

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: E.L. Haynes PCS

LEA Head of School Name: Hilary Darilek

LEA Type: Pre-K;Elementary;Middle School;High School

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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.

E.L. Haynes Operational and Academic Plan (“the Plan”) for the 2021-2022 school year allows for on-site learning for all students for 180 days at 6 hours per day, or 1080 hours per year, and professional development for staff to ensure a healthy and safe learning environment. E.L. Haynes is able to execute the following plan using our own (current) facilities and with our current staff as well as additional staff hired for the 2021-2022 school year. The Plan adheres to OSSE’s current health guidance and the current recommendations by the Center for Disease Control (CDC).

We will require all students and staff to wear CDC-approved masks/ facial coverings, and to the extent possible, will adhere to the 3-foot social distancing guidance within classrooms by arranging desks and other furniture to allow for students to sit as far apart as possible. Students will also utilize clear tri-fold desk dividers when working to limit the spread of COVID-19.

Students are not required to wear their masks during lunch or outdoor recess. During times when masks are not worn by students, students will utilize the desk dividers when indoors (cafeteria and classrooms utilized during lunch periods).

Additionally, E.L. Haynes’ operational plan for providing time-limited distance learning in situations of staff excluded from school due to confirmed or suspected coronavirus exposure, and/or due to an entire COVID-19 outbreak is as follows (by campus).

ELEMENTARY CAMPUS

Students will be placed into cohorts by classroom. Whenever possible, we will maintain cohorting through the following methods:

Physical Space:

Students will be assigned to a classroom with a general education teacher. In grades Kindergarten through 2,

students will remain with their teachers for the majority of the day. To the extent possible, special education teachers and English Learner teachers will visit classrooms to provide services to students. However, we expect that there will be times where students receive small group support with other students who are not in their typical classroom.

- Students in Grades 3 and 4 will remain in the same cohort, but their primary instruction will be split between an ELA/Social Studies teacher and a Math/Science teacher.
- Students will attend specials/electives with the same cohort.
- Students will eat lunch with their cohort in their classrooms.
- Students will move through hallways with their classrooms/cohorts.
- Bathroom breaks will be scheduled to accommodate limited movement in hallways by more than one cohort.

Scheduling:

Because many of our families have multiple students in our elementary school, we will not stagger start and end times to the school day. While limiting cohort crossing throughout the day, students across cohorts may wait in socially distanced arrival lines and cross (at 6 foot intervals) during morning arrival. Students will be called down for dismissal in order of classroom.

Recess will be scheduled to allow for no more than one cohort/classroom of students to play in a designated area at a time.

Staffing:

To the extent possible:

- Classroom teachers will support no more than two (2) cohorts of students.
- PK-2 General Education teachers will support one (1) cohort of students.
- PK-4 paraprofessionals will support one cohort of students.
- Grade 3-4 general education teachers will support 2 cohorts of students.
- Special education and EL teachers will support up to two (2) cohorts of students.
- Specials/electives teachers will see every cohort of students throughout the week.

MIDDLE SCHOOL CAMPUS

Due to the nature of the secondary schedule and of the needs of each student, students cannot be placed in cohorts that adhere to the same schedule for the school day and/or week. To the extent possible, we will limit the amount of cohorts by placing students in advisories that have similar student schedules.

Physical Space:

- To the extent possible, student desks will be arranged three (3) feet apart. When 3-feet apart cannot be managed, desks will be arranged as far apart as possible.
- Students will eat lunch with their grade level in the cafeteria. It is not feasible to maintain social distancing in the cafeteria.
- Bathroom breaks will be scheduled to accommodate limited movement in hallways by more than one classroom of students.
- Recess will be scheduled to allow for no more than one cohort/classroom of students to play in a designated area.

Scheduling:

While limiting cohort crossing throughout the day, students across cohorts may wait in socially distanced arrival lines and cross (at 6 foot intervals) during morning arrival. Students will be called down for dismissal by individual classroom.

Recess will be scheduled to allow for no more than one classroom of students to play in a designated area.

Staffing:

- Classroom teachers will support no more than five (5) classrooms of students.
- General education teachers will support four (4) classrooms of students and an advisory,
- Paraprofessionals will support up to five (5) classrooms of students.
- Special education and English Learner teachers will support up to five (5) classrooms of students.
- Specials/electives teachers will see up to eight (8) classrooms of students throughout the week.

HIGH SCHOOL CAMPUS

Due to the nature of the secondary schedule and of the needs of each student, students cannot be placed in cohorts that adhere to the same schedule. To the extent possible, we will limit the amount of cohorts by placing students in advisories that have similar student schedules.

Physical Space:

To the extent possible, student desks will be arranged three (3) feet apart. When 3-feet apart cannot be managed, desks will be arranged as far apart as possible.

Students will eat lunch in the cafeteria with a maximum of 120 students. Social distancing will not be maintained in the cafeteria.

Staffing:

- General education and electives teachers will support four (4) classrooms of students and one advisory.
- Paraprofessionals will support up to five (5) cohorts of students and one advisory.
- Special education and English Learner teachers will support up to four (4) cohorts of students and one advisory.

PLAN FOR PROVIDING TIME-LIMITED DISTANCE LEARNING

In the event of a positive COVID-19 case within our school community, 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. For those staff and students who must quarantine, we will follow our school extended absence policies for staff and for students:

- Students will access all course materials, including homework, classwork, and handouts, via the Canvas LMS.
- Students will be able to watch video recordings of the classes that are uploaded into Canvas LMS.
- When possible, students will be able to participate in their courses via simulcasting/live streaming.
- Teachers who must quarantine will support the substitute teacher in the classroom using the Zoom platform.

