

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

**LEA Name: Global Citizens PCS**

**LEA Head of School Name: Natalie Smith**

**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 Operation Plan for Global Citizens Public Charter School (GCPCS) allows for on-site learning for all students for 180 days at 6.75 hours per day (except on half days on Wednesdays, which will be 4.75 hours), or 1,145 hours (which is more than the minimum 1080 hours). We will have ongoing professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). And a sample schedule of a typical school week can be found [here](#).

In the event of an unexpected closure or partial closure due to COVID-19, we have developed a communication policy to reflect the clear, consistent, and timely communication necessary to keep families updated with important changes. We will communicate with families using multiple modes of communication that follow specific timelines. Our modes of communication will include updating our website, the use of robocalls, emails, direct phone calls, social media posts, and mass texts. Please find our full Family Communication Policy [here](#) (which includes protocols for a variety of scenarios).

Families will be provided with multiple ways to access our school team. Families will be able to call our main office at (240) 230-7228. They will also be able to email our school leadership. When we receive questions from families via email, we will call families directly and/or respond to families via email within 24 hours. We will also update our school website ([www.globalcitizensschool.org](http://www.globalcitizensschool.org)) on an ongoing basis. Families will also receive updates via robocall and our weekly newsletter.

A key to a smooth year is uninterrupted learning through the dissemination of materials. We plan to implement a 1:1 iPad Program that will allow students equitable access to iPads and mobile hotspots for learning at home.

- On the first day of school, all students will be assigned an iPad and an iPad case.
- Families who have medical certifications who will be participating in distance learning will be asked to pick up and check out an iPad before the first day of school.
- Families who have a child who tests positive for COVID-19 will have an iPad and a learning kit (with all learning materials needed to access distance learning) delivered safely to their homes by our

Director of Operations.

- All families who will be participating in distance learning will be able to [sign up](#) for their preferred time slots for virtual small group learning (via Zoom).
- Families will be able to access their child's distance learning schedule and link to the learning management system (Seesaw) via our website.
- While off-site, students and families will use Seesaw to access our school's curriculum and learning activities which will be adapted for distance learning. Credentials for Seesaw will be provided to families at the beginning of the school year (prior to a shutdown due to the pandemic).
- Families will be able to use the iPads to complete learning activities and record their child(ren)'s learning - either digitally (directly on the iPad) or by taking a picture or recording a video (of a hard copy of activities, which will be included in the learning kits) and uploading it to Seesaw.

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: Learning Kits will be mailed to the family's home or delivered by a staff member. When delivering, the staff member will be instructed to practice social distancing when delivering the device.
- Uninterrupted instruction through remote learning: We will survey families and gather data on what equipment they have and what is needed. GCPCS will make sure families are aware of the technology we are offering, iPads for all students) and mobile hotspots (based on need). The iPads will be picked up from the school by the families or delivered by staff members. We will ensure families without internet service receive access through (1) free internet services provided by the city and/or (2) mobile hotspots (based on need).

For staff excluded from school due to confirmed or suspected coronavirus (COVID-10), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance, the school will take the following steps to ensure sufficient coverage (while the staff isolate):

- Step 1: We will contact Enriched, an organization that provides guest educators (substitute teachers), some of whom are former educators, to provide substitute teachers for English and the language (if possible). By securing guest educators first, it will allow us to alleviate strain on our internal personnel.
- Step 2: In the event Enriched cannot provide the needed substitute teachers, we will then assess the availability of our internal instructional staff. They include, but are not limited to:
  - Director of Special Populations
  - Chinese Instructional Coordinator
  - Spanish Instructional Coordinator
  - Principal
  - Head of School
- Step 3: If more than one teacher has to be out due to COVID-19, then we will determine whether we can combine classes temporarily and keep our teacher-student ratio at 1:10 for Pre-K3 and 1:12 for Pre-K4.
- Step 4: As a last resort, if there are multiple absences, we will transition to a temporary virtual model aligned to our distance learning model.

The Operation Plan can be implemented in our current facilities. The Operation Plan can be implemented using our current staff and anticipated hires.

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

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

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

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

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

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

Students with medical certifications who participate in distance learning will receive comparable instructional time and coursework via real-time, synchronous instruction and support from 3 teachers in each class: a lead language teacher, a support language teacher, and an English teacher. While our Pre-K3 and Pre-K4 students will not spend an entire 6-hour instructional day logged onto their iPads, our students participating in distance learning will participate in four 20-minute small group sessions daily: Language Arts for the partner language, Math/Science for the partner language, Language Arts for English, and Math/Science for English. *Families will be able to select from various time slots at the beginning of the school year to ensure the time slots work with their schedules.* Students participating in distance learning will also be able to complete the same learning activities (coursework) as students in-person via Seesaw. Our students will have the opportunity to interact with their peers for academic and social-emotional learning during key times of the day: Morning Meeting, lunch, and Read Aloud times. Our English and language teachers will also schedule 1:1 meetings with each student to provide direct guided instruction and support, as well as to identify students’ progress and any additional supports they may need. Click [here](#) to see the comparison between our sample in-person and our sample distance learning schedule.

- **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;**

Each student at GCPCS, including those with medical certifications, will have access to their own iPad, iPad case, and a mobile hotspot (if needed). Families will either pick up the iPad from school by adhering to our check-out procedures or they will schedule to have their iPad delivered to them (if they are unable to pick it

up). During the check-out process, we will ask families if they need support with WiFi. We will make sure that families that need access to WiFi are signed up to receive it. Each family who needs access to WiFi will be directed to all of the free internet access options provided by the city. In the interim (while these services are being set up) or if for any reason they cannot access those services from the free options, they will receive a mobile hotspot.

- **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**

Prior to the first day of school and on a monthly basis thereafter, families of students with medical certifications will receive a learning kit monthly with all necessary learning materials, supplies, and activity sheets needed for students to actively engage in distance learning. Families will pick up the learning kits from school or request that the learning kits be delivered to them (if pick up is not possible). Prior to the first day of school, GCPCS will also schedule meetings with the families of each student with a medical certification to learn about the support they need (if any) with setting up their space for distance learning and effectively using technology. Once this information is gathered, GCPCS will allow families in need to check out furniture we already have in our school so students can have appropriate workspace materials such as a desk and chair or other appropriate materials necessary for the student to comfortably and safely access distance learning. Technology training will be provided for families at the school site by our leadership and/or instructional staff. Families will be trained on how to access Seesaw and Zoom, and how to navigate/troubleshoot the internet in general. If families are unable to attend in-person training, they will be able to access short instructional videos that will walk them through setting up and using Seesaw and Zoom.

