental well-being of its teachers and staff and strongly encourages employees to seek professional help for mental health concerns if necessary. During August professional development and training activities, ECA staff will be introduced to the resources available through ECA to support their social/emotional and mental health. Work-life resources are offered to support mental health through a number of channels. Employee participants in ECA's Kaiser Permanente health plan can receive mental health & wellness services without the need for a referral. In addition, all full-time employees and families are eligible to receive mental health services through Guardian Life and ADP Comprehensive Services' Employee Assistance Program (EAP) benefits. These resources are provided free-of-charge to the employee.

ECA will also continue to use its partnership with MBI Health Services to offer social/emotional support to its teachers and staff. MBI's onsite counselor will continue to provide the services begun during the 20-21 school year, including weekly mindfulness meditation sessions for all staff, training on recognizing trauma, and



individual counseling sessions as requested.

## **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.**

ECA regularly communicates with its families through robocalls and robotexts, emails, YouTube video posts, the school website, and social media (facebook and Instagram) to keep them abreast of plans for reopening, enrollment information, health and safety news and updates, and accelerated learning plans. ECA's social media and marketing manager provides updates parents several times a week to ensure that all important school information is disseminated in multiple ways. In late July, ECA will hold a series of back to school Zoom webinars to provide parents with critical information on their children's return to school and provide a forum for discussion. These Zoom meetings will be videoed and posted on YouTube for any parents unable to participate. ECA will continue to solicit recommendations and feedback from the school's Parent Engagement Committee, which meets three times each school year to discuss school programs and plans. The Parent Engagemnt Committee will meet again in July to assist in planning for the new school year and continue to meet during the 21-22 school year. The CEP will be published on the school's website once approved and will be discussed at the Zoom return to school meetings. ECA currently has no non-English speaking parents but is prepared to translate on the website as needed. ECA will continue to administer the Every Child Ready assessment for prekindergarten and the NWEA MAP assessment for kindergarten through grade three. These assessments will be administered in the fall, winter, and spring for all students. Parents will be provided with data, either through email or through uploads in eschool plus.

## **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.**

ECA plans to return to 100% in person learning, 5-days a week for the 21-22 school year barring any unforeseen health and safety crisis. Thus, the current plan would not require any student to learn virtually, except for medical reasons. Because the majority of students/families who became disengaged did so because of frustration with the limitations of the virtual learning format, we anticipate full engagement when students return onsite full-time. Associate teachers contact the parents of absent students daily to discuss the reason for the absence. During the 20-21 school year, the ECA family support coordinator remained in contact with the parents of students with chronic absences, providing support and resources as needed. The family support coordinator will continue to serve as the liaison between the school and any students whose attendance is a concern.

Consistently less engaged students will include students whose attendance is poor, those who regularly demonstrate inability to start, complete or participate in daily activities and assignments. Teachers and the family support coordinator will track absences and the completion of daily assignments and refer struggling students to

the Student Support Team (SST). An SST meeting will be scheduled for students after six weeks of data collected indicate poor attendance or lack of participation based on assignment submission. The Student Support Team includes the classroom teacher, family support coordinator, parent, and grade level coach. A plan will be developed, which may include support to the parent and family to increase student attendance, a token economy system or banking time with the teacher to incentivize student participation, or other rewards and incentives for the student. The SST will reconvene every six weeks to assess the success of the plan and make modifications, as appropriate.

### **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;**

ECA will administer the NWEA Measures of Academic Progress assessment for reading and math for grades kindergarten through three during September 2021, January 2022, and May 2022. This assessment will be administered to all students onsite. ECA will administer the Every Child Ready assessment published by AppleTree Institute for grades prekindergarten-3 and prekindergarten-4 during September 2021, January 2022, and May 2022. The ECR assessment measures growth in language and literacy and math.

- **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);**

September 2021: Every Child Ready language & literacy and math baseline assessments for prekindergarten and NWEA Measures of Academic Progress reading and math baseline assessments for kindergarten - grade three.

January 2022: Every Child Ready language & literacy and math mid-year assessments for prekindergarten and NWEA Measures of Academic Progress reading and math mid-year assessments for kindergarten - grade three.

May 2022: Every Child Ready language & literacy and math end of year assessments for prekindergarten and NWEA Measures of Academic Progress reading and math end of year assessments for kindergarten - grade three.

- **d. Whether you set goals<sup>3</sup> for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
  - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
  - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

ECA has set a goal of students demonstrating a conditional growth score at or above 50 on the reading and math NWEA MAP assessment for kindergarten through grade three. This goal is consistent with goals set by the test publisher. These data will be tracked through assessments administered in the fall for baseline data, mid-year for progress monitoring, and in the spring for outcome data. The process for administering these assessments will remain consistent with past procedures: students will be tested using the MAP digital format; accommodations will be provided to special needs students as mandated based on their IEPs.