In the event of an unexpected closure or partial closure, we will communicate with families as soon as the decision is made using the following communication platforms:

- A text sent through the E.L. Haynes student information system (Infinite Campus)
- An automated phone message sent through Infinite Campus
- An email sent through Infinite Campus
- Teachers will send a message through the Parent Square app

Dissemination of Materials

E.L. Haynes students in Grades K through 12 will have a device to bring back and forth to school, and therefore, will be able to access distance learning as needed. Our process for ensuring every student has access to a device is as follows:

- Current students will keep the device that they used during the previous school year.
- Devices for new students will be distributed by appointment only prior to the first day of school.
- In cases where students do not have access to the internet, students will be distributed a hotspot.
- Students will be given copies of all non-digital books (including novels) on the first day of school.
- Students in grades K through 8 will be able to access course material (including lessons and digital textbooks) in ELA and Math via the curriculum’s online platforms or through Canvas LMS.
- Teacher-created assignments and lessons will be uploaded through Canvas LMS.

For any student(s) who must quarantine, parents will receive notification to pick up any material from the school that is non-digital at a pre-scheduled pick-up time. In the case of a partial or full school closure, students will receive instruction using materials that have already been distributed.

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

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

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

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

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

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

E.L. Haynes is exploring the following options to provide virtual instruction to students with approved medical certifications:

- *Option 1:* Provide the distance learning model to our students with medical certifications through simulcasting/live streaming, or
- *Option 2:* Partner with another District LEA (ex. Friendship Public Charter School) to provide distance learning to our students with medical certifications.

For Option 1, E.L. Haynes central office staff and each campus will partner to support the approach to the distance learning program for students across campuses. Specifically,

- All campuses across the LEA will utilize the Canvas LMS platform and Zoom for all live streaming and simulcasting support.
- The LEA will ensure that all classrooms that have students with medical certifications are provided the appropriate technology/equipment to support simulcasting/live streaming.
- The LEA will ensure that all distance learning follows a comparable schedule as each campus' master schedule, and that a 6-hour instructional day is scheduled for all students (whether in person or distance learning).
- Each campus will appropriately schedule all students with medical certifications.
- Each campus will group students allowing for efficiency of delivery of the model.
- Each campus will select an administrator who is responsible for ensuring that students receiving distance learning are accessing their curriculum and daily instruction.
- Each campus will select an administrator who will remain in contact with parents of students receiving distance learning.

To ensure synchronous instruction for students participating in distance learning, students would be able to access an interactive livestream of the class. Specifically,

- Each student will receive live instruction for each scheduled class through simulcasting/live streaming.
- Students will attend advisory/morning meetings via simulcasting/live streaming.
- Classroom materials will be available either on digital platforms or via Canvas LMS.
- Students who are participating in distance learning will receive progress reports and grades during the same window as the in-person program.
- Students who are not making appropriate academic progress will be assigned a teacher and/or tutor to support them with online instruction.
- Parents will be contacted weekly by a school administrator to answer any questions.
- All lessons will be recorded and shared on our Canvas LMS in the event that an at-home student misses the synchronous instruction.

For Option 2, E.L. Haynes students with medical certification will attend Friendship Charter School's Virtual Program. Details will be forthcoming

- **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;**

Regardless of which option E.L. Haynes pursues to provide distance learning to students with approved medical certifications, students will be able to keep their school provided device and hotspot (as needed) with them at home to ensure consistent access to their distance learning environment. Students who are new to the school will receive their devices by appointment beginning in mid-August. In the event of a technology issue, students will receive distance support through our technology hotline, or the family can bring the devices to school for repair.

- **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**

E.L. Haynes will host webinars for families of students with approved medical certifications to provide guidance on setting up effective spaces for learning. In addition, families will receive ongoing technology training and/or support by members of the technology team. Finally, all materials that families need to access distance learning (i.e. device, hotspot, books and other non-digital materials) will be made available for pick-up by appointment beginning in mid- August. If E.L. Haynes elects to partner with Friendship Public Charter School to support our students with approved medical certifications, we will continue to provide technology and access to family training and/or support. Curricular materials will be provided by Friendship Public Charter School.

- **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.**

If E.L. Haynes provides the distance learning program to students directly (Option 1):

- Students will receive synchronous instruction through simulcasting/livestreaming by a classroom teacher. Students will receive instruction with their corresponding grade level teacher for all core subjects (reading, math, science, and social studies). The school will utilize the Canvas LMS, where all lesson materials and assignments will be posted for all students, whether or not they participate in distance learning.
- Elementary and Middle School specials/electives courses may be recorded and added to the Canvas LMS for students to review during a self-guided period of the day.
- During reading and math intervention periods, students in grades K-8 who are participating in distance learning will utilize the iReady platform. Teachers will monitor each student's i-Ready usage to ensure that they are making progress.
- Students who are not making academic progress will be assigned an online tutor and/or teacher for additional support.
- Students will check-in at least weekly with a member of the campus' wellness team.

All students, in grades K through 8, whether in person or participating in distance learning will utilize the Great Minds curriculum (Eureka Math and Wit and Wisdom), and Illustrative Math for Algebra 1, and Geometry. Students in grades K-8 also utilize the FOSS Science Curriculum. Students will utilize the digital

companions for these curricula when appropriate.

- Students will have access to the following adaptive learning tools:
 - i-Ready Reading (K-8)
 - i-Ready Math (K-8)
 - ALEKS (Secondary Math)

Students will have access to these programs during small group instruction, intervention blocks, and for additional home practice and support. Students who have an IEP will receive specialized support and related services virtually and, depending on need, may have access to an online tutor.

Students identified as EL learners and who qualify for EL services may, depending on need and EL level, receive individual or small group support virtually from an EL teacher. Students who are EL learners, depending on need, may receive support from an online tutor.

If E.L. Haynes partners with Friendship Public Charter School (Option 2), students will participate fully in Friendship's Virtual Program, and E.L. Haynes and Friendship will collaborate to ensure each student receives specialized services (as needed).