- **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.**

GCPCS chooses to offer a distance learning program through our unique dual language immersion program. The program will offer the core academic content for students through small group Zoom sessions, learning activities via Seesaw, and direct guided instruction provided by teachers. We plan to use the following materials with our remote instruction: learning kits (with corresponding activity sheets, supplies, corresponding materials/resources, visual aids, relevant texts). We have found that the following distance learning practices provide the most effective instruction: small group instruction in core content areas in 20-minute increments (both in the partner language and in English), Model-Lead- Assess with a focus on teacher modeling, language acquisition strategies: visuals, total physical response (TPR), songs, chants, movement, speaking slowly, short sentence stems, realia, repetition. We will tailor instruction depending on our students' needs and learning styles. The schedule will mirror that of the students who attend our on-site learning option with the following anticipated modifications: For academic learning, peer-to-peer interaction, and to foster a social-emotional connection, students accessing distance learning will join their in-person classmates for Morning Meeting, lunch, and Read Alouds. Students accessing distance learning will also have a 1:1 meeting with their language teacher and a 1:1 meeting with their English teacher on a weekly basis, so that they can receive direct guided instruction. Teachers will also be able to identify students' progress and any additional supports they may need. It is important that students participating in distance learning receive instruction in the partner language and in English. The curriculum resources that we will use are based in Creative Curriculum and IB Curriculum. Families will support students with keeping track of their learning activities,

uploading and submitting them. Students will receive feedback from teachers using Seesaw. Families will sign their child up for four small group sessions that are 20 minutes each: 1. Language Arts for the Partner Language 2. Math/Science for the Partner Language 3. Language Arts for English 4. Math/Science for English. Distance learning will end at 11:45 am, whereas in-person learning goes until 3:00 pm. Students in distance learning will have to engage in breakfast, snack time, outdoor play, and nap time with supervision from their families. Students in distance learning will also engage in a closing circle at a different time from their in-person classmates due to scheduling conflicts. Click [here](#) to see the comparison between the in-person and distance learning schedule. Click [here](#) to see where families sign up for their preferred small group time slots. During distance learning, we will be staffed with 1 English teacher and 1 Language teacher (Spanish and/or Chinese). The ratio will be 1 teacher to 5-7 students.

To ensure that the above remote learning model is highly effective, we will employ the following:

- **Staffing:** Distance Learning - 1 English teacher/ 1 language teacher (Spanish and/or Chinese). The ratio will be 1 teacher to 5-7 students.
- **Materials--including at home “school space”:** Families will receive a learning kit monthly with all necessary materials, supplies, and activity sheets needed for students to complete their learning projects. This can either be picked up from the school by the family or it can be mailed to the home; whatever the family prefers. GCPCS will meet with the family (in-person or virtually) to learn what support they need along with providing a survey/questionnaire to support us in assessing needs. Once this information is gathered CGPCS will provide the family support in purchasing or ensuring students have appropriate work space materials such as a desk and chair or other appropriate materials necessary for the student to comfortably and safely access distance learning. Training will be provided for families at the school site or virtually (whatever is more convenient for the family) by our leadership and/or instructional staff. Families will be trained on how to access Seesaw, Zoom, and how to navigate/troubleshoot the internet in general.
- **Technology:** Each student at GCPCS, including those with medical certifications will have access to their own iPad. families can pick the iPad up from school by following our signing out process. Students will access the virtual small group classes via Zoom. GCPCS will support families in making sure Zoom is functioning properly on student iPads.

Schedule: Click [here](#) to see the schedule. Click [here](#) to see where families sign up for their preferred small group time slots.

## **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.**

We are considering the following measures to determine the social-emotional well-being of students when they return for the 2021-22 school year. During this summer, in the beginning of the school year, and throughout the school year, we will conduct virtual or in-person introductory meetings with families to learn more about them, their needs, and the social-emotional well-being of each student and family members. We



will use specific questions to gather this information. For example: What are you most excited about? What is your child most excited about? What are you most concerned about? What is your child most concerned about? How can we best support you with your wellness and your child's wellness? Additional questions from the [TNTP Student Focus Group Questions about Learning During COVID-19 Closures](#) that will be asked are: What problems or obstacles have you encountered in trying to learn from home? What do/did you miss about going to school? Is there anything else you want us to know, or any questions you thought we'd ask that we didn't? Understanding at the student level how students are experiencing re-entry into school is critical to our success overall. Based on student responses, GCPCS is prepared to offer support. We will not have a "packaged" mental health program, but rather a whole school approach to social-emotional, mental, and behavioral health and wellness. Whole child wellness is embedded in our school design as one of our four key pillars. All of our children will be socially, emotionally, and physically well! They will develop a sense of self and a sense of belonging, empathy, and emotional resilience. They will also develop positive relationships with their peers and adults. Social, emotional, and physical wellness will be fostered in the following ways:

- Summer playdates will be scheduled so that children can meet classmates and begin to develop positive relationships with their peers and their families.
- Introductory Meetings will be held in August, so that teachers, students, and families can get acquainted with one another. Families have an opportunity to share their hopes and dreams for their child and express any needs they may have. This is another opportunity for students to start developing positive relationships with their teachers.
- THRIVE pillars are embedded in our curriculum and reinforced daily: Think with your heart and mind, Help others succeed, Respect yourself and others, Identity matters, Value all cultures, Empower for justice.
- Morning Meeting is an essential part of Responsive Classroom. Students come together on a daily basis to foster strong social emotional connections, build relationships, and set the tone for the day. Morning Meeting has four components. The greeting is where students and teachers greet each other by name. The second part is the sharing component where students share information about important events in their lives and listeners often offer empathetic comments or ask clarifying questions. During the third component or the group activity everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, dancing, singing, reciting a poem, or playing a game). The last and final component is the morning message where students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.
- Closing Circle is similar to Morning Meeting; however, it happens at the end of day rather than at the start of the day. The teacher allows students to recap or reflect on the events of the day and how they grew individually and collectively. It provides closure to their activities and is a great way for students to celebrate their accomplishments and prepare for the day to come.
- Conscious Discipline is an evidence-based, trauma-informed approach recognized by the Substance Abuse and Mental Health Administration's (SAMSHA's) National Registry of Evidence Based Programs and Practices (NREPP). Conscious Discipline provides a transformational, whole-school solution for social emotional learning, discipline, and self-regulation. Conscious Discipline allows schools to create a compassionate school culture by facilitating an intentional shift in adult understanding of the brain and behavior. It provides brain-based, evidence-based strategies for responding to each child's individual needs. Conscious Discipline is based on four essential components: Conscious Discipline Brain State Model; Seven Powers for Conscious Adults; Creating the School Family; and, Seven Skills of Discipline. Our teachers will also use trauma informed and healing centered practices when interacting with our students.
- On "Feel Good Fridays," we will play music outside of the school at drop off and pick up to contribute to a fun and festive mood. Genres of music can be chosen by students, families, and staff.

Students will be screened through our Multi-tiered System of Supports (MTSS)/Response to Intervention (RTI). Our MTSS/RTI process is designed to ensure our teachers provide high-quality instruction for all children as well as evidence-based interventions and support for children displaying academic, attendance, and behavioral challenges. We selected MTSS/RTI as the system/process we will use to determine, implement, and monitor specific supports for children, which will allow us to ensure we meet the needs of all children in our learning environment and ensure none of them fall through the cracks. “Need-Driven” decision-making will ensure our school and community resources reach the appropriate children at appropriate levels of need to accelerate performance of all students. Through the use of our MTSS/RTI model, we will serve our student population through three distinct tiers.

