

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: DC Bilingual PCS

LEA Head of School Name: Daniela Anello

LEA Type: Elementary

Date Generated: 08/19/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:

- **a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
- **b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and**
- **c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:**
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and**
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.**

Operation Plan for DC Bilingual PCS allows for on-site learning for all students for 180 day at 6 hours per day, or 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). And a sample schedule of a typical school week can be found [here](#). The Operation plan adheres to [OSSE's Health Guidance of May 21, 2021](#) through the following means:

Students will be placed into cohorts by grade level. We will maintain cohorting through the following methods:

- Physical Space: entry points closest to their classrooms, assigned bathrooms, specific walking patterns through the building to the outside, and designated outdoor space.
- Scheduling: *students will have staggered arrival, dismissal, and specific lunch and recess times.*
- Staffing: students are assigned specific teachers and support staff with whom they will work and be supported by during the day.

Our LEA will require all students and staff to wear CDC-approved masks/facial coverings. Our LEA will adhere to the 3' social distancing guidance within classrooms and therefore limit the spread by ensuring that all student work spaces are separated 3' apart, labeled and that all staff are diligently monitoring space between students.

During times when masks are not worn by students, students will remain 6' apart. We will use the following areas during these times:

- Classrooms, outdoors and for some students inside the school's lunch room.

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 following school extended absence policies for staff and for students. See DCB's Quarantine policy [here](#).

In the event a teacher/staff needs to be excluded, our substitute staff will be available. Additionally, each

department has at least one additional employee that can serve as a back-up to fill in duties until the excluded staff/teacher returns.

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

1. DC Bilingual will notify families via automated call, text, and email to all impacted families by 5:00pm the day before an unexpected closure or partial closure. The message will also be sent to families using the Bloomz app. All messages will be sent in English and Spanish.
2. Families will be able to contact our main office by phone or email if they have questions about the closure announcement.
3. Once the appropriate amount of time has passed for the closure, DC Bilingual will send a follow-up communication to inform families of when their student will be able to return for in-person learning.

Key to a smooth year is uninterrupted learning is through dissemination of materials: Uninterrupted instruction through remote learning: In order to support uninterrupted learning for students impacted by closures, DC Bilingual will offer an outdoor, socially distanced distribution of learning materials and technology (chromebooks, hot spots, etc.) for families impacted by unexpected closures and partial closures. DC Bilingual will communicate directly with any families unable to attend the in-person distribution and determine the safest way to distribute the necessary materials in a timely manner.

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

- Communication with families: Calls to inform all student direct contacts and community email informing of the situation will be shared
- Dissemination of materials: Materials will be distributed to each family on a case by case basis
- Uninterrupted instruction through remote learning: Students will be issued the necessary technology and materials to access learning remotely

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, DC Bilingual will follow these procedures:

1. Within 24 hours, DC Bilingual will send a positive COVID-19 announcement to the entire school community and reach out directly via phone and email to families with a student(s) in the same cohort.
2. Students are able to access all learning materials through Google Classroom.
3. DC Bilingual will coordinate dissemination of learning materials and necessary technology to impacted students via a no contact pick-up at the school building or, if necessary, deliver materials directly to their home.

At DC Bilingual the operations plan can be implemented in our current facilities and 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.**

Students participating in distance learning through a medical exemption will receive virtual instruction, in English and Spanish, from a DCB teacher. The teacher will modify in person lessons as needed to provide the same amount of direct instructional time, as well as providing supervised independent/supported work time in all instructional contents (English Literacy, Spanish Literacy, Science and Math). The teacher will also organize appropriate virtual social activities with students of similar ages so that they can have access to peer interaction. The time spent on the computer will vary by age, and appropriate breaks will be given to keep students engaged and not fatigued by too much time in front of a screen.

• **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;**

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely via a medical certification, 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 school behavior policy. School materials that will be used by others (e.g. Chromebook, hotspot, leveled reading books in Spanish/English) will be returned by the student to be swapped out for more on level/high interest books or following completion of the school year or if the hotspot is no longer needed. The same process will be repeated for checking in materials.

- **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**

1. We will provide all necessary learning materials, including desks if requested, so that students can make a comparable home work space to learn. We also have staff on site to help with technology access and setup, as well as any issues as they arise. 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.

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Chromebook, hotspot (if needed), unit specific materials for all contents, leveled reading books in Spanish and English

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Physical Materials: Paper, journals, agenda (5th only), pencils, crayons or colored pencils

- **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.**

1. Instruction at DC Bilingual Public Charter School will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (or their personal circumstance changes) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration. The following four mediums describe how a student will engage in distance learning. To note, it was important that the students received as much consistency as possible, so the fall model is extremely similar to our virtual model from SY20-21.
2. Virtual, synchronous learning with Classroom Teacher: This instruction is conducted via a platform (either google classroom or zoom) in which students and teachers are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. This instruction includes the teacher and student(s) using the Zoom or Google Meets. The expectation is that the student(s) and teachers interact and ask and answer questions in real time student-learning. Interventionists, specials teachers, ECE teachers, ELL teachers, SPED teachers, instructional coaches, substitute teachers, or other educators may provide synchronous instruction in a large or small group format, depending on the size of the group of students receiving virtual instruction.
3. Asynchronous learning with Classroom Teacher: This instruction requires the teacher to prepare learning that can be accessed outside of synchronous learning times. Asynchronous instruction includes recorded video lessons and assignments assigned via Google Classroom or other virtual platforms such as RAZ Kids, Edpuzzle, etc

4. Synchronous learning without Classroom Teacher (SL w/o CT): Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is “Guided Practice.” Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. When remote, the student would do this task independently. If the student needs support, the teacher is available via chat or phone.
5. Asynchronous learning without Classroom Teacher (ASL w/o CT): This instruction is individual or group work that can be done independently, or with family support for younger children. The work would be at the student’s learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected at regular intervals. The product of these work blocks are often referred to as “exit tickets.” Regardless of the product, it may be collected through Google Classroom, by photographing the work, or through other virtual platforms determined by the teacher.