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.**

SOCIAL-EMOTIONAL LEARNING (SEL) AND WELLNESS

E.L. Haynes will provide opportunities for social-emotional learning, relationship building, and mental health awareness in the following ways.

E.L. Haynes staff will continue to be trained and supported on implementing our school-wide culture models. Each campus has its own developmentally appropriate model that offers structures and approaches for a positive school-wide environment, including:

- Responsive Classroom at the elementary school
- Developmental Designs at the middle and high school, and
- Restorative Practices also at the middle and high school.

These models allow teachers and administrators to set both classroom and school-wide academic, social, and discipline expectations. These expectations are reinforced during advisory/morning meetings and schoolwide culture meetings.

Each campus has adopted a social-emotional curriculum that will be implemented up to three times per week during the 2021-22 school year, including the Second Step Curriculum at the elementary and middle school, and School Connect at the high school.

In addition to the SEL curriculum, teachers and wellness staff will receive training and support for students focused on:

- Whole Child practices (i.e. academic conferencing, parent engagement, community support, and health and wellness), and
- Trauma-Informed Teaching.

Teachers will continue to receive training and support on these curriculum models and trauma-informed teaching practices throughout the school year in addition to intensive training and planning during the cross-campus August Staff Institute.

MENTAL AND BEHAVIORAL HEALTH SUPPORT

Screening and Tools

E.L. Haynes will utilize the following tools to screen and analyze students' social-emotional well-being when they return for the 2021-22 school year:

- The Strengths and Difficulties Questionnaire (SDQ), all students ages 3-18
- The Student Climate Survey determines student's needs around safety and support within and outside the school, given in the fall and spring to middle and high school students
- The Second Step and School Connect Social-Emotional Curricula's assessments and progress monitoring tools to gather baseline data for all students ages 3 -18
- The bi-annual Youth Risk Behavior Survey (YRBS)
- The McKinney-Vento Act Status screener for students transitioning in and out of houselessness (where applicable)

Students who receive a score that falls outside of normal ranges will be referred to the school's wellness team clinicians for follow up and next steps, as needed.

E.L. Haynes' comprehensive mental health program provides Tier 1, Tier 2, and Tier 3 supports for students. The mental health and wellness program aligns with the Center for Disease Control's Whole School, Whole Community, Whole Child (WSCC) Model in the ways described below.

Staffing

E.L. Haynes employs an entire Wellness staff to address the needs of students and families and partners with community agencies to meet additional requirements and supports. Specifically, our Wellness staff includes:

School	Clinicians/Wellness Staff	Community Partnerships
Elementary	1 social worker (LICSW), 1 psychologist	1 DBH consultant as part of the Mental Health Expansion

		Georgia Avenue Collaborative's Show Up Stand Out Program (SUSO)
Middle	1 social worker (LICSW), 1 school counselor	1 Mary's Center clinician Georgia Avenue Collaborative's Show Up Stand Out Program (SUSO)
High	3 social workers and/or counselors	1 Mary's Center clinician
Cross- Campus	1 Dir of Health and Student Wellness 1 social worker intern 1 Attendance Intervention Coordinator	1 Community in Schools Coordinator (CSC)

Training

Students, staff, and families receive training throughout the school year to address the community's needs. Staff training and support will be covered in the following section. Outside of the SEL curriculum, students receive workshops through advisory or morning meeting and classroom-based sessions in the following areas:

- Executive Functioning
- Motivation
- Managing Anxiety and Stress
- Healthy Relationships
- Sexual Abuse Prevention
- The Importance of Sleep and Routines
- Bullying Prevention
- Suicide Prevention
- Appropriate Use of Technology
- Grief and Loss

Families also receive training and workshops to provide the tools they need to access support for their children. Families receive workshops in the following areas:

- How to access public benefits (P-EBT, housing, healthcare)
- domestic violence prevention
- how to support your student's learning

Community Partnerships

E.L. Haynes partners with various community-based agencies to provide additional support to students and families, including:

- Department of Behavioral Health (DBH): We have been assigned 1 full-time DBH clinician based out of the elementary school, which provides individual and family sessions, classroom-based workshops, and Tier 1 initiatives, such as *Good Touch Bad Touch* and other programs.
- DBH also provides consultation services as part of the Mental Health Expansion Grant for our elementary school (workshops for staff and families around self-care).
- The Show Up Stand Out (SUSO) program at the Georgia Avenue Collaborative has helped with attendance intervention and programming and case management at the elementary and middle schools.
- E.L. Haynes has partnered with Mary's Center through the Mental Health Expansion Grant, which provides 1 MS and 1 HS Clinician to provide Tier 1, 2, and 3 supports to students.
- Mary's Center, through the OSSE Community In School grant, has provided a Community in Schools Coordinator (CSC) to support connecting students and families to resources outside of the school building.
- The Wendt Center for Loss and Healing has provided training around coping and grief to staff members that work closely with students and clinicians.

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.

E.L. Haynes continues to utilize the Responsive Classroom, Developmental Designs, and Restorative Practices frameworks, which guide us to create positive approaches to behavior and discipline at each campus. Through these approaches, we will continue to support students through restorative practices across all three campuses. As we transition back to in-person learning, E.L. Haynes will continue to implement these practices. In addition to these approaches, staff will receive training during August Staff Institute and throughout the year on trauma-informed teaching practices. E.L. Haynes will incorporate learning from the summer to create a transition plan that supports students' re-entry to campus, which will:

- Encourage teachers to reinforce their excitement to see students in person
- Re-establish classroom and school-wide routines, procedures, and rules
- Provide space for students to talk or process quietly
- Remind students how to connect with and engage with their peers

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.