- At the Tier 1 or the Primary Prevention level there are school-wide and classroom-wide systems and supports for academic and behavioral needs of all students. This includes core classroom instruction for all children utilizing evidence-based curriculum and differentiated instruction. Teachers monitor the progress of each child through a variety of formal and informal assessments that are administered on an ongoing basis throughout the school year. Teachers adjust or supplement instruction as needed to meet the needs of each child. Teachers employ research-based instructional strategies to improve learning for children. Teachers analyze student data and student samples on a regular basis during weekly data meetings. Our Student Support Team (SST team) will meet weekly to determine which children may need additional academic and behavioral support to succeed and thrive, and to monitor those children’s performance data on formative, interim, and summative assessments. For children who are having more difficulty, the lead language teachers and special education teacher will collaborate to complete formal referrals to the SST team to ensure they include accurate and robust data and samples of student work, after they have attempted and documented the success or failure of at least two research- based interventions used in their classroom.
- At the Tier 2 or Secondary Prevention level we have specialized group systems and supports in place for students who need additional academic or behavioral support to succeed in class. In Tier 2, teachers provide standard research-based interventions that require minimum adjustments to classroom routines to targeted groups of children who do not make adequate progress in Tier 1. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3. Tier 2 consists of more intensive learning opportunities that are provided to small groups of children who have been found to need additional support. Progress monitoring is conducted more frequently and is used in conjunction with a collaborative problem-solving process to guide and refine interventions. Parents and family members are included as part of the collaborative problem-solving process. Multiple school personnel can provide Tier 2 instruction including the classroom teacher, special educators, related service providers, or other staff. Data are collected on a regular basis to monitor children’s progress and may be geared to examine specific skill areas. The selected strategies will be developmentally appropriate and applicable throughout the program. Strategies will be embedded into ongoing classroom activities such as circle time and centers. Our Tier 2 curriculum will supplement rather than replace Tier 1 or general classroom instruction. Teachers can support interventions through high rates of explicit instruction in all content areas; frequent active academic engagement (multiple opportunities to respond per target); repeated practice opportunities in multiple contexts; high fidelity implementation; teacher provided extended instruction (supplemental activities and practice opportunities in multiple contexts); curriculum based assessments to monitor progress (teacher created with support from Language Coordinators, Director of Special Populations, & Special Education teacher). Teachers will be able to consult with members of the SST team when choosing the most appropriate strategies and resources for supporting students' specific needs. During SST team meetings, the classroom teachers and SST team will make educational decisions about the intensity and duration of classroom-based and/or small group interventions based on the individual child’s response to instruction. All teachers will have access to the Pre-Referral Intervention Manual (PRIM) and [www.pbisworld.com](http://www.pbisworld.com), which have straightforward strategies for each identified problem. The teachers will implement Tier 2 interventions and supports for 6-8 weeks (or shorter if teachers realize the interventions may not be working), and then discuss each child’s progress during the SST team meeting following that duration of time. If a child is determined to be making expected progress, the teacher will continue to provide the interventions, as long as the student continues to benefit. If a child does not benefit from the intervention, at least one new intervention will



be employed following the same process. For children who are ready for more rigor, the team will make educational decisions about the intensity and duration of enrichment. Parents will be invited to attend a formal meeting to discuss the results of the interventions and make a plan for additional interventions and support for the child's areas of difficulty (Tier 2), as well as maintaining or advancing their areas of strength. The SST team will decide whether or not to recommend a subsequent Tier 2 intervention, recommend a Tier 3 intervention, or refer to the IEP team. Children will only be referred to the IEP team by teachers after trying and documenting Tier 2 interventions.

- At the Tier 3 or Tertiary Prevention level there are individualized systems and supports in place for students with extensive academic or behavioral needs. Children are referred for Tier 3 interventions and supports when Tier 1 and additional Tier 2 supports and interventions, implemented with fidelity over 6-8 weeks, are not enough for children to make sufficient progress academically and/or behaviorally. A mental health practitioner will be invited to Tier 3 meetings as needed. At the Tier 3 level, teachers provide specialized intervention that emphasizes skill-building through a variety of intensive, differentiated approaches, usually 1:1. Teachers and the SST team will closely monitor student learning and progress through assessment and data collection for 6-8 weeks or an agreed upon period of time. Parents will be invited to attend a formal meeting to discuss the results of the interventions and make a plan for additional interventions and support for the child's areas of difficulty (Tier 3), by building off of their areas of strength. Children making ample progress may exit to Tier 2 or even Tier 1 instruction. Children who are not making progress may continue with a different Tier 3 intervention or support, receive intensified Tier 3 services, or be referred to the IEP team.

#### WRAP AROUND SERVICES for families

- Our homeless liaison will be able to work with families to provide any additional supports that are needed on a case-by-case basis.

#### SCHEDULING CONSIDERATIONS

Students will stay in the same cohort throughout the school year

- Mindfulness and movement breaks embedded in the schedule
- Outdoor play time (Recess) twice a day
- Naptime/Quiet-time
- Monthly cultural celebrations that target the importance of identity, diversity and cultural value
- Birthday Celebrations (must adhere to safety and health guidelines)

#### CURRICULA

- Responsive Classroom is an evidence-based approach to teaching and classroom management that focuses on engaging academics, positive community, effective management, and developmental awareness. This approach helps to create safe, joyful, and engaging classrooms and school communities - where students develop strong social and academic skills and every child can thrive.
- Conscious Discipline is an evidence-based, trauma-informed approach recognized by the Substance Abuse and Mental Health Administration's (SAMSHA's) National Registry of Evidence Based Programs and Practices (NREPP). Conscious Discipline provides a transformational, whole-school solution for social emotional learning, discipline, and self-regulation. Conscious Discipline allows schools to create a compassionate school culture by facilitating an intentional shift in adult

understanding of the brain and behavior. It provides brain-based, evidence-based strategies for responding to each child's individual needs. Conscious Discipline is based on four essential components: Conscious Discipline Brain State Model; Seven Powers for Conscious Adults; Creating the School Family; and, Seven Skills of Discipline.

- Trauma Informed and Healing Centered Practices - Our founding team is committed to ensuring our school culture, practices, and policies are sensitive to the needs of children who have experienced ACEs. We know that it is crucial for educators to recognize, understand, and address the learning needs of all children, including those impacted by trauma. Our teachers will be trained on trauma-informed care, so that they will understand the role of trauma and learn strategies for interacting and responding to children impacted by trauma. Trauma-informed care improves school culture and climate because it establishes a safe, caring, and supportive culture for all children by understanding what has happened to each child and how that affects their actions in school. Through trauma-informed care, we will be thoughtful in the consequences that children receive, avoid triggers, and function in ways that take into consideration the experiences that our children bring with them to school each and every day. Trauma-informed care changes the way "discipline" is carried out in our school. We will focus on changing behaviors as opposed to issuing consequences. We will create a school environment that is safe and predictable for our children.
- Restorative Justice - At GCPCS, we strive to build and maintain a school culture that promotes positive behavior and eliminates distractions caused by inappropriate behavior. We know that a strong and positive school culture is fundamental to student engagement and learning. We will not implement traditional detentions and suspensions in response to student misbehavior because we know that children respond better to caring adults, positive reinforcement, mediation and alternative forms of discipline. Our discipline policy is inspired by the Restorative Justice Model. Research has shown that students who are suspended and/or expelled from school enter the School-to-Prison Pipeline. Restorative Justice offers schools a shift from the punitive model to a restorative model. The Restorative Justice model has been around for hundreds of years, and can be traced back to indigenous people. This model allows offenders to take responsibility for offenses and make restitution with victims. Restorative Justice addresses the root causes of behaviors by empowering students to problem-solve in a judgement free environment. The voices of victims of offenses are centered, and they are empowered to share the impact. Students are able to use this model in the real world to solve problems. Restorative Justice focuses on building relationships (teacher to student, student to student, and teacher to teacher) and repairing harm. The three tiers of implementation include prevention, intervention, and reintegration.
- Culturally Sustaining Pedagogy promotes equality across racial and ethnic communities and seeks to ensure access and opportunity. At GCPCS we provide universal curriculum, instruction, and interventions that affirm the cultural beliefs, practices, and experiences of our students. Our teachers will be trained to demonstrate cultural competence when collaborating with one another, designing and implementing lessons, and interacting with students and families.