Student and Staff Well-Being

2.A: Whole Child Supports

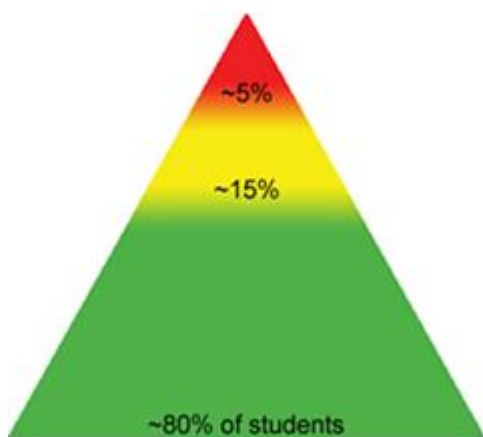
3. **Describe the LEA’s plan for supporting students’ social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**
 - **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all 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.**

At DC Bilingual the Staff is taught to teach, model, and acknowledge positive behavior expectations. The behavior expectations are taught to students throughout the year in different areas of the school, but a significant amount of time is dedicated at the beginning of the year in training staff and students. Students who have difficulty learning behavior expectations are provided additional instruction in small groups or on an individual basis. There is an emphasis on preventing problematic behavior, but if problematic behaviors arise, there is an emphasis on teaching alternative behaviors.

Parents are partners in supporting **Behavior Interventions and Supports (BIS)** by positively acknowledging their students for following the school-wide behavior expectations. **At any point in the year, families, staff or students can request additional support for their students/themself. They can speak directly to teachers, staff, and administrators or submit a request via writing. During our Term expos, we also provide Social Emotional Support and tips to families looking for additional resources. School staff will analyze the request and existing data (and collect data when needed) to help identify the tier of support needed for the student. Throughout the process, the student, parents, and families are made aware before any interventions are implemented, given regular updates, and have opportunities for direct input throughout. During these check ins, families also can get details and clarity about methods of interventions used.**

The BIS Triangle is a graphic representation that outlines three levels of supports and interventions that all schools need to address for meeting the social/emotional needs of all students.

Primary/Universal Supports: This level of the triangle represents the school-wide strategies, supports, and structures designed to prevent problem behavior and meet the needs of all students.



Universal (Tier 1) Supports have seven major components in common:

- A shared vision and common approach to creating a safe, positive, and effective learning environment. - *Clear Classroom Expectations , The LEAD system and No- Nonsense Nurturing School-wide system of management*
- A positively stated mission/purpose grounded in equity. – *DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English*
- A small number of agreed upon positively stated expectations for all students and staff. – *LEAD- Learn Languages, Earn Respect, Act Responsibly, Do your Best*
- Procedures for teaching these expectations to students in classroom and non-classroom settings. *Frontloading for students at the beginning of the year and coaching of teachers to teach these expectations, Character Education, Anti-Bullying Workshops*
- A system of rewards has elements that are implemented consistently across school settings. *LEADers of the week and Community meeting for classroom recognitions,*
- A coherent array of responses to major and minor problem behavior. *Tiered approached in class and school-wide of responses to behaviors*
- System for monitoring and evaluating the effectiveness of school-wide BIS. – *Coaching cycle of monitoring NNN implementation with fidelity, School Force Reports, attendance monitoring*

Secondary/Targeted Support (Tier 2) is designed to provide targeted interventions to support students who are not responding to Universal Prevention efforts. Interventions within Secondary Prevention are more intensive and focused on a smaller number of students who are at risk for engaging in problem behavior and/or need a little more support. Secondary Prevention practices involve small groups of students or simple individualized intervention strategies.

Secondary Prevention strategies include:

- Early universal screening- *vision, hearing, OT, language development, behavior*
- Continuous progress monitoring for students who exhibit difficulties despite proactive school-wide prevention efforts. *RTI tracker*
- Systems for increasing structure and predictability. *BIP meetings with Multi-Disciplinary team and collectively formulating a hypothesis based on data collected and creating Behavior Intervention Plans that have preventions strategies, Brief Functional Behavior Assessments and ABC data*
- Systems for increasing positive adult-student interactions and relationships. *The practice of restorative conversation and relationship building, home visits*
- Systems for linking academic and behavioral performance. *Monitoring the impact of behavior loss of instruction and lack of academic gains, PTT, Family Expos*
- Systems for increasing home/school communication-*Include parent in meetings and providing wrap around services when applicable.*

- Collection and use of data for decision-making- *cycles of interventions and monitoring of outcome*

Individualized/Intensive Supports (Tier 3), the top of the BIS triangle, represents the supports and strategies necessary to both prevent and respond to the needs of the students with the most significant behavioral challenges. For these students, a highly individualized approach; which includes school, family, and interagency support may be necessary.

Tertiary Supports include:

- Functional behavioral assessment- *Board Certified Behavior Analyst, Behavior Specialist, and/or Psychologist will collect and analyze the data to identify the function of behavior through comprehensive FBA*
- Team-based comprehensive assessment and intervention-*Multi-disciplinary team to support with creation and implementation of BIP based on the FBA*
- Linking of academic and behavior supports-*Academic support in small group based on the impact the behavior has on academic growth*
- Individualized intervention-*Behavior Intervention Plan is individualized based on student needs.*
- Interagency collaboration- *DC Bilingual collaborates with Mary's Center and other agencies to support with PD or direct services to students*
- Individualized behavior support planning- *It includes Prevention, Teaching, Reinforcement, Extinction, and a Crisis Plan as needed to address behavior*

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.

The purpose of DCB's Discipline Plan is to ensure clear rules, expectations, and consequences have been communicated. The discipline plan is not set of behavioral interventions aimed at eliminating inappropriate behavior. It will be important as all students transition back to full time in-person instruction, that school rules and expectations are clearly outlined and reviewed with all parents and students in advance to the first day of school to ensure behavioral success for all students. DCB will share the behavioral expectations with families via the Head of School email and in optional virtual town-hall sessions prior to the first day of school on August 30th.

DC Bilingual's discipline plan clearly defines its rules, expectations, and consequences. Every classroom must post its rules in the classroom rules for the grade level. The expectations for behavior are consistent and consequences are clear and fair.

It is important to note that DC Bilingual's Discipline Plan is only one component of an overall system to ensure success and achievement for all students. **The Discipline Plan does not include the additional strategies and interventions that may be needed to supports students in the classroom and school community.** Parents are an important component of Discipline Plan. Constant communication and documentation is critical to the plan.

Students' requiring increased support as a result of the number of consequences that have been applied to a student's behavior should be referred to the Response to Intervention (RTI) process.

DC Bilingual follows the DC Bilingual Bullying Prevention Policy. All DC Bilingual staff must read the policy be familiar with it.

