

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Capital Village PCS
LEA Head of School Name: Monica Green
LEA Type: Middle School
Date Generated: 09/07/2021

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 Operational plan for Capital Village allows for on-site learning for all students for **183** days at **7** hours per day (Monday, Tuesday, Thursday, Friday) and **4** hours a day every Wednesday, or **1,159** hours and professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). A sample schedule of a typical school week can be found [here](#).

In order to follow the most recent guidance of OSSE and DC Health, we will be creating cohorts of students within grade levels. As a small school, our school building can accommodate all Capital Village Staff and students within these cohorts. We are able to adhere to the 3' social distancing guidance within classrooms and therefore limit the spread by facing all desks towards the front of the room. During times when masks are not worn by students, such as while eating or taking masks breaks, students will remain 6' apart.

We will maintain these cohorts with the following methods:

- Staggered arrival and dismissal and physical distancing: Students will arrive between 8-8:30 and be dismissed between 3:30-3:45 in order to maintain physical distancing. Using a tool called PikMyKid, parents will alert staff when students are arriving or ready to be dismissed so that students are not waiting in groups or mixing cohorts in the hallway or outside.
- Our schedule, linked [here](#), allows for cohorts to stay together during most parts of the day.
- Lunch, recess, and physical education procedures will allow cohorts to stay together and not mix with other groups.
- Multiple adults will be staffed in most classrooms in order to ensure small-group instruction and differentiation can occur without "pulling out" students from cohorts.
- Our LEA will require all students and staff to wear CDC-approved masks/facial coverings.

In the event of a positive COVID-19 case within our school, we will follow the guidelines of quarantining all individuals who are not vaccinated for 10 days. For staff and students who are vaccinated, they will be able to attend school in their cohort. For those students who must quarantine, we will follow the

2021-22 School Year Health and Safety Plan policies for staff and for students.

In the event that a staff member is 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; our school model will allow coverage through the following methods

- There are two teachers in every classroom, so short-term absences can be covered by current staff
- We will contract with a substitute staffing organization to cover teacher absences on a longer-term basis

For students learning remotely due to being excluded from school due to confirmed or suspected coronavirus, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's residence. The student and family will sign an agreement to take care of the materials and follow the school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. All used materials will be sanitized prior to assigning to a student for the duration of its use. The same process will be repeated for checking in materials. Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Sample list of items assigned to each student.

- All classes: Chromebook, hotspot (as needed), headsets, etc.
- Humanities: Reading books for independent, group, or class reading, notebook, etc.
- Science: Amplify science kits, etc.
- Math: Calculator, compass, etc.
- Art: colored pencils, paper, watercolors, etc.
- Studio Courses: various supplies

The operations plan can be implemented in our current facilities. The operations 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.**

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be identical. Capital Village will offer a remote learning program at the school-level for students with medical certification using our own teachers, curriculum, and materials. We will use Google Classroom, Nearpod, Zearn Math, and other instructional tools in order to support students following the same pacing as students who are in-person. Each day, students will have an intervention block where they will have access to a coach and/or a tutor to support them with progress monitoring and additional academic intervention as needed. Each Wednesday, students will attend live classes aimed at providing additional academic support for challenging standards and/or standards where students are below mastery. The schedule for remote students will begin at 8:30 daily and end at 3:45, with at least one live class daily for five days a week.

For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's residence. The student and family will sign an agreement to take care of the materials and follow the school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. All used materials will be sanitized prior to assigning to a student for the duration of its use. The same process will be repeated for checking in materials. Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

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

- **Staffing:**
 - Our staff members will be assigned to either in-person OR virtual instruction each period. Some staff members will support students online during periods where they are not assigned a class in-person.
 - No teachers will be required to support students online and in-person simultaneously.
 - Tutors will all be virtual and will be available to support virtual students daily.
- **Materials:**

- Humanities: Reading books for independent, group, or class reading, notebook, etc.
- Science: Amplify science kits, etc.
- Math: Calculator, compass, etc.
- Art: colored pencils, paper, watercolors, etc.
- Studio Courses: various supplies
- Parent Support:
 - Our counselor and behavioral interventionist will work with families on setting up a learning environment and routines so that students are set up for success in virtual instruction
 - Students and families have access to a mentor who can be a point of contact for the family on a daily basis.
 - Students and families have access to wrap-around mental health supports through our partnerships for services such as family therapy, as needed.
- Technology: All classes: Chromebook, hotspot (as needed), headsets, etc

- **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;**

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- **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**

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- **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.**

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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.**

In order to support social-emotional learning, relationship building and mental health awareness for all students, Capital Village has “Crew.” At Capital Village, Crew is both a culture and a structure. The culture of crew, daily meetings to support everyone’s learning and growth, impels all members of a school community to work together as a team, to pitch in, and to help others. The structure of the crew makes time

for students to build meaningful relationships with peers and their crew leader, to reflect on and monitor academic progress, and to focus on character development using our “Village Values.” Crew is also an engine for equity and inclusion, a place where all students feel that they belong and can succeed. At Capital Village, these relationships are enhanced by mentor teachers who will ideally follow the same Crew from fifth to eighth grades. The crew leader, who will also serve as the student’s mentor, is the student’s advocate and primary point of contact for the families.

We believe that every child should belong to a tight-knit family in which they feel known, respected, valued, and supported to grow as a student and a person. At Capital Village, that is your Crew. Crew is part of the way we are building a culture of inclusiveness at Capital Village where students feel valued by every member of the school community.

Capital Village will be focusing on ensuring that every student belongs to a positive and effective Crew. In our pursuit of that goal, we will focus on supporting all mentors in planning, tools and resources, feedback, and practice of Crew facilitation and the incorporation of Village Values throughout all parts of the school day.

The Village Values below offer a streamlined vision of character education at Capital Village that is at the heart of Crew instruction.