Every E.L. Haynes student attending school in-person will be served National School Lunch Program (NSLP) compliant meals (breakfast and lunch) on campus via our meals vendor (Revolution Foods) through our traditional serving process (i.e. in-classrooms for meal delivery at the elementary school and in-cafeteria for middle and high school students). Students with medical waivers who participate in our virtual learning program (or partnership) will be directed to community resources for Seamless Summer (SSO) meal pick up.

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.

EDUCATOR WELLNESS

E.L. Haynes is committed to supporting teacher and staff social, emotional, and mental health needs in the following ways:

- Ongoing professional development in trauma-informed practices, beginning with trauma-informed training during August Staff Institute
- Monthly social and emotional support workshops provided through a local partnership that focus on self-care and how to responding to trauma without carrying the trauma
- On-site therapist one day per week at each campus to provide mental health support directly to staff (as requested)
- Weekly staff yoga sessions
- Weekly meditation drop-in sessions

Specifically, E.L. Haynes staff will be able to access mental health support internally, which will include mental health workshops throughout the year and on-site therapists at each campus. Additionally, E.L. Haynes offers an employee assistance program (EAP) available to staff through our benefits offerings where they have access to counseling services.

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.

FAMILY ENGAGEMENT

E.L. Haynes plans to communicate with families about our safe reopening, student wellbeing, and accelerated learning clearly and consistently through a variety of ways, including:

- Access to resources and information on the school website,
- On-demand notifications through social media channels,

- Individual outreach (email, text message, and phone calls), letters home, as well as through open houses, home visits, and/or family forums,
- Through other student-centered meetings, and
- As appropriate, we will also provide information through posted signage in the buildings.

During the 2021-2022 School Year, E.L. Haynes also plans to launch a new family communications application, Parent Square, to help better centralize and track family communications.

To meet the needs of our diverse community, details on these topics will be available in English and Spanish (and other languages, as necessary). This includes all updates on our website, social media, all email communications, as well as letters home. Additionally, we always provide simultaneous interpretation during all family forums, and partner closely with our Latina Moms Group, a long-time affinity group of E.L. Haynes mothers, as well as community partners like Mary's Center and the Georgia Avenue Family Collaborative to help disseminate and reinforce important information to our families.

Family Engagement will play a critical role in our work during the 2021-2022 School Year and our return to full-time in-person instruction. Over the course of the year, we will prioritize our family engagement work around five key areas:

- Providing a welcoming and inclusive environment
- Improving our family communications
- Partnering with families on students' learning and progress
- Building family connections and community; and,
- Increasing family voice.

E.L. Haynes has and will continue to solicit and incorporate staff, student, and family feedback on these plans. Through forums and surveys, we have received critical feedback from our staff, students, and families on our plans for returning in Fall 2021, as well as our Academic Acceleration and Wellness Plan. Throughout the upcoming school year, we will solicit feedback through the following means:

- **Family Forums and Focus-Groups:** Over the course of the year, E.L. Haynes will host regular family forums (approximately 4-5 times per year), where we solicit feedback and input on major decisions and issues facing our community. In addition, we will push into the regular meetings of our Latina Moms Group, ROAR (our elementary school parent organization), and other scheduled family engagement events to meet families where they are and engage families beyond digital surveys or via written communications. During the 2020-2021 School Year, our Middle School piloted both Staff and Student Town Halls to high levels of success and engagement. We are considering how to adapt or replicate these opportunities at our elementary school and high school.
- **Quarterly Community Surveys:** During the 2020-2021 School Year, we launched a community survey that provided regular snapshots of how we were doing throughout the year. This information was important to our ongoing planning, and all of the changes we needed to make in real-time. We hope to adapt and continue this survey process during the 2021-2022 School Year, while focusing specifically on reaching even more of our families.
- **Ad-Hoc Opportunities:** Throughout the year, there will be opportunities that arise that require us to host additional forums, town halls, 1:1 meetings, and other engagement opportunities with staff, students, and families. We want to remain flexible and adaptive to the needs of our community throughout the year.

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

In order to monitor student progress and adjust supports, E.L. Haynes will provide quarterly progress reports to every student, conduct parent-teacher and student-led conferences, and formalize 1:1 communications between guardians and teachers. To support the communication between guardians and teachers, we will be launching Parent Square, a phone-based communications app during the 2021-2022 School Year. We know that many of our families prefer a more direct and personalized approach to communications, and our teams will develop strategies to reach all of our families personally, and organizationally, we will complement all digital outreach and communications with traditional means -- paper surveys, informational flyers, and letters home, as well as in-person meetings, robocalls, text messages, and phone calls.

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.**

ATTENDANCE AND RE-ENGAGEMENT

During the 2020-2021 school year, we identified students as being less engaged with distance learning based on the following criteria:

- Low or decreased student attendance during synchronous learning;
- Low or decreased student attendance during an asynchronous learning;
- Low work completion;
- Drops in grades or poor grades and/or GPA; and/or
- Students self-reported difficulty with managing virtual learning.

E.L. Haynes will provide individual outreach to the families of students identified as being less engaged with distance learning through their advisors, homeroom teachers, administrators and/or the wellness team. Additionally, the wellness team will provide summer connections to families, offering encouragement and support to those students who have re-enrolled at the school. The wellness team will meet with each school-based leadership and/or operations team once a week to follow up with attendance and engagement concerns for these families and other students who may also have attendance concerns in the new school year.

Each campus's grade level team will meet weekly to discuss ongoing and new students of concern and student successes, and propose next steps. The team will discuss Tier I intervention strategies that include parental and school-based input and feedback.

Before an intervention meeting, parent(s)/guardian(s) will be notified by their preferred contact method, including calls, text messaging, and/or email. All parents/guardians will receive a notification that reminds them of their scheduled meeting.

Should a parent not respond after multiple attempts to schedule a meeting, teachers or administrators will notify the attendance and engagement coordinator, who will offer outreach support.