[Click here to view the DCB Bullying Prevention Policy](#)

Teachers and staff may request a copy of the policy at the charter office. All bullying incidents must be reported to the Behavior Team: Ana Carcamo, Ritza Ferrufino. Direct reports of bullying can be made via email acarcamo@dcbilingual.org or via telephone at 202-744-2747. Also, teachers must log all bullying reports in Infinite Campus.

Expectations of the Discipline Plan

- The primary expectation of the Discipline Plan is to provide a safe physical and emotional environment for all students in which to learn, grow, and lead.
- Teachers are expected to follow the procedures of the Discipline Plan and in collaboration with the Behavior Team, Principal, Director of Student Support, and coaches including parent communication and documentation of incidents in Infinite Campus per the procedures found in the Staff Policies and Procedures manual.
- Behavior Team, with the support of the SST TEAM, is expected to make timely and fair decisions regarding the application of the discipline plan. Parent communication is provided in written form per parent request within 24 hours of the incident or immediately in the case of out of school suspension.
- Students are expected to follow instructions at all times by making appropriate choices, using appropriate language, respecting the rights and property of others, and resolving conflict without physical contact or severe emotional harm.
- Parents are expected to adhere to the expectations of the plan while on school/center property or during field trips or other school events, parents/guardians are expected to discipline their students, if necessary, in a positive and respectful manner. It is not appropriate for parents to discipline other children.

DC Bilingual's Discipline Plan Process

Step 1: Discipline is typically handled first in the classroom. If concerns persist, then additional steps will be taken including referral to the Grade Level Team Coaches, scheduling of a meeting with parents/guardians, referrals for additional assistance or consultation, and when appropriate, suspension or expulsion. Students earn and lose points based on the choices made in the classroom.

Please review the following steps in the process.

Classroom Consequences

Type of Behavior	Possible Behaviors	Consequences*	Follow Up Action
Tier One (Redirecting/ Warning)	<ul style="list-style-type: none"> -ignoring directions when first given -minor disruptive or distracting behavior -minor misuse of materials -failure to be prepared 	Verbal or visual redirection	Monitor behavior and provide precise directions. Utilize additional best practice strategies to redirect the behavior or provide incentives for change.
Tier Two	<ul style="list-style-type: none"> -failure to follow directions after warning -minor inappropriate physical action/language -running in the building (classroom, hallway, etc.) -presence in the hallway or classroom without permission 	Change in proximity to teacher or to a specific student, loss of point 3rd-5th grade	Remind students what they are working for. Praise student as soon as you see them do something that they should be doing.
Tier Three	<ul style="list-style-type: none"> -open defiance or repeated failure to follow directions -moderate inappropriate physical action/language -major misuse of classroom materials 	In class reflection or time out for 5 minutes or less, Loss of point in 3rd-5th	Student completes Reflection Sheet in classroom before returning to learning activity. Teacher requests support if student refuses consequence.

	<ul style="list-style-type: none"> -Multiple Tier Two actions may earn a Tier Three consequence 		<p>A restorative conversation should be had between teacher and student. Remind student what they are working for.</p> <p>The teacher calls the parent to inform them of the behavior.</p>
Tier Four	<ul style="list-style-type: none"> -repeated defiance towards adults -demonstration of major inappropriate physical action/language -theft of school/personal property -lying to or misleading school staff -Multiple Tier Three actions may earn a Tier Four consequence. -Any sign of bullying students or staff members (see bullying policy) -Inappropriate use of technology -running out of the classroom/building unsupervised. 	<p>Out of classroom reflection such as Buddy Class, Loss of a point in 3rd-5th</p> <p>Time** determined by teacher and school leadership.</p>	<p>Teacher informs leadership. Student completes Reflection Sheet in Buddy Classroom and/or with Student Support team. Extended time away from class may be required.</p> <p>Teacher requests support if student refuses buddy class, needs to be escorted, or is a danger to self or others.</p> <p>See additional information for Tier Four Out of Classroom Consequences. Report is logged. Parent is contacted. A member of the Behavior Team will communicate who will call home. This decision is based on severity of consequence, relationship with parent or other considerations.</p> <p>A member of the Behavior Team will call the parent to inform them of the behavior.</p>

- **Consequences are intended to change the behavior of the student’s problematic behavior. DC Bilingual will monitor the effects of the consequence of student’s with continuous offenses and create behavior plans accordingly.**

**The goal of out of the classroom reflection in a buddy classroom or with leadership is to ensure the student takes verbal and/or written responsibility for his/her actions. In addition, the reflection may provide an emotional buffer for the student and his/her peers. At the end of the reflection, the student may return to class to continue learning. The goal of the reflection is to ensure the student is ready to learn. The teacher must support the reentry of the student and apply additional strategies to support the student’s success. Data will be collected to see the effectiveness of reflections by monitoring frequency and feelings of the behavior.

Step 2: School leadership has a legal and moral responsibility to ensure that all students are treated fairly and in accordance with the school discipline plan. The goal of any consequence is to ensure learning and safety for all students including the student receiving the consequence. If a student requires a Tier Four consequence, school leadership will follow the steps below.

At DC Bilingual, the Principal, Resident Principal, Director of Student Support, SST team and Behavior Team have the authority to apply these consequences.

Out of Classroom Consequences for Tier Four Behavior

In the event that a child is not ready to return to the classroom for learning or in a case that requires immediate in-school or out-of-school suspension, the Principal, Resident Principal, Director of Student Support, and Behavior Team will make a determination on the consequence given the following guidelines.

Tier Four Behavior Requiring Immediate Suspension	Consequence for PreK & Kinder Students	Consequence for 1st - 5th Grade Students
Physical or verbal assault of a student or adult, which causes safety or emotional distress	Half day or full day in-school suspension, when appropriate	Half day or one to three day in-school or out of school suspension up to 5 days depending on the frequency and seriousness of the occurrence(s)
Possession of any illegal substance including alcohol or tobacco, firearm, or weapon	Half day or full day in-school suspension, when appropriate	One to three day in-school suspension depending on frequency and seriousness of the

		occurrence(s)
History of repeated acts of bullying towards one or more students	Half day or full day in-school suspension for PreK, one to three day in-school suspension for kinder students	Half day or one to three day in-school suspension depending on frequency and seriousness of the occurrence(s)
Inappropriate use of technology	Scaffolding of the use of technology based on student's development	Loss of use of technology at school for a half day up to three days. Half day or one to three day in school suspension depending on frequency and seriousness of the occurrence(s)

Additional Consequences, Follow Up Actions, and Home/School Agreements for Tier Four Offenses