Village Values	Mindset	Standard	Sample Learning Targets
Self-Awareness	I know myself and the power within me.	Understand the different parts of my identity and my biases so that I can grow and show up in ways that will positively impact self and others.	<p>I can identify my strengths and how I can use these to foster positive relationships and be an agent of change.</p> <p>I can calm myself down when I feel upset.</p> <p>I describe the emotions I feel.</p> <p>I can describe and analyze the different parts of my own identity and how it affects how I show up at school.</p>
Growth Mindset	I get better every day.	Demonstrate and strengthen the belief that I can develop academically and personally with effort, learning, and persistence.	<p>I can persevere, even when it is difficult.</p> <p>I can describe how challenging myself will make me smarter.</p>

<p>Self-Efficacy</p>	<p>I can do this.</p>	<p>Demonstrate and strengthen the belief that I set and achieve goals.</p>	<p>I can do well on all of my tests, even when they are difficult.</p> <p>I can believe in my ability to do challenging work.</p> <p>I can meet all of my learning goals.</p>
<p>Responsibility</p>	<p>I take care of myself, my community and our world</p>	<p>Be responsible for the success of self.</p> <p>Share responsibility for the success of my Crew members.</p> <p>Share responsibility for the success of others, the community, and the world through acts of service.</p>	<p>I can come to class prepared to learn.</p> <p>I can use polite words and actions with adults and peers.</p> <p>I can pay attention and resist distractions.</p> <p>I can remember and follow directions.</p>
<p>Social-Awareness</p>	<p>I build positive relationships.</p>	<p>Co-create a school and community culture in which all staff, students, and families feel that they belong and that they can succeed.</p> <p>Build relational trust with my peers and staff and demonstrate vulnerability for the sake of my growth and the growth of others.</p>	<p>I can show compassion and empathy in response to others' feelings.</p> <p>I can disagree with someone without starting an argument.</p> <p>I can describe my thoughts and feelings in ways others can understand.</p>

We will utilize the Panorama Student Back-to-School Survey to determine the social/emotional well-being of the students when they return to in person learning in the fall. We will utilize the results of the survey as well as the results of the Spring '21 Social-Emotional Learning Students Competency Measures Survey to further support students in the following areas: self-management, supportive relationships, positive feelings, and

emotion regulation to assist students in transitioning back to in person learning. In addition, we will implement the Panorama Social/Emotional Learning Students Competency Measures Survey three times a year in Crew (Fall, Winter, Spring) for our universal screener for mental health concerns and to determine students' need for in school counseling with the school counselor.

Students who will receive counseling services as a result of the Panorama Survey, will complete pre/post assessments to determine their mental and behavioral health needs. In accordance with survey results and a parent/guardian meeting, students will be referred to appropriate agencies based on their needs. Capital Village partners with Life Enhancement Services, as well as other related service providers to make clinical staff available for direct services to students if outside the scope of our student support team.

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.

Expected behavior for students who are learning remotely are similar to those for the physical school community. Students are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.

In order to support our mission and goal, all students need to develop certain social and cognitive skills. At Capital Village, these skills are articulated through our Village Values. The Village Values are grounded in the recommendations for social emotional learning competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). By articulating the social emotional skills that we want all students to develop, the Scholarly Habits make our expectations explicit. They are the tenets teachers reference to help students develop and take ownership over their own social-emotional and academic development. Students learn that by persevering through challenging tasks, engaging in team work, advocating for themselves, and using self-control, they can improve their academic outcomes. The Village Values also contribute to making Capital Village a safe and supportive environment in which everyone feels safe to learn and to be themselves.

The Village Values are:

Self Awareness (*I know myself and the power within me.*)

- I can identify and talk about my emotions.
- I can recognize other people's needs and feelings.
- I can understand how my behavior affects others.
- I can recognize my strengths.
- I can demonstrate self-confidence.
- I can advocate for myself.

Growth-Mindset (*I get better everyday.*)

- I control my impulses.
- I learn from my mistakes.
- I manage my stress and emotions.
- I act with self-discipline.
- I am self-motivated.
- I set realistic goals and work hard to achieve them.
- I can organize my materials.
- I can plan and manage my own time.

Self-efficacy (*I can do this.*)

- I can do well on all of my tests, even when they are difficult.
- I can meet all of my learning goals.
- I can make connections between past learning and new concepts.

Responsibility (*I take care of myself, my community and our world.*)

- I can come to class prepared to learn.
- I can pay attention and resist distractions.
- I can remember and follow directions.

Social Awareness (*I build positive relationships.*)

- I can use verbal/nonverbal conversation cues in order to respectfully disagree and/or support the ideas of others.
- I can disagree with someone without starting an argument.
- I can describe my thoughts and feelings in ways others can understand.
- I can give or receive feedback.

We believe that changing behavior takes practice and effort, and that all students can and will succeed over time. We treat undesired behaviors as learning opportunities for the entire school community. We believe that undesired behaviors are opportunities for re-teaching our Village Values (*i.e. self-awareness, growth-mindset, self-efficacy, responsibility, and social awareness*). At Capital Village, the faculty and staff work together to understand the causes of undesired behaviors and conflict. In addition to ensuring the safety of the entire school community, our goal at Capital Village is to keep the students in school as we believe that punishment breeds resentment while implementing a restorative approach builds trust within the community.

Desirable behavior makes the learning environment a positive and safe place for everyone. This includes:

- **Take care of yourself.**
- **Take care of others.**
- **Take care of our space.**

Behavior that is undesirable includes: hurtful teasing or name calling, repeated ignoring of staff requests,

behavior that prevents others from learning, acts of physical aggression, destruction of property, inappropriate touching of others, possession or intended use of illegal drugs or weapons, physical or verbal threats, and acts of cruelty. These behaviors take away from the positive and safe learning community that Capital Village strives to maintain.

Throughout the program; students, leaders and teachers work as a team to identify root causes of challenging student behavior and conflict. From a growth mindset perspective, students and adults understand that changing behavior is a teaching and learning process that takes repeated practice and growth over time. Therefore, “leaders and teachers identify consequences that give students opportunities to own their mistakes, repair harm to individuals and the learning environment, and to rejoin the learning community” All staff will be trained in restorative practices, restorative communication and logical consequences.

Student Expectations

<p>Communication and Student Engagement</p>	<ul style="list-style-type: none"> • Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. • Students must follow all classroom and school expectations for using audio and video during classroom meeting times. • Students must mute their microphones when they are not speaking and while others are speaking. • Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. • Students must follow the same rules for whole group class meetings while in breakout rooms. • Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher. • Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. • Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. • Students must report all instances of cyberbullying to school staff immediately.
<p>Logging into the LMS (in-person & virtual)</p>	<ul style="list-style-type: none"> • Students must keep their username and passwords in a safe place and must not share them with other students. • Students must log into the LMS using their own log-in information. • Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.
<p>Student Work</p>	<ul style="list-style-type: none"> • Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete

	<p>assignments.</p> <ul style="list-style-type: none"> • Students must submit their own work and provide citations for work created by others. • Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.
<p>Taking Care of Physical Equipment</p>	<ul style="list-style-type: none"> • Students must treat all school and personal electronic devices with care. • Students must keep food and drinks away from the equipment. • Students must keep devices out of extremely cold or hot areas. • Students must hold and carry computers properly. • Students must report any damage to school equipment as soon as possible.

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.