- **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**

Baseline data, in combination with classroom assessment data, will be used by teachers to guide data-driven planning for all students in kindergarten through grade three. Baseline data will also support the identification of struggling students who should be placed on a Tier II plan under the school's RTI model. Mid-year progress monitoring data will support the school in assessing its program and implementing corrective action in instructional planning.

- **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.**

n/a

### **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.**

ECA recognized the need to adopt a new, more rigorous instructional program with a robust digital component in order to support accelerated learning for the 21-22 school year and beyond. Therefore, federal funding was used to purchase the HMH Into Reading and Into Math programs for kindergarten through grade three and the AppleTree Institute Every Child Ready program for prekindergarten. The HMH program received high ranking in all areas on EdReports.org and includes paper and digital text, as well as an artificial intelligence real-time assessment tool. HMH includes multiple tools and resources for intervention and for weekly and unit assessment and provides lesson planning guidance for targeted instruction. HMH and ECR trainers will implement professional development at the beginning of the school year and throughout the 21-22 year to ensure the use of these programs with fidelity.

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

- **a. Adjusted Scheduling**

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

- **b. Instructional Changes**

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

- **c. Staffing and Related Supports**

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

- **d. Other**

n/a

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

The new instructional resources are described in Q11. Because these new program are geared toward rigorous learning in both the onsite and virtual setting, ECA anticipates a seamless transition without learning loss if it becomes necessary for students to return to virtual learning. The 2022 summer program will be designed to continue acceleration of reading and math growth for all kindergarten - grade three students using the HMH resources.

**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.**

Surveys will be conducted for teaching staff and parents to use as part of the school's assessment of what worked and what didn't during virtual learning. Additionally, kindergarten through third grade spring 2021 MAP assessment data for reading and math will be analyzed to identify specific areas of student deficit that should be addressed in professional development. Teachers will be trained on the use of a social/emotional support program

that will be used during the 21-22 school year. These programs are still being vetted - a final decision will be made in July.

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

During distance learning, teachers remained connected to parents on a daily basis through multiple modes of contact, including phone calls and texts, Class Dojo posts, Google Classroom posts, and emails. This ongoing communication served as a tremendous support in strengthening the home-school connection at a time when we were unable to have face-to-face contact. Hearing from parents about their concerns and allowing opportunity for their recommendations ultimately gave us information to become more targeted and data-driven in our approach to teaching and learning. These parent communication modes will continue in the 21-22 school year.

**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.**

Upon return to school ECA will ensure that students with disabilities continue to receive specialized instruction and related services as prescribed on their IEP's. Baseline assessments as well as local statewide assessments will be conducted to determine the nature and extent of interrupted instruction. IEP meetings will be held to

appropriately updated student's IEPs as needed.

ECA will conduct ongoing MDT meetings, including 30-day reviews, IEP meetings, and student data review meetings to make determinations on the delivery of services and accelerated learning. Parents will continue to be a part of these conversations, as their input is necessary in making decisions for students with disabilities.

ECA plans to implement accelerated learning while also supporting student's academic recovery. Students with disabilities will not be separated from their nondisabled peers during these accelerated or distance learning opportunities and will continue to participate in teaching and learning throughout the day in the least restrictive environment. ECA's special education teachers will collaborate with the general education teachers for those students with disabilities to provide instruction, support, and ensure appropriate accommodations and modifications are being provided through accelerated learning or distance learning approaches, as needed. ECA will continue to provide students with disabilities access to all learning platforms, including grade level curriculums and interventions. ECA has adopted a digital curriculum in the following content areas, ELA, Math, Science, and Social Studies. This program will be accessible to students and families from their homes. Students will continue to be placed in appropriate educational settings in which they are most successful.

ECA plans for related services to be delivered in person. For virtual learners, families will be provided with professional development opportunities on navigating electronic platforms.

ECA plans to accommodate family members with disabilities by providing in person and virtual support on navigating and accessing curriculum content. When necessary, the student may receive modified assignments and activities. ECA's family support coordinator will reach out to family members with disabilities to provide any available resources or referrals that might assist the parent or student in accessing the curriculum.

ECA will provide language development and academic instruction through the Houghton Mifflin Harcourt (HMH) English On Our Way to English curriculum program. This program is designed to address the needs of all EL learners including foundational literacy, building language skills across content areas, and transitioning to the language of their academic studies.