Grade Level	First and Second Occurrence	Third Occurrence
PreK 3, PreK 4, Kinder (September - December)	Parent Meeting & Home Consequence	Home/School Behavior Contract Voluntary time at home Parent Time in Classroom
Kinder (January - June), First, Second	Parent Meeting & Home Consequence w/ In-school suspension	Home/School Behavior Contract Parent Time in Classroom and/or Out-of-School Suspension
Third, Fourth, Fifth	Parent Meeting & Home Consequence w/ In-school suspension	Home/School Behavior Contract Parent Time in Classroom and/or Out-of-School Suspension

Students with Disabilities*	Parent Meeting & Home Consequence w/ In-school suspension	Home/School Behavior Contract Parent Time in Classroom and/or Out-of-School Suspension
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# of Tier 4 Incidents	Administrative Follow Up Action	Grade Level Team Follow Up Action
More than once a week for two consecutive weeks	Administrator will follow up with Grade Level Team, Counselor, and/or Parent as needed	<ul style="list-style-type: none"> • For non-special education students, set an RTI meeting time for grade level team to discuss student • Create interventions including incentives, behavior charts, or other strategies suggested by the PRIM book, counselor, or team • Set a meeting with the parents to discuss interventions and home support. Invite administrators, counselors as needed. If a student has an IEP, a MDT meeting must be scheduled through the Special Education Manager. BIP may be revised.
More than once a week for one month	Mandatory Administrator Meeting with Parents and Grade Level Team	<ul style="list-style-type: none"> • MDT Meeting must be scheduled and BIP revised for special education students. • SST must be scheduled by the grade level team

* The basis for disciplining students with disabilities is consistent with the expectations for students without disabilities. The School Principal or her designee will make such decisions in accordance with federal and local special education law.

Step 3: If a student repeats Tier Four offences, depending on the offense, additional days will be added for each occurrence up to 5 days of out-of-school suspension. DC Bilingual reserves the right to provide a free and adequate education for up to 20 days away from the normal school setting.

In-School Suspension and Out-of-School Suspension

In-school suspension takes place on school property in a buddy classroom or other safe, designated location. Students complete all assigned tasks and any logical consequence action. In-school suspension is not reported to the DC Public Charter School Board. Parents will be notified of any in-school suspension and are entitled to receive a full paper report of the incident, if requested. The grievance process is explained below.

Out-of-school suspension takes place off school property. A student can not return to school property until the full suspension is served. A reentry conference may be held with the student, parent, teacher, and school leadership. Out-of-school suspension must be reported monthly to the DC Public Charter School Board. Parents will be notified of any school suspension and are entitled to receive a full paper report of the incident, if requested. The grievance process is explained below.

Manifestation Determination- If a student with a disability is suspended, a manifestation determination meeting is held by the MDT team within two weeks of the suspension, to determine if the student's problematic behavior is a manifestation of the student's disability. The MDT team will review existing FBA/BIP if one exists or perform an FBA and create a BIP in order to prevent disciplinary actions. DC Bilingual makes all efforts to provide FAPE for students with disabilities, even when the behavior is not a manifestation of the disability.

All final Out of School suspensions will be decided by Daniela Anello, Head of School.

When an In or Out of School suspension occurs the Behavior Specialist will email the appropriate grade level team, Assistant Principal, Principal, SST, and Director of Student Support to inform them of the suspension, the length, and offending behavior.

Recess

Students may not have recess taken away as a result of their behavior. Teachers and staff of DCBPCS do not use physical activity (including but not limited to recess, physical activity breaks, or physical education) as a means of punishment for students, neither increasing activity or taking away physical education time.

Behavior Contract

If necessary, a behavior contract for the student should be developed and agreed upon during a Parent Meeting. The purpose of a behavior contract is to make the classroom rules explicit to the students with daily reflection and recording of success. The teachers, with additional support as needed, will plan accommodations and implement strategies designed to support the student in meeting the goals of the behavior contract. The parent/guardian may also be asked to try home strategies. Frequent communication with the parent/guardian at this stage is expected and required. The teacher

and parent/guardian will develop a plan for effective communication. It is critically important that a parent/guardian be accessible and easily reached when their student has a behavior contract.

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

DC Bilingual is a self-prep single site LEA. Students will be provided free breakfast, lunch, midday and after school snacks. Breakfast will be served in the classroom and grab & go for all students. Lunch will be served in the classroom for PK and accessed in the cafeteria for K-5.

For our students who access our school through remote learning options, meals will be available for pick up. The department of Food and Wellness will work with the Principals and Office Team to identify remote learning families and determine their needs for food. We will prepare compliant meal packages and share the information through our family communication tools (internal and external).

For a single student who is self-quarantining due to a potential exposure outside of the school, we will coordinate with the Principals and Office Team to provide the option to pick up a multi-day meal package. We will also promote city-wide resources for free food access.

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will work to meet student needs by 1. Offering a multi-day meal pick-up package for families and 2. Communicating additional local resources and sites for free meals during the period of their quarantine. Meal packages will be distributed through our kitchen window pick-up site, and families may drive up to retrieve meals during a designated time period.

In the advent our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through a multi-day meal package pick-up system. This system will replicate the meal pick-up system we conducted during the closure of our school previously. Families will be able to pick up packages of multiple meals from the kitchen window by driving through the parking lot during a designated time period. Packages include breakfasts, lunches, milk and fresh produce for NSLP compliant meals and snacks over multiple days. Communication regarding meal pick-ups will be delivered through internal and external media.

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.

DC Bilingual will support teacher and staff social-emotional and mental health needs by making available the following to all interested staff:

- DC Bilingual will partner with Mary's Center to provide mental health support and counseling to any staff interested in the services.
- For staff in crisis or needing acute care, such as grief, depression, or trauma, DC Bilingual offers immediate support through our mental health partner, Mary's Center.
- All DC Bilingual staff have access to free lunches provided by our school's Food and Wellness department. This department also hosts cooking classes, gardening work days, and other wellness activities for families and staff throughout the year.
- Throughout the school year DC Bilingual staff will be released early on specific "wellness days" to promote self-care and time for rest and reflection.
- In support of physical well-being, staff are encouraged to participate in physical activity challenges throughout the year where top performers are rewarded with prizes.
- *DC Bilingual is planning to provide live virtual professional development sessions regarding work-life balance and is currently reviewing providers who will best serve our community. As DCB prepares its staff members for the loss of loved ones/coworkers we are reviewing area grief and loss counseling services that can provide individualized sessions for designated periods of time throughout the school year.*

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.