On-Campus Meals

Capital Village has contracted with a food vendor who uses pre-packaged breakfasts and lunches (including plasticware, napkins, and seasonings) and we serve meals individually plated.

- Students will eat meals in the classroom to avoid mixing in the cafeteria. Breakfasts and lunches will be delivered to the classrooms by operations staff.
- Students will wash hands before and after eating and may not share food, utensils, cups, or plates.
- Tables and chairs will be cleaned and sanitized before and after the meal. Students will use Lysol wipes to keep their area clean before and after meals, and throughout the day. During the first day of on-campus instruction, students will be taught how to do this and monitored by the teacher.
- Staff will wash hands before and after preparing food, and after helping children to eat, if applicable.
- There will not be any food preparation booths, self-service stations for salads/fruit, or sampling of food.
- All food products will be protected from contamination by limiting student contact.
- Any meals that we receive that are not shelf stable will be placed in a refrigerator within two hours and stored under 41 degrees Fahrenheit. It will be reheated to 165 degrees Fahrenheit before consumption.
- Capital Village scholars may bring lunches from home. Our teachers will ensure that each student's belongings such as lunches are separated from others' and in individually labeled containers, or areas.

Virtual Learning Meal Distribution

- Capital Village will provide meals (breakfast and lunch) to families participating in distance learning each Friday from 12 - 3 pm.
- Capital Village will use pre-packaged meals, including silverware, napkins, and seasonings. The pre-packaged meals that we've selected for our school year menu do not contain any common allergy

ingredients (such as peanuts, dairy, etc)

- Any individuals who are doing meal distribution will wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any family event, Capital Village will have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal.

Part 2.B: Educator Wellness

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.

During these challenging times and in general, Capital Village is committed to supporting the health of wellness of our staff members. Capital Village participates in a Work-life Balance Employee Assistance Program provided at no additional charge through our insurance benefit plan. The program supports educators in finding "solutions for the everyday challenges of work and home as well as for more serious issues involving emotional and physical well-being:

- Child care and/or elder care referrals
- Personal relationship information
- Health information and online tools
- Legal consultations with licensed attorneys
- Financial planning assistance
- Stress management
- Career development"

These services are available for educators via phone, face-to-face meetings, as well as, through an online library of educational materials. Additionally, the spouse, children and other dependants of our staff are able to access the services.

Staff are also offer quality healthcare benefits options which often come with resources and supports. For example, our reference plan with Kaiser Permanente includes the following resources:

- ClassPass: ClassPass makes it easier for participants to work out from anywhere. ClassPass partners with 30,000 gyms and studios around the world, offering a range of classes including yoga, dance,

cardio, boxing, Pilates, boot camp, and more. Our staff has access to unlimited on-demand video workouts at no cost and reduced rates on livestream and in-person fitness classes.

- Active&Fit Direct: Staff also have access to contracted fitness centers in the Active&Fit Direct network. They are able to access more than 11,000 gyms with one membership.
- ChooseHealthy: Our staff have access to reduced rates on a variety of fitness, health, and wellness products through the ChooseHealthy program. This includes:
 - Activity trackers — Discounts on activity trackers from brands such as Fitbit, Garmin, and more.
 - Workout apparel — Discounts on clothing and accessories from brands like Skechers, 2XU, PRO Compression, and more.
 - Exercise equipment — Discounts on equipment from brands such as TRX, Gaiam, BOSU, and more.

Finally, our staff meet together weekly in “Staff Crew.” This is a time to come together as a community of support for each other and share reflections, celebrations, resilience resources, and process current events. It is a time when staff members can be authentic, share thoughts and feelings, and support each other.

If it is determined that additional support is needed, we will partner with Nonprofit Wellness or a similar provider. Nonprofit Wellness is an organization with the mission to reduce stress and improve employee well-being in schools and nonprofits. The organization offers team-based multicultural, and multidisciplinary trainings and tools.

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.**

Community Input on This Plan:

The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

- Prior to the beginning of the year and before each quarter, we will hold both surveys and focus groups to gather feedback and make improvements to this plan.
- In the family handbook, there will be helpful information, resources, and expectations for family

participation in student learning. Thi

- During Family Orientation and Back to School, families will meet teachers and other parents. They will be able to learn more about class expectations and procedures
- Using our LMS and online grade book, parents will be able to get feedback about student work.
- At the conclusion of learning intervals, and at the time of progress reports and report cards, Capital Village PCS will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Communication About Safe Re-Opening:

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Capital Village PCS, as a school, will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school at least twice weekly. Capital Village PCS is dedicated to ensuring that communication to students and families happens across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach, etc.

Capital Village PCS's [website](#) also serves as a medium where important information and resources are shared for families to readily access at all times. The website will be the location for general information about the school, as well as specific details on the program offerings, staff, and typical school operations details like menus, school events and activities calendars, and lunch applications. The following information can also be found on the website:

- **Contact Information:** Current and prospective students will be able to find all information on how to contact school administration and staff.
- **Operating Status:** The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety-related reason, families will be advised via a banner on the homepage.
- **Family Resources:** Families will be able to find the Student and Family Hand Book, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources.
- **Food Programs:** In accordance to OSSE guidelines, all required information about Capital Village PCS food program will be available to families on a monthly basis.
- **Parent Resources:** Videos that explain how to access online tools (i.e: google classroom), important content concepts, and key student supports will be posted online for all families to access.

To prevent the spread of coronavirus, Capital Village PCS will offer on-demand training for students, staff, and families. Topics may include:

- **How to safely return to school:** a training detailing all in-school processes for students, families, and staff
- **Healthy Habits for Staying COVID-19 Free:** Support for the entire school community on how to stay safe during the global pandemic

Communication About Student Progress:

A link to the learning management system (LMS), Google Classroom, will be available for students and families to access student report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

Additionally, it is the goal of Capital Village that Crew leaders check in with 100% of their families on a weekly basis and communicate needs to the Student Support Team within 24 hours. This collaboration between Crew leaders and the Student Support Team will ensure that families are informed, in their native language, about reopening as well as student needs, concerns regarding interrupted instructions, and methods of accelerating learning.

- Pre-scheduled Crew leaders check-ins with students and available Office Hours each week for students or families
- Each Crew has a separate Remind account, so the Crew leader can text parents and students who opt in. Each crew leader manages his/her own list and school leaders have access to all lists.
- Any family needs are entered into a secure database to alert the student support team and track progress towards meeting the need.
- If a family is disengaged, the following steps is meant to provide triaged support to the Crew leader:
 - Level 1: Mentor contacts family using email, phone, and text.
 - Level 2: If no success, the family is passed to the Front Office Manager who will schedule a conference using email, phone, text, and mail
 - Level 3: If no success, the appropriate school leader contacts the family via phone, text, email or home visit.