For students who are showing the need for more intensive, one-on-one supports, the LEA will

utilize our own Special Educator and Director of Special Populations as a part of our student support team (SST). As a part of our Multi-tiered System of Supports (MTSS), teachers will discuss students' progress and determine the additional supports needed, and they will also screen and refer students for mental and behavioral health needs.

We plan to use Special Education Related Service Provider(s), such as End to End Solutions (ETES), to provide the following services to GCPCS:

- Provide multi-systematic approach to support students with related service's needs

- Provide qualified service professionals to deliver speech, OT and Behavior Support Services.
- Have a team capable of supporting the needs of various types of evaluation and assessments
- Provide qualified occupational therapy evaluators
- Provide speech and language therapy evaluators
- Complete both education, psychological, and clinical testing.
- Meet statewide deadline for testing (30 days)
- Review evaluation in person.
- Utilize the Easy IEP system.

For direct mental and behavioral health services for students in need, we are also exploring a possible partnership with MedStar Georgetown Center for Wellbeing in School Environments (WISE), an organization that supports schools with comprehensive approaches for mental wellness. We are also exploring a partnership with Onyx Therapy Group, a multidisciplinary company that provides direct mental health services, consulting, research, training, professional development, and provider sourcing through the lens of cultural competency, capacity building, diversity and inclusion, and evidence-based practice. As leaders in the mental health field, Onyx Therapy Group is a Black Woman, Veteran-Owned business that aims to address mental health issues and disparities in communities, organizations (such as schools), and for individuals in need. Onyx Therapy Group aims to support teachers, students, and families by serving as a guide through the healing process through a range of theoretical orientations and therapeutic interventions. Teachers, parents, and the overall community benefit through advancement with the primary outcomes of awareness, empowerment, grounding, and growth. Additionally, Onyx Therapy Group serves to develop counselors through research-based and person-centered professional development aligned with the Culturally Intersected Clinical Supervision model. We also hope to have a counselor if provided by the Department of Behavioral Health (DBH).

- 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.**

GCPCS is preparing to monitor behavior of students using a variety of positive, relevant, and developmentally appropriate discipline practices, including the use of trauma-informed, healing centered, and restorative justice framework for discipline. Please click [here](#) for our school culture/discipline policy.

- 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.**

We are co locating with Friendship Collegiate PCS in Ward 7. They will be our food vendor while we have an active lease at that location. For our students who access our school through remote learning options, meals will be available for pick up at key times each day (which will be the same time that we provide breakfast and lunch to students). Families will also have the option to pick up lunch for the current day and breakfast for upcoming days (cold-shelf stable) each day around lunch time in the front office. It will be bagged and ready for pick up.

For a single student, who is self-quarantining due to a potential exposure outside of the school, meals will be provided in the same format as above; however, the parent must pick up food items from the outside of the school building (to avoid any exposure to the virus in the school community). An administrator will work closely with the parent to coordinate pick up times to ensure food is prepared at the door for parent pick-up.

In the event that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, GCPCS will distribute meals the same way as above in the method of pick up from the school.

In the event that GCPCS is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through the same process above (based on staggered pick up times each day).

## **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.**

## WELLNESS FOR STAFF

At Global Citizens PCS, we understand the importance of staff wellness/self-care, work-life balance, and mental health. Knowing this, we have implemented the following to ensure our staff feels "well" at all times in the workplace:

- Wellness Wednesdays - once a month on designated days staff can leave at 1:00 pm (after student dismissal) to do whatever they please for self-care (students are dismissed each Wednesday at 1:00 pm.).
- Morning Circle - Before teachers go to greet and receive students, teachers will participate in a morning circle that will include a variety of mental health support such as affirmations, mindfulness, team building, and overall encouragement.
- Access to the Headspace App for meditation for themselves (as well as for use with students).
- Adult SEL will be a part of our weekly PD sessions. Teachers lead sessions that resonate with them as it pertains to adult SEL and the rest of the staff opts into the sessions that most interest them (with the intention of building up a toolkit for adult SEL)
- Small group PLCs specifically for mental health supports
- Walk & Talk Groups for staff
- Teachers will be able to schedule time with [Dr. Emilie B. Joseph, a licensed psychologist](#). We are exploring a potential partnership with Dr. Joseph, a mental health practitioner with a culturally relevant approach

For staff in crisis or needing acute care, such as grief, depression, or trauma, GCPCS will offer immediate support through our partnership with [Dr. Emilie B. Joseph](#). GCPCS is also exploring a partnership with MedStar Georgetown WISE and The Onyx Therapy Group.

### *PD Topics for Teachers' Own Wellness*

- What is self-care and why it's important: Teachers will explore the importance of self-care and why it is a necessary component of whole community wellness. This will be a time for teachers to buy into their own wellness and make it a priority and necessity for a healthy and functional work-life balance.
- Mindfulness & Morning Circle: Teachers will explore the many proactive strategies involved in Mindfulness such as focusing strategies, breathing, and centering oneself. Mindfulness has the individual focused on the present moment with an open mind and attitude of acceptance. It is a way to train the mind, regulate emotions, control behaviors, and cultivate healthy relationships. Teachers will also learn the expectations of Morning Circle, which is a time where Mindfulness and other culture-building and wellness activities will take place in the morning before teachers greet students.
- Wellness Wednesdays: Once a month, on Wednesdays, teachers are not expected to attend professional development as usual, but rather engage in some sort of self-care activity of their choice. Teachers may leave campus after 1:00 pm dismissal to engage in the wellness activity of their choice whether that be running errands, getting a massage, going to a routine health appointment, etc.
- Small group PLCs vs Walk and Talk Groups: Teachers will be given the opportunity to form groups based on interest that will serve as a form of emotional and social support/engagement for teachers. Sometimes these groups will engage as a PLC where there may be an official agenda or topic of study. Other times, the same group of people may choose to engage in groups where they walk and talk together inside or outside of school, connecting with one another and providing a safe space for sharing and expression.