Consistent and clear communication with students and families is vital for supporting the community of students and families and for maintaining the health and safety of the school community. At DC Bilingual, communication to students and families will happen across multiple media: posted signage and flyers around the building, the school website, social media platforms like Facebook, Twitter, and Instagram, the Bloomz app, and on-demand notification through automated calls and text, the Bloomz app, and individual outreach

when necessary.

To meet the needs of DC Bilingual's diverse community, all communication will be made available in any languages indicated by Family Home Language Surveys completed during the enrollment process.

General School Wide Communication

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families happens across multiple channels. In print, DC Bilingual posts signage throughout our school campus about current health and safety policies and upcoming events and activities. When applicable, DC Bilingual will send home flyers and/or letters to inform students and families about important announcements, events, and other relevant updates. Electronically, DC Bilingual communicates with families through a weekly e-newsletter called the Head of School Message, the school website (www.dcbilingual.org), social media updates, and on-demand notifications via phone, text, and email. When necessary, DC Bilingual will also reach out to individual families when necessary. All communications from DC Bilingual are sent in English and Spanish languages.

Unexpected closures due to maintaining the health and safety of the school community will be communicated across all social media platforms, our website homepage, and through direct outreach to families via automated calls, texts, and emails.

Website

The DC Bilingual website provides general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, FRPM applications). This information will be available to families **24 hours a day, 7 days a week**.

- **Contact Information:** Current and prospective students will be able to contact the school administration and staff directly from the school website.
- **Family Resources:** Families will be able to find the DC Bilingual Family Hand Book, enrollment and registration details, relevant health and safety resources, and additional supportive materials for families, such as social services resources.
- **Food Programs:** In accordance with OSSE guidelines, all required information about DC Bilingual's meals program will be available to families on a monthly basis.
- **Operating Status:** DC Bilingual will communicate the school's operating status (open, closed, weather delay, etc.) via our website homepage. Should the school need to close due to COVID-19 or for any other health or safety related reason, DC Bilingual will also communicate with families directly via automated calls, texts, and emails.
- **Student Learning:** Students and families can access student report cards, progress reports, and updates from teachers via Google Classroom and Bloomz.

Social Media

DC Bilingual uses its social media channels to communicate announcements, operating status, news, events, and other relevant information for our community. Currently, DC Bilingual manages accounts on Facebook (@DCBilingual), Twitter (@DCBilingual), Instagram (@dcbfoodandwellness), and LinkedIn. These channels are all updated several times a week to build broad awareness of DC Bilingual, engage the broader DC community (and country) in the success of our students and staff, and to provide updates on operating status, student learning, and community activities (i.e. learning packet pick ups, student support giveaways, food drives).

Signage and Resources

Bilingual [signs](#) will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday [protective measures](#) and describe how to [stop the spread](#) of germs (such as [properly washing hands](#) and [properly wearing a cloth face covering](#)). These signs will align with CDC and PPE guidance. All recorded training and printable resources will be made available on the DC Bilingual website.

Direct to Family

Families receive direct communication from the school **at least twice weekly**.

- **Individual:** DC Bilingual connects with families directly through direct phone calls when necessary to address any issues with an individual student or family. DC Bilingual implements a family support call system. Through this system, select staff are assigned to specific families to connect with bi-weekly to supervise attendance, check overall wellness, elicit feedback, and offer ongoing resources for academic, social-emotional, and physical needs. For any students medically approved to learn remotely, the support caller will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.
- **General Announcements:** DC Bilingual will send automated bilingual (Spanish/English) messages via phone, text and email to communicate school-wide announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will also receive general announcements through the Bloomz mobile application which allows teachers and administrators to communicate important information directly to families.

Family Feedback

DC Bilingual will offer regular, frequent opportunities for families to share feedback on safe reopening, student well-being, and accelerated learning.

- **Family Feedback Surveys:** DC Bilingual will seek feedback from families throughout the school year via online questionnaires and use the information gathered to assess school programming and family engagement strategies. Survey results and action steps taken will be detailed in the weekly e-

newsletter when applicable.

- **Family Teacher Conferences:** DC Bilingual will implement family teacher conferences each term, during which each student's caregivers will meet with all of their child's teachers to discuss that child's individual successes and challenges.
- **Family Support Callers:** DC Bilingual will implement a family support call system. Through this system, a staff member is assigned a family to connect with weekly to supervise attendance, check overall wellness, elicit feedback, and offer ongoing resources for academic, social-emotional, and physical needs. For remote learners, the support caller will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed.
- **Cafecitos with School Leadership:** DC Bilingual will host monthly virtual meetings open to all families. These meetings will be an opportunity for the school to share important information and announcements directly with families. Families will be given time during each meeting to ask questions and voice concerns.

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.**

All students were provided with access to technology during the first term of SY 20/21. We offered families with a help desk service that provided them with the opportunity to email our technology specialist with any questions related to the use of technology, wifi issues, and signing in or accessing their computer resources.

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning, **and/or** struggling to progress in distance learning, based on the following behaviors: high absences, extreme absences (20+), low work submission, missed SPED services, 1+ year below grade level, slow growth or regression, difficulties with virtual learning, and low language development. In March, the LEA began offering on-site learning options to students. We prioritized spots for students who met the highest number of the criteria listed above (all students were given one point for each criterion; students with three or more points were offered an in-person learning option). In March, 80% of those students accepted an in-person learning seat. In May, when seats were offered to all students, a few more accepted. By the end of the school year, 12 students in PK-2 and 52 in 3-5 who met 3+ of the criteria above opted to stay in virtual learning. The majority of even these students were prioritized because of their slow academic progress rather than disengagement with virtual learning. Three students, all in PK, were chronically disengaged in virtual learning, had extreme absences throughout the school year, and did not return for in person learning.

DC Bilingual will define consistently less engaged students as those who are 1) Not attending school/ responsive to support efforts to improve attendance 2) Significantly below grade level in any core subject with low to no growth from baseline 3) Socially and interpersonally disengaged with peers, staff and any support efforts. Summer School (ESY), increased small group intervention during the school day, and access

to research based 1:1 virtual programs. We are also offering continued access to social emotional support like counseling, and connecting with families on an individual basis to emphasize the importance of engagement.

DC Bilingual will monitor student engagement on a bi-weekly (attendance) and monthly (academic performance). We will do a whole school analysis of engagement on a quarterly basis with a comparison against progress made during SY 20-21 and previous years.