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.

Capital Village PCS commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of “seat time” per instructional day. Attendance for remote learners is paramount to achieving both objectives. This policy reflects how remote attendance will be captured.

Capital Village PCS prioritizes both student engagement and flexibility during this uncertain time. Students need to show attendance in all classes to be marked present for the whole day. Each teacher will submit attendance in our attendance reporting system Alma daily. In order to be present for the full day, students must be present for scheduled classes and complete daily assignments in “On-Demand” classes. While participating in remote learning, students may be marked present or absent by logging on to all live classes on time.

If a student’s individual learning plan or IEP identifies the need for different attendance options, an attendance plan can be approved by the Head of School.

Day Attendance: Students are either marked present or absent for the full school day, based on their attendance for each class. More information can be found below.

Period Attendance: Students will be marked present or absent, based on the live or virtual attendance criteria below.

	On-Campus	Virtual
Present	Present: Student attends school for >80% of the school day. OR Attends <80% of school day on-site AND is remote learning for the remainder of the school day.	Present Remote: Students fully complete 100% of the day's assignments, according to the student's individual learning plan.
Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	Student fully completes 80% of the day's assignments, according to the student's individual learning plan.
Absent	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student does not complete 80% of attendance requirements.

Students and families may receive the following interventions when the student is absent from class:

- A Remind message call to get ready for school.
- A robo tardy call or text if not present by the end of the first activity.
- An email if not present by end of second activity or by 10:00am, whichever occurs first
- A call from the Front Office Manager or Student Support Team following up on email.
- A robo call to the family notifying them of the student's absence from school.

Capital Village PCS will take the following actions to address absences:

- Teachers and Student Support staff will be assigned cohorts of students for follow-up from the primary building attendance administrator.
- Teachers will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.
- Front Office Manager and School Counselor will schedule an attendance conference with the student's parent/guardian as needed to ensure future attendance and provide the appropriate support to the family.

Students who meet the definition of chronically absent/truant will be reported to the Child and Family Services Agency (CFSA), as required by law. The school will log all contacts with a student and family using Alma. For students who are marked “absent,” the school’s in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Each Unexcused Absence	Parent/guardian of the student will receive an automatic call, text, or email to notify them of the unexcused absence. <i>Note: Please keep an up-to-date telephone number with your child’s campus front desk.</i>
Three Unexcused Absences	The school will send a written notice to the student’s family regarding their student’s unexcused absences and explaining the school’s attendance expectations.
Four Unexcused Absences	Crew meeting led by an administrator, Crew Leader, and a Student Supports Team member. Other interventions may include a letter mailed to the student’s family regarding absences; referral to programs for truancy prevention support.
8 unexcused absences (cumulative)	A school administrator will send a letter to the student’s family warning that their student is close to being considered “chronically truant”, and the student and family will be required to meet with a school administrator to discuss/revise the student’s Attendance Intervention Plan.
10 unexcused absences	The student is considered chronically truant. The school will develop/revise the plan for immediate intervention including delivery of community-based programs and any other assistance or services to identify and address the student’s needs on an emergency basis. Additionally, the school will send a letter home notifying the family of their student’s truancy status. Capital Village will immediately refer all students who are ages 5-13 who have accrued 10 or more unexcused absences to the Child and Family Services Agency (CFSA), as required by D.C. law. ⁷
15 unexcused absences	Capital Village will immediately refer all students who are ages 14- 17 who have accrued 15 or more unexcused absences to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section, as required by D.C. law ⁸ .

Students with disabilities will not be treated adversely for absences that are directly caused by their disabilities. As a result, it is important for staff and parents to work in tandem to support student attendance.

Re-Engagement

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 re-engage them in learning in the 2021-22 school year.

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors:

- Truancy
- Partial day/class absences
- Low student work completion
- Low participation in class
- Low participation during school in-person social activities

Strategies that were used to support students who were disengaged include

- Parent conference with mentors or school leaders
- Counseling sessions with School Counselor
- Small-group interventions
- Free after-school tutoring to support make-up work completion
- Prioritization for summer school
- Prioritization for on-campus learning pods
- Technology support (replacement or repair of devices; internet service provided)

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

- Prioritization for summer school in 2022
- Small-group interventions during intervention block during the school day
- Free after-school tutoring to support make-up work completion
- Action planning with mentor and/or school leaders in Fall 2021

Accelerated Learning

Part 3. A: Set Clear Goals and High Expectations for All Students

2020-2021 Adjustments

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:

Category	Approach	Yes
Standards	Taught fewer standards than in a typical school year / not able to teach all the standards	<i>X</i>
	Taught a narrowed or prioritized set of standards relative to a typical school year	<i>X</i>
	Did not adjust standards / Taught the same standards as a typical year	
Scope & Sequence	Adjusted curricular scope	<i>X</i>
	Adjusted curricular sequence	<i>X</i>
	Did not adjust curriculum / followed same curricular scope and sequence as a typical year	
Assessments	Adjusted types of assessments administered	<i>X</i>
	Adjusted assessment administration schedule and/or frequency	<i>X</i>
	Adjusted use of assessment data for planning instruction	
	Did not adjust assessments, schedule, frequency, or use of data	

	Other:	
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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;

Capital Village Public Charter School is committed to maintaining the highest standards of academic achievement. Moreover, we strive to create an assessment culture that encourages and supports learning by helping students and teachers see that their continued efforts will result in success. Assessments at Capital Village have a two-fold purpose:

1. an **instructional** tool while learning takes place
2. an **accountability** tool used to determine if learning has occurred

We believe that in order to meet the individual needs of all students, our academic program must provide accurate and timely information about student achievement and learning to all stakeholders. Most importantly, we believe that students should be the holders of such data so that they can be accountable learners. For this reason, we will utilize data from periodic standardized tests and accurate day-to-day multi-faceted classroom assessments to make quality curriculum and instructional decisions, which promote holistic student learning. Results will be used internally and with families but will not be part of school accountability.