What strategies, interventions, and designated staff support structure the LEA will employ to support the engagement of the students identified.

We will use the following strategies and interventions to support engaging identified students:

- Advisors, homeroom teachers, and school administrators will be our first line of support. Advisors or homeroom teachers will reach out to students and families on the first day of absence or lack of work completion.
- The attendance coordinator will streamline communication with school staff and community partners to identify and support students with attendance and engagement concerns.
- All E.L. Haynes students will have access to office hours to receive extended instructional and work time with their teachers (as needed).
- Attendance and engagement groups and individualized check-ins will be facilitated by the attendance coordinator and outside community agencies.
- Chronically disengaged students will be offered direct academic support and counseling following a facilitated parent-teacher conference with the students' academic team and parents.
- Chronically truant students will continue to be monitored closely by the attendance specialist and grade-level teams throughout the year.
- Progress monitoring will take place at least twice a week in the attendance and engagement meetings and grade level team meetings at each campus.
- Teachers, case managers, related service providers, campus leaders, the attendance coordinator, and community partners will streamline communication around student progress.
- The attendance coordinator will initiate foundational support to all families in the summer with a strong focus on outreach to families with attendance and engagement concerns to promote strong attendance in the upcoming school year.
- The attendance specialist will email and call home to message attendance expectations for the upcoming school year as a part of our Tier I initiative.
- E.L. Haynes and community partners will recognize and offer incentives and certificates to promote strong attendance for all students.
- Parents will be notified about student progress via direct calls and texts in our parent communication platform (Parent Square). We will also use Infinite Campus messenger services and community-wide emails from our CEO, as needed.

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;**

E.L. Haynes will administer the following assessments to measure student learning and interrupted instruction throughout the 2021-2022 school year:

- ANet in Grades 3-10 for ELA and Math,
- iReady Diagnostic for Grades K-8 for math and reading
- Reading Inventory for Grades 3, 4, 6, 8, and 9
- Math Inventory for Grades 3, 4, 6, 8, and 9, and
- Curricular summative assessments for the curricula we use across grade levels (Every Child Ready, Wit & Wisdom, Eureka, Foundations, Illustrative Mathematics, FOSS, etc.).

Note: At this time E.L. Haynes is still exploring assessments that measure phonological awareness and reading fluency.

For high school ELA and science, E.L. Haynes uses teacher-created formative and summative assessments to monitor student progress. Additionally, teachers leverage Advanced Placement exams as appropriate.

- **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 following table is an overview of E.L. Haynes assessment schedule outside of the state required assessments (i.e. PARCC in ELA 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. Results will be used internally and with families but will not be part of school accountability.

Subject Area	Content Area Details	Grade Level(s)	Assessment	Administration schedule
ELA	Reading as measured by increases in Lexile	3, 4, 6, 8, 9	Reading Inventory	Administering assessment to all students in prioritized grades by September 30, 2021, and to students who are assigned to reading interventions between June 1- June 23
ELA	Grade level standards tested over the course of the year	3-10	ANet	October 4-29 January 3-21 March 1 - April 1 4th Administration: TBD
ELA	Adaptive test to determine student proficiency and growth	K-8	iReady Reading	September 1-30 January 3-31 June 1-30
Math	Math Growth and Proficiency	3, 4, 6, 8, 9	Math Inventory	Administering assessment to all students in prioritized

				grades by September 30, 2021, and to students who are assigned to math interventions between June 1- June 23
Math	All grade level standards tested over the course of the year	3-10	ANet Math	October 4 - October 29 January 3 to January 21st March 1 to April 1 4th Administration: TBD
Math	Adaptive test to determine student proficiency and growth	K-8	iReady Math	September 1-30 January 3-31 June 1- 30
Science	Curricular assessment	K-8	FOSS curriculum assessments	Given according to curricular cadence, whereby units are approximately 4-6 weeks long
Science	Earth science in 9th, Biology in 10th, Chemistry in 11th, and Physics in 12th	9-12	Teachers design assessments for each high school course	Assessment sequence dictated by teacher practice. High school assessment policy requires at least two summative assessments per quarter.
English Language	The language of academic	PK: Pre-IPT	PK: Pre-IPT	September 6 - October 1

Proficiency	content - screening for initial language proficiency levels	K: K W-APT 1-12: WIDA Screener	K: K W-APT 1-12: WIDA Screener	
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- **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**

E.L. Haynes sets its own assessment-specific goals for ANet and i-Ready performance each year. We have not previously tracked Reading Inventory or Math Inventory goals, but will set student-specific goals for each student based on metrics set by the assessment vendor. In addition, we will also set student-specific goals using i-Ready data for reading and math.

We track our goals quarterly (and after each test administration) via an annual organization-wide goals dashboard. Next school year, we will track individual student performance data on i-Ready Reading, i-Ready Math, Reading Inventory, Math Inventory, and phonics skill acquisition to support individualized instruction.

This year, we are tracking student performance in order to determine the appropriate support needed for each student. School leaders and teachers will use bi-weekly data meetings to discuss and monitor student performance, and to determine any needed adjustments.

- **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**

Campus Specific Practices to Monitor Student Progress

We consistently use formative assessments to drive our instruction and identify appropriate supports for students. We will have consistent academic systems and structures across the LEA to support teacher planning for grade level Tier 1 instruction, individualized instruction for students in the classroom, small group instruction based on student learning, and the placement of students in evidence-based interventions (when appropriate). These systems and structures include:

- Weekly collaborative planning meetings (where small group and individual supports are planned based

on classroom data); and,

- Bi-weekly data meetings (can be grade level or content specific based on campus).

In addition, each campus will offer instructional coaching in ELA or Math for teachers who require support with individualized or small group instruction. Evidence-based intervention teachers will receive coaching by the intervention vendor (Read 180, Math 180, System 44, Foundations).