### *PD Topics that will support teachers' abilities to respond to student social-emotional needs*

- Trauma-informed practices: Teachers will explore the causes of trauma (ACEs: adverse childhood experiences) and the elements of a trauma-informed approach. Teachers will also learn how to explore traumatic behaviors, teach self-care and resilience strategies, as well as design a learning environment that is beneficial for all students, especially those affected by trauma.
- Healing-centered practices: Teachers will explore the root causes of trauma through a holistic approach rooted in culture, spirituality, civic action, and collective healing. Teachers will learn how to facilitate the restoration of identity, which trauma often damages in human beings.
- Deescalating strategies: Teachers will learn how to identify when a student is becoming emotionally or physically escalated and the specific strategies that can be used to de-escalate or stabilize a student in need of this specific support.
- Responsive Classroom: Teachers will explore the key elements of Responsive Classroom, specifically Morning Meeting, Closing Circle, and the Peace Corner. Teachers will learn the components of Morning Meeting, which is an essential time at the beginning of the day where teachers and students build community, set the tone for the day, and build lasting relationships. Teachers will also learn how to lead Closing Circle and how it is used to provide closure for the students and reset goals and expectations for the following day. Lastly, teachers will explore the elements of a Peace Corner, how to create one, and how to facilitate its use for students.
- Restorative Justice: Teachers will explore the history and research behind the Restorative Justice Model. This model offers schools a shift from punitive forms of discipline that lead to the School-to-Prison Pipeline. This model allows offenders to take responsibility for offenses and make restitution with victims. Restorative Justice addresses the root causes of behaviors by empowering students to

problem-solve in a judgment-free environment. The voices of victims of offenses are centered, and they are empowered to share the impact. Students are able to use this model in the real world to solve problems.

- **Conscious Discipline:** Teachers will understand the research, components, and implementation surrounding this transformational, whole-school solution for social-emotional learning, discipline, and self-regulation. Conscious Discipline allows schools to create a compassionate school culture by facilitating an intentional shift in adult understanding of the brain and behavior. It provides brain-based, evidence-based strategies for responding to each child's individual needs.
- **THRIVE pillars:** These pillars are the student-friendly version of our Key Pillars which are Globally Competent Bilingualism, Academic Excellence, Whole Child Wellness, and Social Justice. Our students will explore the essence of our Key Pillars with language and an approach that is age-appropriate. Each letter of THRIVE represents the following: Think with your heart and mind; Help others succeed; Respect yourself and others; Identity matters; Value all cultures; and, Empower for justice.

## **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.**

At GCPCS, we believe that engagement in our school is critical and will have a positive impact on the academic performance, behavior, and attendance of our children. We are committed to working with teachers and school staff to ensure understanding of diverse experiences, lifestyles, and cultures from which our students come. This will help teachers develop strong trusting relationships with children and their families. A child's sense of belonging is connected to his or her family's sense of belonging.

Our Family Engagement Goals are:

- We will build positive, trusting relationships with all of our families.
- We will foster two-way communication with all of our families.
- We will establish partnerships with all of our families to ensure the success of all of our children.

Our community of staff will solicit and incorporate student and family feedback on these plans, which we will gather through:

Surveys will be distributed/emailed to families

- Surveys will be made available in our monthly newsletters
- Surveys will be shared at the end of every Open House and emailed to attendees directly



- Surveys will be shared after parent/caregiver/family meetings
- Surveys will be shared directly after any school-wide event

Our team will solicit, review and incorporate feedback, so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning.

- Surveys will be emailed to families: after the release of any school document or revision to any school plan or key document
- Surveys will be made available on our newsletter on a monthly basis
- Surveys will be shared at the end of every Open House and emailed to attendees directly after as well (every other week or at specific dates scheduled monthly)
- Focus groups and empathy interviews will also be used to gather qualitative data and feedback from families (time frame yet to be determined). Families will be invited to participate in small group discussions via focus groups. Empathy interviews are one-on-one conversations that use open-ended questions to elicit stories about specific experiences that help uncover unacknowledged needs.

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently in the following ways:

- Tuesday Folders (weekly bulletins/newsletters shared with families)
- Website updates
- Social media (FB, IG, Twitter)
- Mailchimp Newsletter
- Orientation (8/27)
- Virtual Open Houses
- Parent/Caregiver/Family meetings
- Seesaw will be used for daily communication between families and teachers concerning instruction and student progress

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.

- Currently, we offer our virtual Open Houses and events in Spanish at designated times. All of our documents, registration forms, enrollment documents, surveys, and presentations incorporate Spanish translations.
- GCPCS will work with a translation company to assist with translation services.
- GCPCS has an account with Language Line for any live interpretation needs, such as Zoom calls, phone calls, meetings, etc.

In order to monitor student progress and adjust supports, our LEA will communicate student status and progress in the following ways:

- 1:1 communication between family and teachers through an app (i.e., Seesaw); daily and weekly
- Trimester progress reports based on Assessment GOLD
- ACTFL Can-Do Statements Checklists; will be shared along with trimester progress reports

Additionally, teachers will use our MTSS process to submit student support requests/referrals for support beyond the strategies implemented in the classroom. Click [here](#) to read more about our MTSS structure.

## 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.

N/A

## 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;**

Since we will be serving Pre-K3 and Pre-K4 students, we will offer the following summative assessments throughout the 2021-2022 school year:

- Assessment GOLD: an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. The assessment is grounded in 38 research-based objectives that include predictors of school success and are aligned with state early standards in the United States.
    - Fall Checkpoint Finalized: October 31st
    - Winter Checkpoint Finalized: February 28th
    - Spring Checkpoint Finalized: May 31st
  - ACTFL Can-DO Statement Checklist: This checklist serves as an assessment based on the continuum of language acquisition and communication skills through the Novice (including Novice-Low, Novice-Mid, and Novice-High), Intermediate, Advanced, Superior, and Distinguished levels. The checklist is created from the Can-Do statements and begins with the child's self-assessment and goal-setting, and is centered on curriculum vocabulary and what the student has been exposed to linguistically at Global Citizens.
    - Mid Year Assessment Window: November 8-19
    - EOY Assessment Window: June 6-17
  - Pre-IPT Oral English Test: designed for preschool children who are not used to taking tests. It is designed to assist in the initial designation of 3, 4, and 5-year-olds as Non, Limited, or Fluent English Speaking, it also provides information to help place students in the most appropriate instructional programs.
- 
- **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);**

Since we will be serving Pre-K3 and Pre-K4 students, we will offer the following summative assessments throughout the 2021-2022 school year:

- Assessment GOLD: an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. The assessment is grounded in 38 research-based objectives that include predictors of school success and are aligned with state early standards in the United States.
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  - Mid Year Assessment Window: November 8-19
  - EOY Assessment Window: June 6-17
- Pre-IPT Oral English Test: designed for preschool children who are not used to taking tests. It is designed to assist in the initial designation of 3, 4, and 5 year olds as Non, Limited, or Fluent English Speaking, it also provides information to help place students in the most appropriate instructional programs.
- **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**

We are implementing Creative Curriculum® in our program for early childhood because it is comprehensive, research-based, and aligned to the Teaching Strategies GOLD™ Objectives for Development and Learning and Global Citizens' approach to teaching. Creative Curriculum® features exploration and inquiry as a way of learning, enabling children to develop creativity, confidence, and lifelong critical thinking and problem-solving skills. Creative Curriculum® has activities and classroom projects on topics that children can connect to their own everyday experiences. While the curriculum topics provide rich learning experiences for students, Global Citizens will amend, change or replace topics when necessary to support the strengths, needs, and interests of our children. We have created theme-based units, aligned to Creative Curriculum and inspired by the International Baccalaureate (IB) curriculum. Our units explore individual identity, family generations, community partners, food and clothing as an intersection of culture, the connections between humans and nature, as well as wellness and healthy lifestyles. Intertwined in these units are concepts such as daily routines, greetings, numbers, emotions/feelings, and other developmentally appropriate concepts. Our curriculum design team has chosen the specific vocabulary necessary to instill the core values and content knowledge needed to build proficiency in English and the partner language. The texts chosen to compliment the objectives and learning goals are balanced between fiction and non-fiction. The texts also reflect the identities, cultures, and perspectives of our students and cultures that live through the partner languages we offer. Our vocabulary and literature-rich curriculum supports the building blocks of reading success and language comprehension.