- **Interim Assessments** - Capital Village students will take interim assessments, which are aligned to standards and embedded in curriculum, each quarter that will measure each student's mastery of grade level standards and the subskills necessary to access grade level learning.
- **Formative Assessments for Learning** - Capital Village teachers will use a wide variety of methods during classroom instruction to measure student understanding, learning needs, and academic progress. In order to make sure learning is useful and effective students will engage in activities that call for them to answer questions, complete authentic group tasks, discuss their learning with others, complete short writing assignments, etc. These assessments may include those found on online learning platforms (i.e. iReady, Illustrative Math, Amplify Science, Zearn Math, etc.).
- **MAP Growth Assessment** - Capital Village students will take this 45-minute per subject exam at the start, middle, and end of the academic year. According to its creator, NWEA, determines what a student knows and sets tangible goals for academic growth. This national exam is important because it provides all stakeholders with easy-to-use reports, which will help us to create an individualized learning plan for each student.
- **Expeditions** - As an EL Education school, Capital Village Schools students will learn many of their core contents standards within the context of thematic and social-justice focused expeditions. Expeditions are in-depth, interdisciplinary, real-world, social-justice focused investigations into Humanities, Science, and Math standards. They are long term, in-depth studies connected to real-world topics and community issues that inspire students to produce authentic, relevant, and high-quality work for real audiences. With two expeditions per year, students take deep dives into standards through the context of a real world problem and work towards a solution. Capital Village's learning expeditions are typically 12 weeks in duration and two expeditions will be completed each year. Teams of teachers collaborate to lead students through cross-curricular projects that stretch students' critical thinking and 21st-century skills. Each expedition works toward a collaborative final product for a real audience, such as a documentary, website, blog, grant proposal, presentation, museum exhibit, or performance known as a Celebration of Learning. Oftentimes, student products provide some sort of action or service for the community based on their learning. The entire Capital Village community comes together to support students as they prepare to showcase their learning. In EL Education, the concept of student-led assessments means that students have a say in how they show mastery of standards, as well as participate in the analysis and scoring of their work.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

Please see chart below.

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

Our LEA will offer the following summative assessments to eligible students in the 2021-22 school year. Results will be used internally and with families but will not be part of school accountability.

The following table provides an overview of our LEA’s assessment schedule outside of the state required assessments. This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

Subject Area(s) and Goal	Assessment	Grade Level(s)	Schedule	Content Area Details
ELA, Math, Science Goal: 100% of Capital Village students will produce two pieces of high-quality work that demonstrate complexity, craftsmanship, and authenticity, and are designed to enact change in their school, community, and/or world.	Expeditions	5, 6, 7	Year-Round	Students combine their understanding on content-specific standards to analyze a real world problem and work towards a solution.
ELA, Math	NWEA	5, 6, 7	BOY, MOY, EOY	Students will complete the MAP Growth Assessment in order to

Goal: At least 35 % of students will meet their annual growth targets in Reading and Math on the NWEA - MAP. (Growth targets are set by NWEA)				measure achievement and growth over time.
Crew Goal: At least 80% of students will demonstrate growth and/or progression towards Village Value standards.	Panorama - SEL Survey	5, 6, 7	BOY, MOY, EOY	Students will complete a standardized assessment to yield results concerning their social-emotional well-being.
ELA, Math Goal: At least 80% of students will demonstrate mastery or be approaching mastery of content-specific standards.	Unit Assessments	5, 6, 7	End of Unit	Students will assess their own learning over a period of time and give teachers important information for long-term planning.
WIDA Access	Diagnostic	5,6, 7	Beginning of Year, As Needed	This assessment measures English Language proficiency.

Assessment Goals

Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:

- i. Whether these goals are set by the assessment provider or are determined by the LEA; and*
- ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and*


Capital Village PCS believes that students, in conjunction with grade level standards, must master articulating how they learn and use strategies to independently solve problems and comprehend text. They must demonstrate learning by using the high-quality feedback provided from their teachers and peers to implement changes in their work. They must also explain what they have learned, collaborate with students to enhance learning, and complete tasks that incorporate authentic experiences in order to become changemakers in a global society.

Thus, our academic model measures success authentically, allowing students to show mastery of content and


skills through presentations, debates, performances, and prototypes, in addition to tests. Our metrics for success reflect the skills and habits of character that students will need for long-term achievement, fulfillment, and happiness. And our social justice focus empowers them to make a positive change in their communities.

At Capital Village, we believe that ALL stakeholders must be a part of the goal-setting and tracking process, we will enact the aforementioned belief by having **Quarterly Data Collaboratives**. At the end of each quarter, Capital Village in collaboration with CenterPoint Education Solutions and our EL Education School Designer will analyze of progress towards each goal by coming together to complete the following process:

- Before the Collaborative
 - The goal owner (team member who is leading the work around the goal) works with a school director to create a **Goal Mapper**, which will answer questions similar to the following:
- Do we currently have the resources to implement this strategy (i.e., staff, time, money)?
 - Do we currently have systems in place to monitor the success of this strategy? Where and how will we gather the data needed for reporting?
 - How will we know that this strategy was successful (indicators)?
 - What are external factors that will impact the success of the strategy?
 - What data do we need to look at? Who decides?
 - How can we display the data to illuminate and understand disproportionate experiences and/or outcomes?
 - What is the purpose of looking at this data? (To identify gaps, to check progress, to identify bright spots, etc.)
 - What are the data's blind spots? What/whose perspectives are missing?
 - Who needs to be in the room to ensure multiple perspectives are considered and movement is made?
- The goal owner then works with applicable stakeholders to ensure that portion of the action plan is taking place.
- The specified school director will meet bi-weekly with the owner to facilitate a reflection protocol about work/progress.
- The director and owner of the data prepare a **Data Snapshot** prior to quarterly collaborative and to receive coaching.
 - Actions/Strategies
 - Metrics
 - Progress
- The director ensures that the **Data Dashboard** is updated and submitted to the Head of School.
- During the Quarterly Collaborative (One Goal per Benchmark)
 - Both data owner and school director stand before the team of Capital Village stakeholders to present the captured data and progress on this goal to stakeholders.
 - The school director facilitates an equity-based structured data conversation (similar to ORID) with the stakeholder group.
 - The Owner has opportunity to respond to all he/she has heard during the session
- After the Quarterly Collaborative
 - The school director and the goal owner meet to debrief the quarterly collaborative/outline next steps towards goal mastery
 - The school director submits report (updated Goal Mappers) to Head of School for review
 - After approval from the Head of School, the cycle continues.