Students who require additional support through an intervention will be supported by the following campus-based interventions:

- Elementary School
 - Literacy Lab K-2 reading support (High Dosage Tutoring)
 - Double-Dose Foundations (Phonics) Instruction
 - Small Group Support: Intervention Teacher
 - Small Group Support: Math Teacher
- Middle School
 - School-created Literacy Lab in 5th and 6th grade (High Dosage Tutoring)
 - School-created Math Lab in 6th grade (High Dosage Tutoring)
 - Read 180
 - Math 180
 - System 44
 - Small Group Support: Intervention Teacher
 - Small Group Support: Math Teacher
- High School
 - Saga Education Algebra I Support (High Dosage Tutoring)
 - Read 180
 - Math 180
 - Small Group Support: Intervention Teacher
 - Small Group Support: Math Teacher

- **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 nine students enrolled in non-public schools. They are registered in Accotink, Foundation, Katherine Thomas, Kennedy Krieger, Pathways, Phillips, and Sheppard Pratt, per OSSE's placement process. We collaborated with the above named schools regarding disruptions to student learning that occurred in the school year 2020-21 in the following ways:

- Provided an MOU outlining expectations for the year;
- Reviewed and gave feedback on distance learning plans;
- Adjusted transportation plans as requested;
- Provided technology, including laptops and hotspots, as needed;
- Monitored progress through progress reports and report cards, monitored attendance, and held attendance meetings;
- Attended eligibility and IEP meetings; and,
- Collaborated with non-public points of contact regarding student needs, including ELL goals (as applicable).

Additionally, we collaborate with families to ensure students' Individualized Education Plan's (IEP) goals reflect this disruption. In addition to formal meetings, we individually connected with families to ensure they had access to school materials and instruction and verified instructional plans for implementation.

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.

E.L. Haynes has an extensive plan to address interrupted instruction and accelerate learning for all students. In an effort to better understand interrupted instruction, we have an aggressive data collection plan that will allow our teachers and administrators to analyze where students experienced the greatest impact on instruction, so that we are able to make informed decisions about where to prioritize our efforts.

June 2021 Data Collection

In order to begin planning for accelerated learning, all current students in Grades K through 8 completed the EOY assessment for i-Ready in reading and math. This data will help us understand where students are struggling or accelerating in phonemic awareness, phonics, ELA and math skills that are typically taught at their grade level.

Students in prioritized grades are receiving the Reading Inventory and Math Inventory. This is designed to give us a guide for which students are eligible for reading and math interventions, so that we can appropriately plan in the fall.

September 2021 Data Collection

Students will receive the BOY i-Ready assessment and any students in prioritized grades will receive the Reading and Math Inventory. Students in Grades K-2 will also receive a pre-assessment for phonemic awareness. Note: iReady data and Read 180 data will be collected 3 times per year.

These data will be used to:

- Support teachers' need to plan for interrupted learning, determining what skills or standards are necessary for students to know in order to access grade level instruction. Teachers will plan for these gaps to help students quickly access grade-level instruction.
- Allow teachers to be able to support students in small groups based on skills that need to be addressed.
- Allow students to be placed in evidence-based interventions.

Teachers will analyze student work samples and unit test data during bi-weekly team meetings and make decisions on which standards need to be re-introduced and whether or not students should engage in a different flexible group.

E.L. Haynes has a system for sharing and analyzing both school and student data in order to support informed decision making.

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

• a. Adjusted Scheduling

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

• b. Instructional Changes

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

• c. Staffing and Related Supports

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

- **d. Other**

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

Section	Activity	Yes/No	Explanation of Approach and Expected Impact on Accelerating Student Learning
Schedule Adjustments	Adjusted class/block/bell schedules	Yes	<p>Shifting to a block schedule in the middle and high school to enable embedded intervention within the Tier 1 classroom.</p> <p>Introducing a daily intervention block for math and ELA in elementary and middle school to accelerate student learning in those areas.</p>
	After-school programming	Yes	Extended Day Program Managers help coordinate after-school tutoring programs using a mix of adult capacity and technology-based platforms (e.g., Amira for early literacy, Saga for secondary math).
	Longer school day	No	N/A
	Longer school year	No	N/A
	Summer 2021	Yes	Extended Day Program

	Programming		<p>Managers oversee summer 2021 programming for interested students and families</p> <p>Programming includes:</p> <p>3-week summer intersession focuses on reading and math in the morning and extracurricular activities in the afternoon</p> <p>5-week Extended School Year (ESY) program for special education and dually identified students</p> <p>Summer Bridge Program for incoming 9th graders</p> <p>College Intensive Acceleration Program for rising 12th graders</p>
	Summer 2022 Programming	Yes	We plan to offer 2022 summer programming, but have not yet decided on a model/course offerings
	School break/holiday programming	Yes	Students will be encouraged to complete self-guided lessons using our adaptive learning platforms
	Weekend programming (e.g., Saturday school)	No	N/A

Instructional Changes	High-dosage tutoring (HDT)	Yes	Partnered with Literacy Lab to provide HDT to prioritized students in grades K - 2, and with Sada Education to provide HDT to students in Algebra 1
	New curriculum purchase	No	N/A
	New intervention program or support	Yes	Expanding our ability to serve students who will benefit from Read 180, Math 180, and System 44. Additionally, increase our adaptive learning program to include Zearn, Touch Math, and Amira.
	New uses of staff planning time for accelerated learning	Yes	Adding structured co-planning and data review meetings each week to ensure all students who require targeted support receive it.
	New professional development for staff on accelerated learning	Yes	We are adding two instructional coaches per campus to support teachers in accessing more consistent coaching and professional development through individual and collaborative learning cycles on target areas of our teaching rubric. We are providing professional development in co-teaching differentiated learning, and small group instruction to support teachers in implementing Tier 1 instruction. We are also providing on-going training and support to teachers who are

			implementing Read 180, Math 180, and System 44.
Staffing and Related Supports	Additional staffing Additional vendor	Yes	We added two instructional coaches (ELA and Math) and two intervention teachers (ELA and Math) per campus to support academic acceleration
	and/or community partner support	Yes	Partnering with Literacy Lab, Saga Education, and City Year to support HDT
	New hardware purchase	Yes	Purchased substantial technology devices and supports for students (e.g., Chromebooks and tablets) to access tech-based academic acceleration platforms. Also purchased simulcasting equipment for classrooms.
	New software purchase	Yes	Saga education, Amira, Eureka Equip, Touch Math and Zearn Math, and an expansion of Read 180, Math 180, System 44

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.