Teachers foster learning through student-centered play, as well as whole group and small group instruction, from theme-based lessons that incorporate content area standards. It is also important to note that the

curriculum is also available in Spanish, which is used by our Spanish language teachers. Although Creative Curriculum® is not available in Mandarin, our Mandarin language teachers teach the same curriculum and provide the translation in their lesson plans coupled with Mandarin Chinese books, resources, and materials. Our language teachers model authentic language through oral, printed, and audiovisual and multimedia presentations. They use Spanish and Chinese children's books, songs, newspapers, video clips, signs, ads, and objects that represent the partner culture, such as games, posters, currency, etc.

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

We monitor their progress towards meeting the goals as follows:

Teaching Strategies GOLD® is an authentic observation-based assessment system for children from birth through kindergarten. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. Teaching Strategies GOLD® can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations. The primary purpose of Teaching Strategies GOLD® is to document children's learning over time, inform instruction, and facilitate communication with families and other stakeholders. It is important to remember that Teaching Strategies GOLD® is not intended as a screening or diagnostic measure, an achievement test, or a program evaluation tool. Teaching Strategies GOLD® enables educators to focus on and measure the knowledge, skills, and behaviors most predictive of school success. The tool has a total of 38 objectives. Two objectives are related specifically to English language acquisition, and the other 36 objectives are organized into nine areas of development and content-area learning. The areas are social-emotional, physical, language, cognitive, literacy, mathematics, science and technology and the arts.

These observations take place in the classroom when students are working in centers, in small groups, or individually. Lead teachers have support teachers in the classroom that will be supporting them in making sure lead teachers have the time and space to take the necessary observational notes.

To assess proficiency in the partner language Global Citizens PCS has developed our own checklists based on the ACTFL Can-Do Statements and desired learning from our specially designed units of study. Teachers will observe students and interact with them in small groups and individually in order to assess students.

Teachers will discuss student progress through weekly team meetings and data meetings. Team meetings will focus on curriculum implementation, grade-level team business, and the design of the instructional program overall. Data meetings will serve as the space to implement data analysis cycles where specific students, groups, and data are examined through an equity lens for the purpose of adjusting instructional methods in order to maximize student achievement.

Grade level team meetings and data meetings will be led by our Principal along with our Language Coordinators. The Language Coordinators will also serve as instructional coaches for the teachers, providing them with ongoing feedback and support.

### *English language proficiency*

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after 3 years through our dual language immersion program (which will include sheltered 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.**

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.**

In the fall of 2021, we will be opening our doors for the first time to 3 and 4-year-olds. For many of our students, this will be their first time in school and for all of our students this will be their first time having a Global Citizens PCS experience. Another factor that is extremely important is that students will also be immersed in a partner language for 90% of the school day. Students will be learning routines (some for the first time in a school setting), beginning to understand the language their teachers are speaking and learning content that will provide a strong foundation for the rest of their lives. The learning that will be taking place is strategically designed so students can receive a rich academic and social-emotional experience. Because of these circumstances and factors, we know that learning will not be accelerated for our students. At 3- and 4-years old, our students will be challenged appropriately, and they will also develop at their own pace because children develop on a continuum that is influenced by various factors. Usually, early child development follows a sequence, as children often need to master one skill before they can acquire the next. At times, children may take a long time to master a new skill. At other times, children may seem to skip a skill in the expected sequence in their speed of development. Through careful observation, assessment, and communication with children and their families, teachers will develop a clear picture of the children they are serving. Teachers will also better be able to identify risks, concerns, and possible delays, as they will have an understanding of the entire context of each child. We know that early identification should lead to early intervention. Early intervention should lead to increased brain stimulation at a time when each child's brain is most receptive and malleable. Early interventions may include increased parental engagement, additional opportunities to socialize and engage with other children and adults, engagement in a variety of play activities, and specialized services. Pre-K3 and Pre-K4 are non-compulsory grade-levels. For these reasons, we believe this question does not directly apply to us. However, we do have an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use Assessment GOLD observations and our ACTFL Can-Do Statement Checklists to collect, analyze and support our staff in addressing student learning needs.



The plan includes teacher anecdotal notes, Assessment GOLD observations, Assessment GOLD reports and the ACTFL Can-Do Statements Checklists from grade-level data meetings, grade-level team meetings, and teacher support, such as coaching cycle data and informal observations.

**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.**

At GCPCS, we will offer extended learning to our students, which will reinforce their foundational skills. Our school day is 6 hours and 45 minutes, a little longer than the standard 6-hour day, so that our children will engage in learning for a longer period of time.

**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 reviewing and revising 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 school, principal, and language coordinators. We are being guided by our understanding of what is needed for a successful first-time opening. We are also focused on the core values and mindsets we want to develop in teachers, the essential understanding of all safety protocols, and the essential understanding of all policies and expectations. We are planning on supporting teachers through providing a robust professional development experience during the summer and throughout the school year. Please find our professional development plan below. In addition to what is being offered in our PD plan, teachers will have to create an Individual Professional Development Plan. Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year.

*Professional Development*

The Head of School, Natalie Smith, and the Principal, Giselle Allen, are experienced facilitators of professional development for teachers and school leaders. The purpose of ongoing professional development at GC PCS is to increase student engagement, learning, and achievement by supporting the continued growth and development of teachers, school leaders, and school staff. Our professional development structures and protocols are driven by the research and practices about diversity, equity, inclusion, and justice; early childhood education; language acquisition; and adult learning from Elena Aguilar, Paul Bambrick Santoyo, the National Equity Project, and others. All of our professional development sessions will be guided by the

principles of adult learning (delineated in the Elena Aguilar’s book, *The Art of Coaching Teams*: adults must feel safe to learn; adults come to learning experiences with histories; adults need to know why we have to learn something; adults want agency in our learning; adults need practice to internalize learning; adults have a problem-centered orientation to learning; and, adults want to learn. GC PCS will provide professional development through a framework designed for individual growth and schoolwide progress towards our school goals.