- 
- **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**

At Capital Village, we believe that students are involved in setting goals and have a clear understanding of their mission, they have a sense of ownership, self-awareness, and control of their own development over time. As a result of this inclusive process, students are intrinsically motivated to take the necessary steps to achieve those goals. In order to ensure that we are assessing students in ways that are reliable and valid, Capital Village pledges the following:

- Our teachers use assessments throughout instruction to describe students' needs, plan or adjust interventions, provide students with feedback to facilitate learning, and help students monitor their learning.
 - Students will be made aware of their academic accomplishments and areas of growth.
 - Students: **Where am I going?**
 - Teachers: help students identify clear learning goal(s), provide examples and models of strong and weak work to help students identify what elements are evident in order to clarify expectations
 - Students: **Where am I now?**
 - Teachers: offer regular and descriptive feedback, help students self-assess and set goals
 - Students: **How can I close the gap?**
 - Teachers: design lessons to focus on one aspect of quality at a time, teach students focused revision, engage students in self-reflection, and let them keep track of and share their learning
 - School leaders will use assessment data to offer teachers an analysis of teaching strategies and methods.
 - All members of the school community, including students and parents, will analyze student assessment data in order to make decisions about the academic program and ensure that the student is making constant strides.
- 

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

We currently have one student enrolled in non-public schools per OSSE's placement process. We collaborate with the school regarding disruptions in student learning that occurred in school year 2020-21 in the following ways:

- Regular progress check-in meeting with case manager at the school
- Frequent check-ins with family
- Assessments administered to the student internally

Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. Our Director of Student Support is a member of the student's IEP team and participates in action planning, progress monitoring, and evaluations throughout the year.

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 an attempt to address interruption and accelerate learning, Capital Village PCS will implement what we have coined as PRIDE Power (What I Need) Hours to give us the opportunity to respond to students with challenges or struggles that interfere with their ability to learn. We will use the Multi-Tiered System of Supports (MTSS) to create our 9-week student groupings. As it will be the only class offered during that block, teachers will not have to "sell" coming to intervention as students will still have access to enrichment and studio courses at another time in the day. Furthermore, this block will either follow or precede grade level core content courses, providing opportunity for parallel and supporting content. While teachers have signed-on to lead classes that are focused on sub-skill enhancement, we will also incorporate an embedded tutoring program, which will allow for smaller, more targeted support. Our daily schedule will provide the opportunity for tutors and teachers to plan and work together. To ensure high-quality tutoring support, we will partner with Blueprint Schools Network, Inc. and Learn It Together.

We have chosen to implement our pilot tutorial program in the Summer, which gives us the power to re-design our schedule without interrupting the remainder of the school year. A glaring constraint with implementing our pilot in the Summer is that our program will only last approximately 15 days and allots for only 1.5 hours per day per subject. Another concern is that a portion of the targeted population of students have been disengaged during the school year and may be completely checked out in the Summer. In response to this concern, we will select students from the 5th and 6th grades with the highest academic need and the highest attendance rates who also responded fairly well to virtual instruction.

We are addressing learning interruption and accelerating learning in this manner so that...

- Students have the opportunity to engage more with sub-skills that will help them access grade level standards while still participating in courses that promote social skills and align with their interests.

- Teachers spend more time providing direct instruction and less time encouraging students to attend intervention rather than competing courses.
- Parents/guardians are satisfied that students are receiving interventions that are not competing with non-academic classes that promote socialization and align with student interests.

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

• **a. Adjusted Scheduling**

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

• **b. Instructional Changes**

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

• **c. Staffing and Related Supports**

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

• **d. Other**

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

Secton	Activity	Yes	Explanation of approach and expected impact on student learning
Schedule Adjustments	Adjusted class/block/bell schedules		
	After-school programming		
	Longer school day	X	<p>Capital Village will incorporate an intervention block during the school day so that:</p> <ul style="list-style-type: none"> • Students that receive support around sub-skills will have higher success meeting grade level standards. • Scheduling will lead to increased attendance in academic interventions. • Provides opportunities for stakeholders to collaborate • All aspects of the academic program, including non-core classes, are available to all students daily.

	Longer school year		
	Summer 2021 programming	X	Students have the opportunity to engage more with sub-skills that will help them access grade level standards while still participating in courses that promote social skills and align with their interests.
	Summer 2022 programming	X	Students will have the opportunity to engage more with sub-skills that will help them access grade level standards while still participating in courses that promote social skills and align with their interests.
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring ⁵	X	<ul style="list-style-type: none"> • Students will be assigned tutors based upon their MAP EOY Growth Data (May 24 - June 2, 2021) • Tutors will work with the same students throughout the semester, focusing on their individual academic needs. • The tutoring sessions will occur during the school day • Teachers will communicate with tutors and share materials
	New curriculum purchase		
	New intervention program or support	X	<ul style="list-style-type: none"> • Students with gaps in Reading will be supported by an intervention block of Read 180 • Student with gaps in Math will be supported by an intervention block of

			Math 180 • Zearn Math will support acceleration of learning for all students
	New uses of staff planning time for accelerated learning		
	New professional development for staff on accelerated learning		
Staffing and Related Supports	Additional staffing Additional vendor	X	We are contracting with BluePrint Instructional Partners and Learn It Together to provide tutor that will meet with students 1:1 or in small-groups during the school day
	and/or community partner support		
	Hardware		
	Software		

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. In order to truly personalize the learning environment for our students, we will also personalize professional development for all Capital Village educators. We will leverage technology and other tools to customize professional development to be driven by the personal competency needs and goals of teachers. Every teacher’s development is linked to the success of their assigned students. Our educators all have different strengths and learn in different ways. The usefulness of our PD sessions will be directly impacted by teachers’ ability to access information and participate when and where it works for them.

Using information gleaned from school year 2020-21, we are planning on supporting teachers through a

robust PD program that consists of both face-to-face professional learning communities and coaching as well as asynchronous online professional development paths that could be mixed and matched to fit each teacher's personal goals and the schoolwide instructional focus goals. We will use the same approach to support teachers in strategies for using data to prescribe instruction for students and target students for intervention.

The process is being lead by our Director of Curriculum & Instruction. Additionally, as an EL Education School, we will have a School Designer assigned to our school to work with us on creating, monitoring and implementing a school-wide "work plan" which focuses on increasing student achievement across three dimensions: Mastery of Knowledge and Skills, Character and High-Quality Work. Furthermore, the master schedule will ensure teachers have two and a half hours a week of protected time and resources to allow for robust professional development through professional learning communities and in-house development that take place weekly.

Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we are also partnering with Centerpoint Education to train teachers in interpreting student assessment data and responding to students' instructional needs.

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

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year.

- Using video to support students who have different pacing needs
- Using Nearpod, PearDeck, and other tools to increase student engagement during the lesson
- Conducting IEP meeting on Zoom for increase parent participation
- 1:1 computer program and allowing students to take computers home to increase student access to instructional materials
- Use of Google Classroom to collect and gather instructional materials for absent students
- Rosetta Stone to supplement language instruction

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

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.