PD Topic	Audience	Timeframe	Follow-Up
Social Emotional Learning	Teachers, Clinicians, Administrators	Launch during August Staff Institute	Classroom support by clinicians Ongoing training during PD days

Trauma Informed Teaching	Teachers, Clinicians, Administrators	Launch during August Staff Institute	Classroom support by clinicians Ongoing training during PD days
Managing Trauma	Teachers, Clinicians, Administrators	10 monthly sessions	Clinicians will be onsite to offer support via a local partner
Co-Teaching and Individualized Instruction	Teachers, Administrators	Launched during August Staff Institute, ongoing training during PD days	Instructional Coaches will provide ongoing training and support to teachers during planning meetings and coaching cycles
Using the Coherence Map and the Staircase of Complexity to support planning for interrupted instruction	Teachers, Coaches, Administrators	August Staff Institute	Continued support by administrators and coaches during planning meetings

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

We identified the following strategies and practices to extend from our experience with distance learning and intend to continue with them throughout the 2021-2022 school year:

- Continue to use our online learning management system (Canvas LMS), which has made communication with students, families, and staff much easier in the face of absences, make-up work, work-sharing, and gathering student data;
- Provide every E.L. Haynes student with access to a technology device and platforms such as Canvas LMS, Nearpod, Desmos, and other software -- these programs greatly expanded student engagement during virtual learning and continue to be useful as we transition to in-person learning;
- Leverage social-emotional curricula to help students with skillbuilding and prioritizing social-emotional wellbeing; and
- Provide ongoing virtual elective courses (including dual enrollment opportunities) and virtual credit recovery for our high school students.

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.

E.L. Haynes will offer the following to support students with credit attainment, recovery, and support for post secondary transitions to ensure all students are on track to graduate:

- Summer school learning opportunities
- Credit recovery program (summer and during the school year)
- Original virtual summer credit for elective courses
- Summer Bridge Program for all incoming 9th graders
- Summer College Acceleration Program for rising seniors
- FAFSA Workshops
- Individual college transition meetings with families
- Support with completing college applications
- Support with writing college application essays

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.**

To understand the extent of interrupted instruction, students with disabilities, where appropriate, will receive the same assessments as all other students. These assessments include (but are not limited to):

- iReady BOY assessment in Reading and Math
- Reading Inventory

- Math Inventory
- Foundations (Phonics) pre-assessment
- Dyslexia Screening

In addition, students who require additional assessments under IDEA or the students' IEP will receive them, according to the following timelines (as appropriate):

- 30- to 60-day reviews of current assessments
- Students who require re-evaluations will receive them within the IDEA mandated timelines
- Functional Behavioral Assessments

How the need for accelerated learning for students with disabilities will be evaluated:

For all campuses, students will receive the assessment administered to general education students. Including:

- iReady Reading and Math
- Reading Inventory
- Math Inventory
- Early Literacy Reading Assessment (elementary school only)
- Aleks Pre-Assessment in Mathematics (high school only)

How appropriate services will be determined or designed for students with disabilities:

E.L. Haynes provides services to students with disabilities along the continuum according to their identified needs. IEP goals are used to determine individual student needs and developed based on the results of their formal and informal assessments. Services are adjusted based on regular progress monitoring data.

How accelerated learning will be scheduled and delivered to students with disabilities:

E.L. Haynes accelerated learning aligns with the general education schedule based on the data reviewed from assessments and a student's IEP. Instructional staff, including teachers, support staff, and tutors deliver service directly to students.

How instructional approaches used for accelerated learning of students with disabilities will be communicated to families:

Family communication regarding accelerated instruction for students with disabilities will align with the family communication for general education students. In addition, the parents of students with disabilities will have the opportunity to receive communication via the Special Education/ELL (SPELL) Parent Advocacy meetings, and during annual IEP meetings.

Equitable Access to Learning Environment

All students, including students with disabilities, will have access to educational opportunities in person and virtually for students with approved medical certification. E.L. Haynes understands that there may be learning gaps for all students as a result of extended distance learning; as a result, we will provide reading and math inventories to students in grades 3, 4, 6, 8 and 9.

We will host a Data Gains Meeting with the representatives from Houghton Mifflin Harcourt in July to review the results. These data meetings will allow us to review the progress students have made this year, celebrate student successes, and identify opportunities for continuous improvement within the program's implementation. We will use this along with other data to determine which students need to be placed in interventions.

We will use this along with other data to determine which students need to be placed in interventions.

We will continue to use Read 180 and Math 180 as our primary interventions to address math and reading deficits, students who need phonics interventions receive Systems 44. E.L. Haynes plans to train additional teachers to provide these interventions and provide most students, including students with IEPs, interventions via intervention blocks. Only students whose IEPs designate that they need intensive interventions through pullout will receive them in a more restrictive environment as outlined in their IEPs.

Parent Engagement and Training

Parent training will be provided during Special Education/ELL (SPELL) Advocacy Meetings related explicitly to the associated services that their students will receive. If the student's need is significant and additional training is needed, parents will have opportunities to receive individualized training related to their students' specialized needs.