GC PCS Professional Development Framework		
What	How	When
<p><b>Professional Learning:</b></p> <p>Professional learning experiences will be differentiated for whole group and small group learning in order to meet the needs of all staff. These professional learning experiences will build knowledge and provide experiences practicing effective strategies through collaboration with colleagues. Teachers will also collaboratively develop unit plans and lesson plans.</p>	<p>Professional Learning Communities (PLCs)</p> <p>Internal Professional Development</p> <p>External Professional Development</p> <p>Department/Cohort Meetings</p> <p>Peer observations</p> <p>Book Clubs</p> <p>Consultation</p>	<p>Summer Institutes</p> <p>Once per month during Wednesday PD time; 2:00-5:00 every Wednesday</p> <p>As Needed</p> <p>Weekly scheduled by team</p> <p>Once per month</p> <p>Once per Month during planning time</p> <p>As needed</p>
<p><b>Instructional Coaching:</b></p> <p>Teachers and instructional assistants will be observed on a weekly basis and provided with targeted feedback to improve their instruction. They will also receive coaching around professional and personal goals. New teachers and</p>	<p>Observation and Feedback</p> <p>Planning</p> <p>Mentoring</p>	<p>Weekly, differentiated by needs and experience</p> <p>Bi-Weekly or Monthly based on need</p> <p>Bi-Weekly or Monthly based on</p>

<p>instructional assistants will be partnered with experienced teachers who serve as mentors.</p>		<p>need</p>
<p><b>Data-Driven Instruction (DDI):</b></p> <p>On an ongoing basis, teachers will analyze data and evidence of student learning by examining student work samples, formative and summative assessments, benchmark data, observation notes and checklists, etc.). Teachers will use this data to drive and adjust their instruction as needed to meet the needs of each student. Teachers will create corrective instruction action plans to monitor the learning and growth of each student.</p>	<p>Data Team Meetings</p> <p>Planning Meetings</p>	<p>Weekly, scheduled by team</p> <p>Weekly, scheduled by team</p>
<p><b>Reflection and Wellness:</b></p> <p>We will continuously monitor and reflect on our school systems, structures, and practices in order to ensure GC PCS has an equitable and inclusive learning environment for our staff, children, and families. We will continuously examine our biases in order to ensure we are living our core values.</p>	<p>Learning Walks</p> <p>Instructional Leadership Committee</p> <p>Wellness practices</p> <p>School instructional Culture Survey</p>	<p>Bi-monthly</p> <p>Bi-weekly</p> <p>Monthly during Wednesday PD time</p> <p>Mid-year and end of the year</p>

Summer Professional Development Calendar

All teachers at GC PCS will receive professional development, coaching, and support with differentiating instruction to meet the needs of each child. All teachers will implement strategies to support children who need additional support in order to thrive. Teachers will also provide the necessary accommodations and modifications for children with special needs and English learners. Teachers will be trained on Sheltered Instruction to ensure children learning English as a second language have their content and language needs met in all classrooms. At GC PCS, all of our children will learn in a least restrictive environment. All teachers will be trained on inclusive instructional strategies during summer institute (which will be three weeks before the start of the school year) and throughout the school year. We will create a more detailed plan for professional development that will delineate the key areas of focus for Year 1 and ongoing.

Summer 2021 Professional Development Topics (and Ongoing):

<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>• Culturally Responsive Teaching</li> <li>• Creative Curriculum (ECE)             <ul style="list-style-type: none"> <li>◦ NAEYC DEI Statement and Standards</li> </ul> </li> <li>• Language             <ul style="list-style-type: none"> <li>◦ ACTFL Can-Do Statements</li> <li>◦ Global Competence Domains</li> <li>◦ World Readiness Standards</li> <li>◦ ACTFL Proficiency Guidelines</li> </ul> </li> <li>• Math             <ul style="list-style-type: none"> <li>◦ Mini-lessons</li> <li>◦ Small Groups</li> <li>◦ Centers</li> <li>◦ Ethnic Mathematics</li> </ul> </li> <li>• Science</li> <li>• Humanities (w/ELA)             <ul style="list-style-type: none"> <li>◦ Integration</li> <li>◦ Social Justice Standards</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>◦ Progress Monitoring</li> <li>◦ Teaching Strategies GOLD</li> <li>◦ ACTFL Can-DO Checklists</li> <li>◦ Global Citizens Assessment/Portfolio</li> <li>◦ Grading</li> <li>◦ Response To Intervention (RTI)/Multi-Tiered System of Supports (MTSS)</li> </ul> </li> <li>• Core Values: Diversity, Equity &amp; Inclusion             <ul style="list-style-type: none"> <li>◦ History of US education</li> <li>◦ Identity Work</li> <li>◦ Implicit/Explicit Biases</li> <li>◦ Framing &amp; Reframing</li> <li>◦ Gender Inclusive Environments</li> <li>◦ Conversations across Differences</li> <li>◦ Supportive Classroom Practices</li> <li>◦ Teaching Hard History</li> <li>◦ Social Justice                 <ul style="list-style-type: none"> <li>▪ Service Learning</li> </ul> </li> </ul> </li> </ul>	<p>School Culture and Climate</p> <ul style="list-style-type: none"> <li>• First Six Weeks of School             <ul style="list-style-type: none"> <li>◦ Conscious Discipline</li> <li>◦ Routines and Procedures</li> <li>◦ Mindfulness/Movement Breaks</li> <li>◦ Proactive Behavior Plan</li> <li>◦ Brain science</li> <li>◦ Trauma-informed and healing-centered practices</li> <li>◦ Restorative Justice</li> <li>◦ Responsive Classroom</li> <li>◦ Conscious Discipline</li> <li>◦ Classroom Management Systems - creating community agreements</li> <li>◦ Lesson Planning (w/curriculum maps and/or units of study)</li> <li>◦ Physical Environment &amp; Documenting Student Work</li> </ul> </li> <li>• Student Support:             <ul style="list-style-type: none"> <li>◦ MTSS and RTI Process</li> <li>◦ Special Education                 <ul style="list-style-type: none"> <li>▪ Special Education policy, regulations, and best practices</li> <li>▪ Snapshot IEPs/IEPs at a glance</li> <li>▪ General education teachers' responsibility to implement accommodations and modifications delineated in students' IEPs</li> <li>▪ Related service providers (occupational therapy, speech therapy, behavioral therapy, etc.)</li> </ul> </li> <li>◦ English Learners                 <ul style="list-style-type: none"> <li>▪ Sheltered Instruction</li> <li>▪ Comprehensible Input</li> </ul> </li> <li>◦ Mental Health Supports</li> </ul> </li> <li>• Family Engagement and Partnerships</li> <li>• Human Resources/Operations             <ul style="list-style-type: none"> <li>◦ Mandated Reporter</li> <li>◦ Sexual Abuse/Harassment</li> <li>◦ School Policies</li> <li>◦ Emergency Response</li> <li>◦ Administration of Medication (for identified staff)</li> <li>◦ Evaluation Process</li> </ul> </li> </ul>
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Professional Development Related to Teaching Special Populations and Struggling Students

Professional development related to teaching children with special needs, English learners, and children who

require additional support will be embedded in our ongoing training throughout the school year. It will also be a part of our summer training. Prior to every school year, at summer institute, all instructional staff will participate in a training session designed to prepare them for teaching children with special needs, English learners, and children who require additional support. The summer session will include instructional strategies for teachers in an inclusion setting, as well as presentations from the Special Education Coordinator on our special education policy and procedures. The summer session will include details on the following:

- Policies regarding special education, including our school's obligations under federal and state law
- Our Child Find procedures
- Teacher responsibilities to provide the least restrictive environment, in accordance with a child's Individual Education Plan (IEP)
- The legal requirements and standards of applying the school's disciplinary procedures to children with special needs

In order to provide effective instruction, teachers will be trained on our school's special education model, which is designed to maximize classroom inclusion with minimal pull-out for academic interventions. Our instructional training will include the following:

- Implementing Response To Intervention (RTI)
- Differentiating instruction for student learning styles, to meet the needs of children who need additional support
- Differentiating instruction to meet the needs of children with special needs
- Using supplemental curricula and instructional materials for children with special needs
- Working with special education teachers, the special education coordinator, contractors, and related service providers to adjust instruction and implement instructional strategies
- Developing classroom management strategies for teaching children with special needs