Families will be notified following our attendance protocol (daily attendance updates if tardy or absent, student support team check in, attendance/truancy meetings with administration) and academic updates will be provided via Google Classroom and quarterly during Family Teacher Conferences. Students who have multiple concerns or a high concern in one key area will have a support plan developed with the Student Support Team. That plan will be monitored weekly during meetings and families will be updated according to the metrics identified.

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;**

ELA & SLA

For English and Spanish Language Arts, we expect students in PK to master Teaching Strategies Gold Objectives for Developing and Learning in Literacy upon graduation from PK4. In K-5, in both English and Spanish, students are expected meet grade-appropriate benchmarks on the Fountas & Pinnell Benchmark Assessment System, writing rubrics, and CCSS-aligned interim assessments.

Math

For math, we expect students to master the Building Blocks assessment, an early numeracy interview-based assessment, upon graduation from PK4. In K-2, we expect students to master a sequenced set of AMC assessments, another early numeracy interview-based assessment. Benchmarks are set throughout the grade levels. In K-5, students are expected to pass interim assessments aligned to CCSS and the TERC Investigations curriculum with at least 70% proficiency.

Science

For science, we expect students in K-5 to show proficiency on the Next Generation Science Standards, as measured by 3 standards-based interim assessments and one cumulative Science Fair project. These assessments are given in Spanish.

English language proficiency

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency upon graduation from DC Bilingual, by way of a dual immersion Spanish/English program, supported by push-in and pull-out intervention support by ELL teachers, based on student data.

Our LEA will offer the following formative and summative assessments to eligible students in the 2021-22 school year. They will be conducted on the administration schedule noted below. 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 (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

- **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);**

The school calendar is divided into four terms. Teachers collect a round of data at the beginning of the year, and then again at the end of each term, and analyze it against standards. Anecdotal and formative assessments are also given throughout the term. Progress is monitored on an even more frequent basis via weekly grade level team meetings in which data from rotating contents are analyzed. In addition, each teacher received data-driven content coaching on a biweekly basis.

PK Assessment Matrix			
Content Area	Data Source & Assessment Type	Purpose	Dates and/ or Frequency
English Language Learning	W-APT	Assess students English Language Learner Level	Completed by October 4th
All areas of development	Teaching Strategies GOLD	Academic, social-emotional, physical and language development	BOY, End of Term 2, End of Term 3, EOY
English and Spanish	Fountas & Pinnell Early Literacy Behaviors and Letter Sound ID	Early reading in English and Spanish	BOY, End of Term, EOY
Math	Building Blocks	Math concepts	BOY, End of Term 2, End

	Assessment		of Term 3, EOY
Ciencias	Science Summative Assessment (Checklists, Unit Tests, etc)	Science Content	BOY, End of Term 2, End of Term 3, EOY

K-2 Assessment Matrix			
Content Area & Grade Level	Data Source & Assessment Type	Purpose	Dates and/ or Frequency
English Language Learning	WIDA Access Test	Assess students English Language Learner Level	Completed by October 4th/ EOY
Kinder English Literacy and Spanish Literacy	Fountas and Pinnell Letter/Sound ID Early Literacy Behaviors	Early Reading in Spanish and English	BOY
K-2 English and Spanish Reading	Fountas and Pinnell Benchmark Assessment System	Individual Reading in Spanish and English	BOY, and by the end of each term Due each term by Literacy Data & Planning Day
English and Spanish Literacy K-2	DCB Common Core-Aligned Interim Assessments	Assess achievement on CCSS	By the end of each term Due each term by Literacy Data & Planning Day
Writing K-2	Writing Pathways On-Demand	Writing content and	BOY, end of each unit

	Assessment	mechanics in Spanish and English	
Math K-2	DCB and/or TERC Common Core-Aligned Assessments	Assess achievement on CCSS	By the end of each term Due each term by Math Data & Planning Day
Math K - 2	Assessing Math Concepts (AMC) Kinder: Counting Objects: Tasks 1,2 ; Hiding Assessment Parts of 3, 4, 5 1st: Hiding Assessment, Number Arrangements Assessment 2nd: Hiding Assessment, Two-digit Addition & Subtraction Assessment	Assess math concepts	End of each term, discontinued once students reach mastery *2nd grade baseline for Two-digit Addition & Subtraction Assessment due February 1
Science K -2	Science Summative Assessment (Checklists, Unit Tests, etc)	Assess achievement on NGSS	Beginning and End of Term, Unit Tests K - 2

3-5 Assessment Matrix			
Content Area & Grade Level	Data Source & Assessment Type	Purpose	Dates and/ or Frequency
English Language Learning	WiDA W-APT Screener	To identify students as have limited English proficiency	Completed by October 4th
English Language	WIDA Access Test	Assess students English	EOY

Learning		Language Learner Level	
3 - 5 Reading	F & P Reading	Individual Reading in Spanish and English	BOY Due by Literacy Data Review & Planning Day
Writing	Writing Pathways On Demand Assessment Term 1-4	Spanish and English Writing Traits & Writing Standards	BOY Beginning of Term Due by End of Term Literacy Data Review & Planning Day
Math 3 - 5	Math Interims Term 1-3	Standards and Strands Benchmarks for Math	End of Each Term
Ciencias 3 - 5	Science Summative Assessment (Checklists, Unit Tests, etc)	Science Content	End of Each Term
Reading and Writing	Literacy Interims Term 1-3	Standards and Strand Benchmarks for Reading & Writing in English and Spanish	End of Each Term
Reading, Math, Science, Health	PARCC	Reading and Math Common Core, Next Generation Science Standards	TBD - early/Mid May
English Literacy and Math	National Assessment of Education Progress (NAEP)	External, National Reporting	TBD

- **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

We set goals in each content area and monitor them as follows:

ELA & SLA

For English and Spanish Language Arts, we expect students in PK to master Teaching Strategies Gold Objectives for Developing and Learning in Literacy upon graduation from PK4. In K-5, in both English and Spanish, students are expected meet grade-appropriate benchmarks on the Fountas & Pinnell Benchmark Assessment System, writing rubrics, and CCSS-aligned interim assessments.

Math

For math, we expect students to master the Building Blocks assessment, an early numeracy interview-based assessment, upon graduation from PK4. In K-2, we expect students to master a sequenced set of AMC assessments, another early numeracy interview-based assessment. Benchmarks are set throughout the grade levels. In K-5, students are expected to pass interim assessments aligned to CCSS and the TERC Investigations curriculum with at least 70% proficiency.