We work closely with service providers and agencies to ensure that students receive their services along the continuum. In specialized cases, we have contracted with a mobility specialist to provide mobility services within the student's immediate community. We have purchased and rented specialized equipment for students with visual impairments and hearing impairments. All of these services and the process for implementing them are addressed during the student's IEP meetings.

As part of our plan for engaging with families in the education of their students, the case managers of students with IEPs will reach out to parents to introduce themselves and use the opportunity to get input from families. These structured conversations will have talking points for the case managers, including asking the parent to identify what they view to have been the most significant impacts on their children during the past school year. We will probe to see what went well, what didn't, what they see as the biggest areas of concern, see any notable progress/regression, etc.

We will use assessment data along with parent input to develop a snapshot of their students' needed additional services and supports if required. These initial case manager conversations will help ensure that the school team focuses its attention on areas of concern for parents and that parents have a voice in the process. Our intent is relationship building/maintenance, and the parent input is a valuable data point for education decisions.

Our school teams will also receive training during our Staff Institute in August on progress monitoring and expected next steps when looking at student growth data. Our goal is to meet with families when students flag for deficits or non-growth, so that school teams can continuously revisit the plans for additional services for students with IEPs.

In addition, we adopted ParentSquare, a new form of school-to-home communication that helps keep parents and guardians informed and encourages greater engagement and connection with the school. It provides a safe way for administrators, principals, teachers, staff, and parents to send and receive school and class information, share files, see calendar items, and schedule parent-teacher conferences.

E.L. Haynes Support of Families with Disabilities

E.L. Haynes supports families with disabilities in the same manner in which we do for students with disabilities. We provide any accommodation necessary to meet the families' needs, such as interpretation, and providing information in a written format. Additionally, E.L. Haynes has the ability to provide sign language and visual and audio services, and enlarged documents, as needed.

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.**

Any newly enrolled student flagged on the home language survey that has not taken ACCESS will receive an OSSE-approved screener appropriate to their grade level. Additionally, E.L.Haynes utilizes the following process to identify and support English Learner (EL) students:

- Students are screened within 30 days at the start of school;
- Students who were initially screened with the provisional screener will be re-screened within 30 days of being provisionally screened; and,
- The parents of students who are eligible for services will be notified within 30 days of the determined results.

English learners who need to be screened will take the Pre-IPT, K W-APT, or WIDA Screener within the first month of enrollment to determine their level of English proficiency. Therefore, students who have approved medical certification and are not attending school in person will be engaged in a one-on-one virtual screening. Once the student's learning needs are assessed, the student will receive an E.L. Haynes English Learner Plan (for 21-22) for English language instruction. Continued monitoring of language acquisition will occur per the plan described in question 10.

E.L. Haynes will continue to provide EL services using the following:

- Sheltered instruction philosophy through our co-teaching model. EL students' virtual instructional delivery will be aligned with the distance learning options selected by the LEA.
- Online tutors available for students who need additional support.
- E.L students who would benefit from the school's evidence based interventions (System 44, Read 180, Math 180, Foundations Double Dose) will participate.
- Student language goals will be set using the WIDA Standards Framework and English language proficiency data (test scores from ACCESS for ELLs 2.0, WIDA MODEL/ Screener, K Screener, and Pre-IPT).EL staff will update progress quarterly.
- During the enrollment process, the Director of English Language Learning will check the Early Access to EL Data Qlik application provided by OSSE. This data will flag any student who is/was identified as an English Learner at their previous school who is new to Haynes. In addition, we will implement a family team meeting at the beginning of the school year for our newcomer population, who require the most significant amount of support in their language development. The family meetings will allow the team to get to know each other, learn about the students' history in their home country, and help welcome parents and students into our school community.
- We will utilize the WIDA MODEL for schools to give students who didn't take ACCESS to determine language growth. We will focus administering the WIDA MODEL on the following:
 - Students whose data is from before 2019
 - Students who did not complete the 19-20 ACCESS test
 - Students who have complete 19-20 data but scored at level 1 or 2
- To monitor progress throughout the year, teachers will use formative measures that they create (ex: rubrics, checklists, curriculum benchmarks, speaking & writing samples, etc.) as well as school level assessment data (i.e., iReady, A-Net, Reading and Math inventory, Dibels, etc.).

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.

E.L. Haynes is prioritizing ESSER III funds to address learning loss and support specific learning needs.

E.L. Haynes plans to use a portion of ESSER III funds to support operational efforts to comply with recent OSSE and DC Health Guidance to ensure a healthy and safe learning environment. Specifically, E.L. Haynes plans to install and use modular units to provide additional classroom and work space.

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.

E.L. Haynes plans to use ESSER III funds to add intervention teachers (ELA and Math) per campus to support academic acceleration and evidence-based interventions. E.L. Haynes also plans to invest in high-

dosage tutoring (as an evidence-based intervention).

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.

E.L. Haynes plans to use remaining ESSER III funds to support academic acceleration and wellness, including: 1) instructional priorities; 2) individualized student supports; 3) student and staff wellness; and, 4) family engagement. . All LEA ESSER III spending will be consistent with allowable uses of funding.

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.

E.L. Haynes uses a variety of summative and formative assessments to measure student learning and the potential impact of COVID-19 on learning, including: ANet in Grades 3-10 for ELA and Math; i-Ready Diagnostic for Grades K-8 for math and reading; the Reading Inventory and Math Inventory; and curricular summative assessments for the curricula we use across grade levels (Every Child Ready, Wit & Wisdom, Eureka, Foundations, Illustrative Mathematics, FOSS, etc.). School leaders and teachers use these assessment results to drive instruction and identify appropriate supports for students.

Additionally, school leaders and teachers participate in weekly collaborative planning meetings and bi-weekly data meetings to help identify students who may be disproportionately affected by the COVID-19 pandemic, including students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, and children in foster care.

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.