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

N/A

**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.**

Students with disabilities will be assessed along with every other GC PCS student, upon the start of the 2021-22 school year. GC PCS will use the Bracken School Readiness Assessment Third Edition (BSRA-3) and Teaching Strategies GOLD. The Bracken School Readiness Assessment helps determine if a child is ready for school (for children ages 2 to 6 years old) by measuring a child's exposure to concepts necessary for learning at school. The BSRA-3 evaluates five areas: colors, letters, numbers/counting, size/comparison, and shapes. The assessment is given three times a year to ensure proper progress monitoring and identification of delays, if there are any. When students come to school in Fall 2021, they will be assessed using the BSRA-3, and teachers will use the data to determine appropriate accelerated learning strategies to support accelerated learning implementation. Teaching Strategies Assessment GOLD allows teachers to gauge widely held expectations for children birth through third grade based on 38 objectives and are aligned to Common Core State Standards. Results of our universal assessments will be communicated by Individual Education Plan (IEP) case managers and classroom teachers to families.

The Director of Special Populations, will work closely to ensure that all students receive their required testing accommodations. There will be virtual options for testing, for students who will be participating in virtual learning. These students may also be invited on campus to test in-person.

Additionally, once data from universal screeners are reviewed by the school-based team. The data will be shared with families. IEP meetings will be called for students whose data demonstrates significant regression or discrepancy between their peers. IEPs will be amended as appropriate to ensure support design to ensure access to accelerated learning is made available to all students with disabilities. Students will be screened for reading, writing and math continuously to monitor their progress toward grade-level performance.

GC PCS will ensure that students with IEPs and 504 plans have access to all learning recovery programming provided to students in Tier 1 as needed based on their assessment results and other sources of information about their needs. Students with disabilities will have unique accommodations needed to access the programming. The school team will incorporate accommodations into the program design. This programming will not supplant special education services, but rather supplement regular instruction to support students with getting on track towards grade level performance. Although some students with disabilities will qualify for compensatory services, based on IEP Team decisions, this will not be conflated with the scheduling or students' needs for learning recovery programming. The special education team will meet with general

education teachers to review IEPs and 504 Plans with general education teachers. They will arrange regular co-planning meetings to collaborate and ensure that students are receiving the services and accommodations outlined in their IEPs. If students are participating in virtual learning, they will have access to Ipads provided by the school. They will receive to the greatest extent possible all of the services and accommodations outlined in their IEPs. They will have individualized schedules and plans, which will include accelerated learning opportunities.

The team will provide ongoing support to students who are learning virtually. This will include parent training and technical assistance as needed whether it is specialized instruction or a related service need to target specific strategies and concerns.

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

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	<p>When a student enrolls in GCPCS, we will make sure we receive all IEP paperwork. Upon receipt of the paperwork, our IEP team will review the paperwork and determine next steps. These steps could include an IEP review meeting, where services and time allocation may be adjusted if the team agrees it is necessary.</p> <p>-Teachers or families can refer students to MTSS</p> <p>-Review data from previous educational institutions to decide if an individual recovery plan is needed</p>
How appropriate services will be determined or designed for students with disabilities	<p>IEP review meeting</p> <p>RTI/MTSS meeting</p>
How accelerated learning will be scheduled and delivered to students with disabilities	<p>Push-in services; pull-out if deemed necessary</p> <p>Built into center rotations</p> <p>Mix PreK-3 &amp; PreK-4 students</p> <p>Virtual option for students with a medical certification</p>

How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	<p>Emails or letters to families</p> <p>Meetings</p> <p>Conferences</p>
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The LEA will ensure equitable access to educational opportunities across learning environments by making sure all students and families have the resources they need to meaningfully engage in school, whether it's in person or not (a reliable device, broadband internet access, or adults to supervise and support students as they learn).

GCPCS will ensure all of our students have access to the teaching staff they need to have a strong school experience this year—and ensure that all our teachers, including teachers responsible for IEP compliance, have reasonable workloads.

Each family will be contacted by their child's teacher weekly through a school-level tracker communication system (that has yet to be determined). We will ensure that each of our teachers, staff, and families know how to use this communication system such that we can make sure that all of our students and families are receiving regular communication touchpoints. GCPCS will administer a survey (TBD) that allows us to gauge whether families have what they need to connect and share feedback with our staff (will be made available in multiple languages). Some questions may include:

- I know whom to reach out to at my child's school if I have questions or concerns.
- I know how to contact my child's teacher(s) if I have questions or concerns.
- I feel comfortable reaching out to my child's teacher(s) if I have questions or concerns.
- GCPCS leadership and staff are responsive to my feedback.
- I know whom to contact if my child has a problem accessing their online or in-person classes or schoolwork.
- I know how to help my child resolve technology problems when they arise

We will also administer a survey that allows us to gauge whether families believe their students are learning this year. We will consider asking questions such as these TNTP's Learning Experience Survey:

- Which best matches your belief about your child's experience this year? (My child has learned a lot this year, My child has learned some this year, My child has learned a little this year, My child has learned nothing this year.)

All students will have access to strong instruction that addresses any gaps in prior learning (this may be applicable for some of our PreK-4 students that have attended school the previous year) they have within the context of grade-appropriate assignments focused on priority content.

The LEA will ensure that students with disabilities receive equal access to interventions establishing and maintaining specific systems of accountability such as: reviewing teachers' lesson plans, providing scheduled time for collaboration between the special educator and the classroom teachers, ensure consistent implementation of grade-level planning/data meetings, and provide coaching support from language coordinators with lesson planning and implementation, provide consistent professional development in all instructional areas but specifically in differentiation and compliance with special education services, and ensure that teachers have access to consultants and practitioners that are part of End to End Solutions.

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). This will be done by the consistent and scheduled collaboration between the special educator and the classroom teacher, weekly observations by the Director of Special Populations, and SST will approve the interventions and their implementation before they begin.

The LEA will continue to support parent training for students receiving related services through distance learning by making home visits (when necessary) to assist in technical troubleshooting or assistance in establishing an appropriate work environment, providing workshops on how to navigate SeeSaw and Zoom, and workshops on our language acquisition program (research, trajectories, strategies).

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: making home visits (when necessary) to assist in technical troubleshooting or assistance in establishing an appropriate work environment, providing workshops on how to navigate SeeSaw and Zoom, and workshops on our language acquisition program (research, trajectories, strategies), provide specific scaffolding or support depending on the need of the parent.

**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 Oral English Test within the first month of enrollment to determine their level of English proficiency. The Pre-IPT Oral English Test is designed for preschool children who are not used to taking tests. It is designed to assist in the initial designation of 3, 4, and 5 year olds as Non, Limited, or Fluent English Speaking, it also provides information to help place students in the most appropriate instructional programs. Students who have a medical certification, who will not be attending school in person, will be engaged in a one-on-one virtual screening process. Once the student’s learning needs are understood, the student will receive English language instruction through our EL Plan, which you can access [here](#). Continued monitoring of language acquisition will occur per our plan as described in question 10.

## Effective Use of Funds in the 2021-22 School Year

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

N/A

**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.**

N/A

**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.**

N/A

**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.**

N/A

## 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.