Science

For science, we expect students in K-5 to show proficiency on the Next Generation Science Standards, as measured by 3 standards-based interim assessments and one cumulative Science Fair project. These assessments are given in Spanish.

English language proficiency

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency upon graduation from DC Bilingual, by way of a dual immersion Spanish/English program, supported by push-in and pull-out intervention support by ELL teachers, based on student data.

- **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**

Our LEA will offer the following formative and summative assessments to eligible students in the 2021-22 school year. They will be conducted on the administration schedule noted in the table above. 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 (i.e. PARCC in English language arts and math, the state science assessment, and WIDA

ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

- **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 no students enrolled in non-public schools.

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.

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support; please see part 3A for a description of type and frequency of data collection. DC Bilingual has hired a new Data Manager to work closely with the principals and Instructional Leadership Team to analyze data and analyze the effect of interventions planned in response to that data. Teachers will be given time to participate in Data-Driven Instruction Cycles which include time to complete assessments with students at the beginning of the year and the end of each term, Data Days to review the data reports and plan instruction, weekly Grade Level Team Meetings with rotating instructional focuses to check in on student progress, and monthly RTI meetings to track progress of students with Tier 3 interventions.

DC Bilingual will implement a multi-tiered system of supports, as described below. DC Bilingual did collect data for all students during the 21-22 school year, and, upon reopening, did collect social-emotional, behavioral, and academic data during in-person learning to assess students’ development and academic progress. In addition, as mentioned in Part 2D, DC Bilingual is aware of a few students who consistently did not access virtual learning successfully. This data will be analyzed in early August by the instructional leadership team, and used to plan and implement Tier 2 and 3 interventions for particular students beginning in the first weeks of school.

Tier	Curriculum	Instructional Strategies
<p style="text-align: center;">1</p> <p>Core Instructional</p>	<p>DDI Balanced Literacy: Teachers’ College Readers, Writers, Phonics Workshops & Spanish phonics workshop</p> <p>DDI Math: Building Blocks, TERC</p>	<ul style="list-style-type: none"> • Whole group lessons • Small group lessons • Student partner work • One-on-one conferring

<p>Interventions</p>	<p>Investigations</p> <p>DDI Science: DCB written NGSS-aligned curriculum</p> <p>DDI Creative Curriculum</p>	
<p>2</p> <p>Targeted Group Interventions</p>	<p>DDI Reading: LLI, Soluciones, Small Group Phonics (Teachers College), Okapi</p> <p>DDI Writing: Using rubrics and teaching points from earlier grade levels, interactive writing, HWT</p> <p>DDI Math: Developing Number Concepts, Do the Math, Math Solutions</p> <p>DDI Science:</p> <p>DDI PreK</p> <p>ELL/SLL Program</p>	<ul style="list-style-type: none"> • Small group lessons • One-on-one conferring • Push-in support from ELL/SLL teacher
<p>3</p> <p>Intensive Interventions</p>	<p>DDI Reading: LLI, Soluciones, Small Group Phonics (Teachers College), Okapi, Wilson</p> <p>DDI Writing: using rubrics and teaching points from earlier grade levels, interactive writing, HWT</p> <p>DDI Math: Developing Number Concepts, Do the Math, Math Solutions</p> <p>DDI Science</p> <p>DDI PreK</p> <p>ELL/SLL Program: WIDA-aligned lessons, AIM (Spanish language acquisition)</p>	<ul style="list-style-type: none"> • Small group lessons • One-on-one conferring • Pull-out support from ELL/SLL teacher

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

- **a. Adjusted Scheduling**

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

- **b. Instructional Changes**

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

- **c. Staffing and Related Supports**

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

- **d. Other**

N/A

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

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules		
	After-school programming		
	Longer school day	X	DC Bilingual has an extended school day, 8:10am - 4:00pm
	Longer school year		
	Summer 2021 programming		
	Summer 2022 programming		
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
	Instructional Changes	High-dosage tutoring ⁵	
New curriculum		X	Spanish phonics curriculum;

	purchase		Spanish as a second language curriculum (AIM)
	New intervention program or support	X	Spanish as a second language curriculum (AIM); Do the Math; Touch Math; LLI; Soluciones
	New uses of staff planning time for accelerated learning	X	Curriculum planning meetings in June 2021, Instructional Leadership Team planning retreat in August 2021, two weeks of teacher training and curriculum meetings in August 2021
	New professional development for staff on accelerated learning	X	Two week of teacher training and curriculum meetings in August 2021
Staffing and Related Supports	Additional staffing Additional vendor	X	Additional special education, English intervention, and Spanish intervention teachers in addition to regular co-teacher model.
	and/or community partner support	X	AARP - English tutoring in reading; Mary Center - School Based Mental Health Social Worker
	New hardware purchase	X	Replacement chromebooks, projectors and technology that rapidly depreciated in the 20-21 SY
	New software purchase	X	Education Modified

Other			
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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.

DC Bilingual is in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being lead by DC Bilingual’s Instructional Leadership Team, consisting of Principals, Assistant Principals, coaches, and instructional specialists; along with teachers and Teacher Leaders. In June 2021, each grade level team met to review data and reflect on the year to identify what instructional strategies worked well during virtual instruction and should be continued, and areas of need in terms of professional development. The August training calendar will include sessions on:

- Creating a welcoming physical environment that promotes social-emotional wellness, student autonomy and access according to UDL principles
- Creating a strong classroom culture, to include sessions on trauma-informed instruction, social emotional wellness, CLASS-aligned Classroom Organization and Emotional Support strategies, and No-Nonsense Nurturer behavior management system
- Culturally responsive practices, including anti-bias and anti-racist instruction
- The science of reading, including how to integrate explicit phonics instruction in English and Spanish into the workshop model, and how to differentiate instruction for all reading levels
- Vertical alignment of math standards and instructional strategies
- CCSS and NGSS content planning and teaching, including how to fold recovery planning into the yearlong scope and sequence
- The RTI pyramid, data analysis, and intervention

Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year. As the year continues, we will continue to host content-specific Grade Level Team Meetings and Vertical Team Meetings to discuss instructional strategies.

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

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:

- Departmentalized content planning
- Software: Google Classroom, Edpuzzle, Khan Academy, RAZ kids, Benchmark online platform
- A focus on phonics instruction and ample time for independent reading, as supported by recent

- research in the science of reading
- Bloomz app for parent communication
- Boomz portfolios to upload samples of student work and progress

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

N/A

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized

education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA’s plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA’s plan to serve **students with disabilities**, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:
 - a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;
 - b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;
 - c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;
 - d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and
 - e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students’ learning.