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;*

a. *Capital Village will ensure that all students with disabilities are assessed upon return to school by utilizing the BOY iReady assessment. In addition, students with disabilities who have applicable data will be given the Read 180 and/or Math 180 diagnostics to ensure proper placement and receive the appropriate support.*

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;*

a. *All classes at Capital Village both in person and virtual are co-taught. Unless they are in their prescribed self-contained classroom, all instructional groupings represent the full inclusion model of instruction. All self-contained students are included in studio classes as well as Science and Civics with appropriate support.*

d. *How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and*

a. *All parents of students with disabilities who have needed the highest level of support while working from home have been involved in the instructional process, including but not limited to strategies to support learning at home, full access to teachers and administrators, and related service providers.*

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.*

Capital Village PCS has a robust Student Services team to ensure that we meet the educational and social-emotional needs of students with disabilities and English learners.

Identification and Assessment Upon Return to School:

Both on-campus and virtually, Capital Village PCS takes seriously our responsibility to ensure every eligible student receives special education services. Our staff will be trained in identifying warning signs in unidentified students early in the year in order to document a pattern of need and catch students quickly. We understand that by the middle school years, students who have not received special education services and subsequently are found eligible after an initial evaluation have lower graduation rates than students who were identified earlier as needing special services.

Beyond our own internal processes and procedures for identifying students with disabilities, Capital Village will comply with the Child Find provision of IDEA, and seriously investigate any concerns a parent may have regarding their child's eligibility for special education services. Therefore, a parent can initiate this process at any time.

While parent and staff observations are extremely helpful in determining whether a student is in need of extra support and possibly special education services, Capital Village PCS intends on supporting those tactics with a data driven approach. Students will be rigorously monitored for deficits and our school will implement a Response to Intervention model to support all students.

CVPCS utilizes RTI as the first step that should be taken when a student is having academic difficulties in a class or classes. The intent is to provide interventions that will help the student achieve success without entering special education. Members of an RTI team usually consists of the teacher, a school counselor, a special education teacher, other general education teachers, and teacher assistants. The general education teacher provides background information regarding the problem exhibited by the student and the team works together to develop possible solutions. RTI provides three levels of intervention for students who are experiencing problems (*see RtI Framework*). Generally, the first level (sometimes referred to as Tier 1) is focused on utilizing high-quality general education instruction (evidenced-based practices) in the core curriculum with all students. The second level (or Tier 2) provides targeted group instruction or some form of group remediation to improve a student's academic and/or social performance. If performance does not improve in Tier 2, then students are moved to Tier 3, which consists of intensive, individualized interventions. Referral for Special Education if the student continues to experience difficulty after tier three interventions in the general education classroom, the student may be referred for a special education evaluation. Referrals may be initiated by: School personnel (including teachers, counselors, administrators, etc.); Student's parents or legal guardian; or Any other person involved in the education or care of the child. The initial referral begins the formal process of determining eligibility for special education services. Note, before any testing can begin, the school must obtain consent from a parent or legal guardian. If the RTI team decides not to evaluate the scholar, then an appropriate response is made to the referring source. This response will share the reason and any additional follow-up that will be necessary.

- **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**

The Tier 1 level of support includes the high-quality, research-based, differentiated instruction and ongoing formative assessments by excellent teachers and the process of identifying struggling learners who need additional support. Students identified needing additional support will be given

this support within the structure of the general education classroom.

- **Tier 2: Targeted Interventions**

Any students who are not making adequate progress with Tier 1 interventions will be given more support within the general education class, such as reteaching of lessons, reassigning of lessons on an online platform, small group instruction differentiated to student need and additional support during LAB time. Any students who do not show adequate growth with this level of intervention will be evaluated for Tier 3 interventions.

- **Tier 3: Intensive Interventions and Comprehensive Evaluation**

At this level, students will have more intensive interventions that target students' skill deficits, such as supplemental instruction during LAB time, pull out support during class time, before or after school tutoring, additional practice assigned via online software, and other similar means. Any student who continues to struggle despite these interventions will be evaluated for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Below is the link to the Capital Village MTSS-504-SPED Process: [Capital Village MTSS-504-SPED Process](#)

Evaluation Procedures:

Both on-campus and virtually, the evaluation process must be completed and an eligibility decision should be within 60 days from receiving parental consent to evaluate.

No later than 10 business days from the date of receiving a written and/or verbal referral for Special Education, the school will make reasonable efforts to obtain parental consent to hold a referral meeting.

These include: 3 documented attempts using at least 2 modalities (phone calls, mail, in person) on at least 3 different dates.

If the team has decided that more data is needed, the requested assessments and data collection processes are to be completed in time for parents and guardians to receive all reports and documents related to the scheduled meeting at least 5 business days prior.

The types of assessments to be completed and data to be collected will vary based on the areas of concern identified by the Multidisciplinary Team. Capital Village has contracted with a provider that can administer some, if not all, of the assessments required online. When this is not possible, students will be brought in individually to do testing.

Equitable Access:

In order to ensure that all students have equitable access to in-person and virtual instruction:

- Special Education teachers will support students in small groups to provide supplemental instruction for students.
- For students who can not access virtual instruction as part of a group, aides or tutors will support students 1:1.
- Our related service providers are equipped to provide services remotely via a secure platform
- Students will take ownership of the creation, implementation, and monitoring of their IEPs by:
 - having a voice in the development of their accommodations
 - being coached by Special Educators to advocate for their accommodations
 - Participating in the creation of their IEP or 504 goals
 - Monitoring their data in comparison to their goals

- Presenting on their progress towards goals in IEP review

Our continuum of services will be provided through push-in delivery in the general education setting to the greatest extent possible. Capital Village will employ a team consisting of certified Special Educators, Inclusion Teachers, appropriate related service providers, and administrators to support the needs of students.

	Setting of Services	By Whom	Where?
Level 1	General education classes Small Group Support Supplemental blended learning tools; i.e. Lexia, iXL	General Educator Special Educator Inclusion Teachers Related Service Providers	Breakout Rooms Google Classroom
Level 2	General education classes Small group support Pull-out instructions, as needed Supplemental blended learning tools; i.e. Lexia, iXL	Lead Teachers Special Educator Inclusion Teachers Related Service Providers	Breakout Rooms Separate Zoom Rooms Google Classroom
Level 3	Specialized Classes, with smaller groups, flexibly grouped Related services and supplemental instruction, outside general education setting 1:1 instruction, as needed	Lead Teachers Special Educators Inclusion Teachers Related Service Providers and/or Dedicated Aides, as required	Breakout Rooms Separate Zoom Rooms Google Classroom
Level 4	Specialized Classes, with smaller groups, flexibly grouped Supplemental blended learning tools; i.e. Lexia, iXL Related services and supplemental instruction, outside general education setting 1:1 instruction	Lead Teachers Special Educators Inclusion Teachers Related Service Providers and/or Dedicated Aides, as required	Breakout Rooms Separate Zoom Rooms Google Classroom

Parent and Family Training and Support

Parents are an essential part of the student's IEP and 504 plans and will therefore take a central role in developing their child's educational plan. Parents will be kept informed of their rights in the special education process, in both oral, written, and electronic forms. We believe that students with disabilities can only thrive if their parent or legal guardian is an active participant in this process.