On Our Way to English provides online assessment tools and an assessment calendar that the EL and general education teachers can use to monitor and validate student growth and ensure a smooth transition to the core curriculum.

**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.**

ECA plans to serve EL learners using the Inclusion/Collaboration Teaching Model. The EL teacher will work alongside the lead general education teacher by providing support to EL students during the reading, math and response to intervention blocks. The EL teacher will collaborate with the lead teacher to ensure that EL students receive accommodations that give access to grade level content. Students will receive extended time, graphical support and online dictionaries to increase their understanding of content. ECA will provide opportunities for EL teacher, lead teacher, specials teachers, special education, and related service providers to collaborate on effective strategies and effective uses of technology that best meet the needs of our EL learners.

ECA will use the data from the ACCESS assessment to create language learning goals for accelerated learning. The language learning goals will consist of speaking, listening, reading and writing. The data will be collected, analyzed, and monitored each week to determine if the students are making progress towards their goals.

Students that remain virtual during the school year will receive online instruction using the Houghton Mifflin Harcourt (HMH) EL program, On Our Way to English. Academic instruction will be provided by the EL and lead teacher through Zoom and Google Classroom. The EL program places a heavy emphasis on language acquisition and provides effective strategies for students to reach their language goals.

ECA has an effective screening process to identify EL learners across all grade levels. The process includes providing the OSSE approved Home Language Survey to all families. If the results of the survey indicate that another language is spoken in the home, ECA will contact the student's family to provide a state approved English Proficiency Screener, Pre-IPT kit by Ballard & Tighe or the Online IPT by the same publisher. The results will be shared with the family.

The re-screening process is not applicable to ECA because there were no EL learners enrolled during the 20-21 school year.

## 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.**

Using ESSER III-ARP funds, ECA will hire an ECA Partner for all classroom. The partner's primary responsibility will be to maintain the health and safety protocols of the school from the students' time of arrival to their time of departure. Specifically, partners will be responsible for admitting students into the building from their specified grade level entry door after determining that they do not appear ill, supporting students during breakfast and lunch in the classroom to ensure their hands are washed and they remain seated while eating, cleaning and sanitizing desks before and after meals, cleaning playground equipment before students' daily use, and cleaning the classroom toilet area and sink after each child's use. Additionally, partners will be responsible for providing supervision in the isolation room if a student from their classroom becomes sick. Partners will walk students to and

from special subject classes ensuring that six feet of distance is maintained. On the playground, partner will monitor the safe use of play equipment. At departure time, partners will ensure that students are delivered to authorized adults who will wait outside the building. Essentially, the ECA partners take a significant portion of the health and safety monitoring from the classroom teacher, allowing the teacher to focus more intentionally on accelerated learning.

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.**

ECA will use ESSER III funds to employ a full-time reading interventionist for kindergarten through third grade students. The interventionist will provide targeted support in small group or individual settings to students who have demonstrated significant learning loss based on baseline NWEA MAP and Houghton Mifflin Harcourt assessments administered in the fall of 2021. A research-based intervention program for reading will be used for this pull-out program. Primary focus will be on foundational skills for literacy, including phonological awareness and phonics, vocabulary development, building reading fluency, and comprehension. Funding will be used for this position for two school years. Additionally, through ESSER funding, ECA will plan a free, summer enrichment and intervention program for the summer of 2022 and 2023 for all students in prekindergarten through grade three. The summer program will be a four-week full day program open to all students. The program will use the same HMH Into Reading and Into Math curriculum, providing students with an extended year of academic support in these subjects.

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

Remaining ESSER III funding will be used for devices for students and for building renovations. ECA will continue to maintain a full inventory of iPads for prekindergarten students and Chromebooks for students in kindergarten through grade 3 for use both in the classroom and in the event of the need to move to virtual learning. Other technology that will be made available to students and families includes headphones and mobile hotspots. Finally, ECA will work with an architectural firm and general contractor to design renovations to the school building that will improve our ability to maintain a safe environment. Planned renovations include construction of walls and cubicles and the installation of dividers to create separate office spaces and therapy rooms, and the removal of walls between spaces to make additional classrooms.

**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 entire community which ECA serves is disproportionately impacted by the COVID pandemic. ECA primarily serves students whose families reside in the Washington Highlands and Congress Heights communities of Ward 8, one of the most underserved and highest crime communities in the Washington DC area. Over 70% of ECA's students are designated as "high risk" by the DC Public Charter School Board, over 20% are receiving special education services, and 100% are students of color. Consequently interventions for learning loss are planned to support the entire school community. The services of the reading interventionist, summer intervention and enrichment programs, and access to technology and devices for home will be provided to all students as needed.



## 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.