The LEA will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit: All students will get baseline testing within the first weeks of school. We will compare that to their individual IEP goals to make determinations of support and next steps in conjunction with the MDT. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: We have already identified a day 30 school days into the year that will be dedicated to meeting with families of students with IEPs for any potential updates, modifications, or explanations of learning plans for the school year.

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	The special educator in conjunction with school staff will make recommendations for the MDT using the students baseline data from SY 21-22. Comparing the progress of the past year to previous years (if the student has multiple years of having an IEP) we will be able to determine what is considered average growth pre pandemic compared to during, to identify what additional supports are needed.

<p>How appropriate services will be determined or designed for students with disabilities</p>	<p>As noted above we will design services dependent on baseline data and historical progress. Final determinations will be made with the MDT to ensure that all stakeholders are supportive and aware. Data will be collected as dictated by the IEP, and monitored on a weekly, monthly and term basis. The data will inform any needed changes and the MDT will make final determinations for any IEP changes. Recovery services will be identified on a case by case basis for students that made significantly less growth than their peers with IEPs as compared to the general education population.</p>
<p>How accelerated learning will be scheduled and delivered to students with disabilities</p>	<p>Students can and will receive services during academic blocks and, depending on the student, will be a push in support during the whole group, small group/1:1 in the classroom, pull out support or completely outside of general education. We will not pull students during Specials, lunch or recess because it will be their opportunities for peer social time.</p>
<p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p>	<p>All support will be communicated to families during the September meeting, and updates as they occur throughout the year. Families will continue to have regular points of contact with staff to be updated on students progress, and response to interventions in general.</p>

The LEA will ensure equitable access to educational opportunities across learning environments by continuing to identify the least restrictive environment for each student on a case by case basis. We are an inclusion school, and will modify settings to make sure students are able to access learning appropriately. The LEA will ensure that students with disabilities receive equal access to interventions by prioritizing the baseline testing of students with disabilities. Their services (related, academic, etc) will start as soon as possible after the school year begins. Interventions needed that are not an explicit part of the IEP will be discussed during the September meeting to identify if we have the data to add to the IEP or if we should continue to serve them through RTI. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by continuing to identify the least restrictive environment for each student on a case by case basis. We are an inclusion school, and will modify settings to make sure students are able to access learning appropriately. We will only use virtual options if it is a concern of safety (i.e. a student needs to quarantine but can still access learning from home) if that same student does not have a medical exemption. If a student has a medical exemption we will need to identify

their least restrictive environment in a virtual setting, specifically. As of right now DCB does not have any students in a Non Public Placement.

The LEA will continue to support parent training for students receiving related services through distance learning by providing all necessary technology, technology support, and reminders to access learning (i.e. emails, texts and calendar reminders).

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: by providing modifications and accommodations wherever possible. This includes but is not limited to clarification of processes, simplification of processes, explicit staff point of contacts, and/or multiple forms of communication (written, verbal, visual).

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

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

N/A

English Learners

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

- **a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**

- **b. The LEA’s English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

English learners will take the WIDA Model Online (K-5) or IPT/APT (PK) within the first month of enrollment to determine level of English proficiency. For students who are medically fragile and, therefore, not attending school in person, they will be engage in a one-on-one virtual screening. Once the student’s learning needs are understood, the student will receive English language instruction through the LEA Plan linked here. Continued monitoring of language acquisition will occur per our plan as described in question 10. **Families will be notified of current EL status, including supports given and in which environment (in classroom, outside of classroom) by October 1 or within 5 days of screening.**

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.**

DCB has prepared a safe in person reopening plan based on the recommendations provided by OSSE and DC Health. A first measure taken by the school was to develop a [DCB’s Covid-19 Health & Safety Mission](#). To follow, the school hired a Covid Coordinator whose role has been to ensure safe and proper functioning of all staff, students and families during their time on campus. The COVID Coordinator assumes the responsibility for all of DC Bilingual’s health and safety protocols related to the coronavirus, including acting as a liaison between DC Health and our school. This position provides much needed support and ownership of the COVID protocols at our school and allows teachers and staff to focus on their primary responsibilities to students and families. In addition to these steps, the school developed a [Covid Handbook](#) that outlines each and every aspect of the school’s proper functioning keeping in mind Covid safety practices.

- 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.**

DCB is using the ESSER III funds for additional program support in order to ensure proper recovery services for all students. At DCB we are allocating 6% of the funds to add **and train** an additional bilingual teacher, 5% for additional curricular materials, 5% **to add and train** an additional Special Education Teacher, and 4% is being used to add **and train** additional school-based substitute teachers. **The training aspect associated with each of these roles will ensure that each of these new additional staff will be assigned a coach who will work with them one one one to identify the ways in which they can use data-driven instruction to support each individual student that they work to serve. In addition these additional staff will be given a role to work with student families and they will support families with understanding the instructional interventions and supports provided to their children. These staff will work with student caregivers to expand the learning happening at school into the home. These**

additional supports will ensure that all students have access to highly qualified/effective staff, in order to receive uninterrupted learning during school time and at home when being supported by their caregivers.

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.

DCB will utilize the remaining available funds for the activities described below.

To implement evidence-based interventions that meet the needs of students, including on-demand access to tutoring through a contracted service provider

To provide mental health services to students through an on-staff bilingual counselor

Purchasing educational technology

To fund the salaries of 3 classroom teachers necessary for class-size reduction.

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.

DCB's Board of Director Goals, Head of School goals and the schools Academic Goals all align and center on the need to ensure high academic success for all students during SY 21/22 especially those impacted the most by Covid.

Specifically, our school boards goals read:

A. The Board will ensure the school is offering a strong academic program and fulfilling its mission as measured by:

- An increase in the percent of students, by subgroup, who will score at or above grade level on assessments determined by the school in
 - English,
 - Spanish, and
 - math.
- An increase in the percent of students, by subgroup, who show are below grade level and show improvement on assessments determined by the school in
 - English,
 - Spanish, and
 - Math.

B. The Board will ensure strong academic culture that supports social-emotional development of all students as measured by fewer than 10% of all students receiving a referral resulting in exclusionary discipline (i.e. suspended or expelled)

C. The Board will ensure that the school is providing an equitable and fair academic program as measured by each of the above goals being measured by student population, especially intersectionality (e.g. At-risk and English learner)

- Black
- English learner
- At-risk/low income
- Student with disabilities

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.