Families Members With Disabilities:

As a part of the Individual Learning Plan process, family members needing accommodations will be able to make a plan with mentors for how to ensure access to school information, instructional materials, etc. Teachers will make use of available tools to send information home that is accessible to family members with disabilities. For example, we can use a text-to-speech tool to present written information to a visually impaired 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.**

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.

*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*
 - a. ***Capital Village's Response:*** *At Capital Village, we will use the approved WIDA screener to screen all students who have previously been identified as PEL or NPEL. In addition, we will utilize the approved WIDA screener for any potentially new students whose Home Language Survey identifies the home language as anything other than English if they have not already been identified as ELL. At this time, based on data from the Olik Application, we do not currently have any students who have been identified as PEL nor NPEL. In the event that a new student needs to be assessed utilizing the approved WIDA screener, the following steps will occur to notify parents:*
 1. *A letter will be sent home to the parents in their native language as well as in English to notify the parents of the date that their student's will be screened for ELL services.*
 2. *Parents will receive a second letter in their native language as well as in English describing their student's WIDA screener results as well as next steps.*
 3. *In the event that parents have further questions, the ELL Coordinator will schedule a meeting with the parents and an interpreter to further explain the results as well as next steps.*
 - b. ***Capital Village's Response:*** *At Capital Village, we plan to provide effective language development and academic instruction that will accelerate the learning for English learner across all learning environments utilizing the following steps:*
 1. *All English learner students will be partnered with a Special Education teacher (Learning Specialist) in the CO-Teach setting for all subjects (Humanities, Math, Civics, Science, and Studio classes (electives)) both virtually and in person.*
 2. *English learner students will receive intensive small group pull-out instruction to further work on language acquisition*
 3. *Language acquisition data will be obtained for our English learner utilizing the Read 180 software, System 44 software, and iReady (BOY, MOY, and EOY)*
 4. *Whole school professional development will be provided by OSSE on best strategies to implement across all settings for English learners.*

Screening English Learners:

In accordance with federal law, Capital Village will determine the language(s) spoken in each student's home by requiring each family to submit a home language survey, which identifies students who may need English development services based on degree of English language exposure. In order to objectively identify students in need of language support services, all applicable students will take an English language assessment administered by the Director of Student Support Services, which evaluates the student's language proficiency and confirms the student's language

status. At Capital Village, all students who have been deemed English Language Learners will take the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) exam once a year. This exam will measure the academic progress of these learners and ensure that we are meeting their language immersion needs.

English Learner Program:

In order to assist students who are learning English, all teachers will receive professional development on strategies that support English Language acquisition (see Humanities, Math and Science sections for specifics). Using the WIDA Can-do Descriptors, all instructional staff will know which learning targets and strategies are best for the various levels of language acquisition. We will utilize an Inclusion/Collaborative teaching model, with the general education teacher and bilingual/ESL specialist collaboratively planning and executing content instruction within the general education classroom. Where necessary, students may participate in “pull-out” sessions or specialized intervention courses that enable them to grow their English language proficiency.

The ELL teacher and the classroom teacher will develop language goals for each ELL student, based on the student’s individual areas of growth in the language domains of Listening, Speaking, Reading and Writing. These goals will be shared with families at Family Conferences. Progress will be monitored throughout the year using the WIDA Can-Do descriptors and other grade-level assessment data, and ELL progress reports shared with parents at Family Conferences. All ELL students in grades 5-8 will take the WIDA ACCESS for ELLs proficiency test in the Spring. Results and proficiency levels will be sent to families the following September.

Teachers will work closely with the ELL coordinator to provide ELLs with specific and effective supports and recovery for learning loss. These supports benefit all students but will be particularly helpful in supporting ELLs to achieve their goals in math. For example, our math curriculum, Illustrative Math also has ELL enhanced lessons with explicit guidance for how to accommodate lessons for different levels of English Language Learners and provides for text to be translated into a student’s native language. Even when they’re working independently, they are supported adequately.

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.

Funding will be used in multiple ways in order to ensure a smooth and safe learning environment for students. The most notable use of funds will be in staffing costs, in order to maintain small cohorts and follow OSSE and DC Health guidance for arrival/dismissal, lunch, recess, electives, and other parts of the school day. For example, our cohorts will have lunch and recess together in order to follow the guidance around mixing cohorts. Also, multiple teachers will be staffed in most classrooms in order to ensure small-group instruction and differentiation can occur without “pulling out” students from cohorts. This requires additional staffing that may normally have been needed. **Funding will be used to pay for teachers, aides, and leaders needed to provide a high-quality in-person learning experience for students.**

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

In addition to offering required Extended School Year (ESY) services, Capital Village will offer a summer intervention program in order to address the academic impact of lost instructional time, including targeting students who took longer to adjust to virtual instruction during the 21-22 school year. skills. From Art studio to building solar powered rovers to field experiences and other classes with individualized instruction, our summer intervention program is a wide range of learning experiences for all students. Using data from our NWEA MAP assessment, we are using data to divide students into intervention groups and target skills that students where students are performing below mastery. We have partnered with Blueprint Instructional Partners to provide tutors that will work with our students 1:1 to provide more intensive support to our students. **Funding will be used to staff the summer intervention program with teachers and leaders.**

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

Additionally, we will use the RTI and IEP process to determine if additional services are needed to support students' recovery after learning loss. If needed, **funding will be used to pay salaries and contracts of related service providers and/or special educators needed to provide these additional services.**

Additionally, we will be bringing on a Community Engagement Specialist to support our efforts to build relationships with families, community partners, wrap-around services, etc. **Funding will be used to pay the salary of the Community Engagement Specialist.**

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.

Capital Village stays committed to the holistic needs of our students and families. Our full-time counselor supports students with counseling, SEL instruction, and restorative practices. Our counselor is also our MKV liaison and supports our 504 process. Additionally, we anticipate increased social-emotional support being needed during the 21-22 school year. We are bringing on additional support to address the social and emotional needs of our students with a behavior interventionist as well as additional behavioral aides in the classroom. **Funding will be used to pay the salaries of our counselor, behavioral interventionist, and behavioral aides.**

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.